School and Department Theme Statement
The Doctoral Program in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

Course Overview
In the context of leadership, the search for truth and meaning can be recognized throughout history. Research provides leaders the opportunity to gain new knowledge which, subsequently, can change how they understand self, how they view the world, and how they lead others. Self-reflection and a form of humble and critical depth in relation to self and others is often the result of openness toward the research process. This class includes a discussion of basic premises regarding how we learn and how this learning process influences and is influenced by research. Different ways of knowing become apparent through analyzing two predominant social science research paradigms: quantitative and qualitative. These two research paradigms provide a framework for reviewing various research methods and related theory development. The primary component of this course is student reflections about concepts presented in class discussions, assignments, and readings, and the "meanings" students assign to these concepts. This course is designed to honor the pursuit of truth.

Course Objectives and Goals
This course promotes the understanding of:
1. how we learn (gain new meanings) from research;
2. two predominant social science research paradigms, their underlying assumptions, and how they impact what we learn from research;
3. general principles of making quantitative and qualitative observations in research;
4. sampling procedures used for quantitative and qualitative research design;
5. the purpose and procedures of various research methods: survey, experimental, qualitative, and unobtrusive;
6. general methods of analyzing data for quantitative and qualitative research designs; and
7. ethical issues associated with quantitative and qualitative research designs.

Texts for the Course
Learning Activities and Evaluation

Grades will be based on:

- 20% In class participation/presentations (1-research paper; 2-truth search)
- 25% Worksheets: to be completed as assigned (classes 1-7)
- 30% Research proposal: due class 8
- 25% Critical analyses of articles: due as assigned (classes 4, 5 & 7)

All papers are graded with regard to three equally-weighted elements:

- Creativity--writing style, writing voice, arrangement of thoughts and arguments, etc.
- Construction--structure, grammar, clarity, simplicity, etc.
- Critical Thought--depth, skill of argument, density of critical judgment, etc.

Doctoral level work is of highest quality both in content and presentation. Grades are assigned as follows:

A 95-100%  B+ 85-89%  C+ 70-74%
A- 90-94%  B 80-84%  C Not acceptable at Ph. D. level
B- 75-79%

Assignments to be handed in at the end of the course:
1. 6 worksheets
2. 3 critical analyses of articles
3. 1 research proposal

Final Presentation:
1. In class 8 each person will present a symbolic personal integration (the construction of this will be left to your creativity) of your pursuit of truth throughout the course. This will include an assignment you are to complete anytime during the semester, in which you will spend 1/2 day alone with three goals: 1) self-reflection 2) listening to God as you perceive God and 3) seeking to understand your personal relationship to truth. This 1/2 day alone, plus an integration of how course assignments, readings, and conversations deepened your pursuit of truth will be included in the presentation. Presentations must be primarily symbolic not primarily verbal (e.g. pictures, art, painting, artifacts, natural objects, symbols, food, music, song, poetry, etc.). Presentation length: 15 minutes.

Research Proposal Assignment
Select a topic that is of interest to you, identify a problem that pertains to this topic, and propose how you would structure a study to investigate this problem. The paper is to be from 10 to 15 pages in length, double spaced. The A.P.A. style of writing is to be used (a manual can be purchased in the book store). The paper is to consist of three parts. The content to be included in each part is outlined below.

Part I. Introduction
A. An introduction to the problem (background information about the problem area and its social significance) You will need to use references for this section.
B. A summary statement of the problem--what is the problem and why does it need to be studied? (what needs to be known about the topic to be studied, based on what is already known). You will need to use references for this section.
C. Purpose of the study (state in one paragraph, the goal, or purpose of the study). The purpose should extend, logically, from problem.
D. Research questions to be answered by the study
E. Variables to be observed in each research question and a brief definition of all variables (you may need to use references to define certain variables).

Part II. Literature Review
Present a general outline of areas that would need to be addressed in a literature review for this study. Include an annotated bibliography for five articles pertaining to your topic. At least two of these five articles should be research. For the research articles include a description of: the purpose of the study, the sample, data collection methods, data analysis methods, and conclusions drawn.

Part III. Research Design
A. The type of research design to be used and why (experimental, survey, field, unobtrusive, etc.).
B. Paradigm assumptions supporting this study (cite where you found these).
C. Description of design elements:
   • Quantitative Design
   • Qualitative Design
   • Population and sample
   • Site selection (rationale)
   • (size and method of sampling)
   • Treatment (if experimental)
   • Sampling (rationale)
   • Instrumentation (describe Methods of observation, format of instrument) (what, when, how--be specific)
   • How instrument will be administered (when, by whom, under what conditions--be specific)
D. Limitations of the research design
E. Ethical issues surrounding the study

Schedule of Class Topics and Reading Assignments:
Session  Topic  Reading completed
1 a. Introduction to course  Babbie
   b. Purpose of research  Tolstoy: Ivan
   c. Overview of research process
   d. The roles of theory in research
   e. Selecting a research topic
   f. Literature review (theory analysis)
   g. Research, learning, & truth
2 a. Research, learning, & truth (cont.) Babbie
   b. Objectivity vs subjectivity  1/3 bluebook
c. Errors in human inquiry  all Tolstoy: Ivan

d. Ways of knowing (quantitative  1/3 Walker: color and qualitative research paradigms)

e. Elements of research design

f. Tolstoy: the death of Ivan Ilyich

g. basics of searching

3

a. Elements of research design (cont.) Babbie

b. Quantitative observation  Stat Bk (pp. 1-18) (measuring variables)  2/3 Walker: color, 2/3 bluebook

4

a. Sampling methods  Babbie

b. Survey research methods  Stat Bk (pp. 19-35)

c. Walker: the color purple  all Walker: color

5

a. Experimental research methods: Babbie all bluebook, 1/2 Ueland: write

6

a. Qualitative research methods  Babbie

b. Ueland: if you want to write  all Ueland: write

7

a. Unobtrusive research methods  Babbie

8

a. Presentation of search for truth

**Schedule for when each assignment is due:**
(look at this every 2 or 3 days to keep yourself ready for each upcoming assignment)

<table>
<thead>
<tr>
<th>Session</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Worksheet #1</td>
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<td>Have research topic selected</td>
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<td>2</td>
<td>Worksheet #1</td>
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<td>Have Tolstoy read and ready to discuss</td>
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<td>Have blue bk handouts #1-2 read</td>
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<td>3</td>
<td>Worksheet #2</td>
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<td>Have blue bk handouts #3-6 read</td>
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<td>4</td>
<td>Worksheet #3</td>
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<td>Have Walker read and ready to discuss</td>
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<td>Critical Analysis: Survey Article</td>
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<td>5</td>
<td>Worksheet #4</td>
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<td>Critical Analysis: Experimental Article</td>
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<td>6</td>
<td>Worksheet #5</td>
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<td>Have Ueland read and ready to discuss</td>
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<td>Have blue bk handouts #7-8 read</td>
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<td>7</td>
<td>Worksheet #6</td>
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<td>Research paper</td>
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<td></td>
<td>Critical Analysis: Qualitative Article</td>
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<td>8</td>
<td>Presentation: personal search for truth</td>
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<td>final packet 6 worksheets, 3 crit. analyses of articles, and 1 research paper</td>
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**note:**
1. worksheets and critical analyses of research articles will be graded and returned during class. If an "OK" is written at the top of the cover page, the work has been completed to doctoral standards. If no "OK" is found at the top of the cover page, either written or verbal comments
will be given so that you can complete the work satisfactorily (after revising, hand it in again to receive either the "OK" or suggestions for further revisions).

2. At the end of the semester all six worksheets, three critical analyses of articles and the research proposal will be turned in in a single stapled or paper-clipped packet. When possible, each of these will have been handed in for editing and revision at the above proposed class sessions, and will have been returned to you.

Bibliography for the Research Component of the Doctoral Studies Program in Educational Leadership

The Search for Truth


Principles of Research

• Smith, J. K. Quantitative versus qualitative research: An attempt to clarify the issue. Educational Researcher, March, 1983.

Research Writing
• Tornquist, E. From proposal to publication: an informal guide to writing about nursing. Menlo Park, Ca.: Addison-Wesley 1986.

Data Analyses

Measurement in Research

** this class has been taught in accordance with the Gonzaga U. Fair Process Manual**