Principles of Research
DPLS 720 – Fall 2016

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DPLS 720 Principles of Research (3 credits)

COURSE INFORMATION

Fall 2016

| Instructor: Kem Gambrell, Ph.D. | Day of the Week/Time: Saturdays / 8:00 am -12:00 pm |
| Email: gambrell@gonzaga.edu | Dates: 9/3; 9/17; 10/1; 10/15; 10/29; 11/12; 11/19; 12/3/2014 |
| Phone: 509-313-3488 | Location: TBD |
| Office: Tilford 226 | |
| Office Hours: Please call or email for an appointment | |

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:

Focusing on the pursuit of truth, this course gives a comprehensive perspective on research design, including both quantitative and qualitative methods. Emphasis is on the context of research and the pursuit of truth, and the appropriate use of various research methodologies. Students conceptualize their own research design as well as become more knowledgeable consumers of extant literature.

My Course Philosophy:

This course sets the stage as behavioral scientists, to begin/continue the journey in better understanding people’s behaviors, perceptions and responses as we engage in the world around us. As leadership scholars and doctoral learners, our “job” is to create new knowledge and understanding in the field. Thus, my intent in this class is to help students learn (more?) about research, how to ask a measureable question, begin setting the stage towards finding “answers” to these questions, and, most importantly, tap into our inner two-year old who was curious about everything… asking the question and finding out “why”.

Teaching Methods & Course Requirements:

This course will primarily be taught through the use of lecture and class discussion, with use of article review and a plethora of examples and riddle solving. The course will emphasize rigor in both reading and writing assignments. Thus, students are expected to prepare for class discussions (I.e. read) prior to coming to class, as well as work to “stumble” through worksheets, attempting to apply course material to topics of interest. Classroom discussions and activities will center on discussion of the concepts, assigned articles/chapters, and application of the material.
Course Objectives and Goals:

1. How we learn and gain new meanings from research;

2. The 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, field, and observation;

6. General methods of analyzing data for quantitative and qualitative research designs; and

7. Ethical issues associated with research designs.

Student Outcomes:

1. Have a better understanding of how and why social sciences conduct research.

2. Design a research “idea” and begin the process(es) of developing said research.

3. Write and present a “research idea” proposal (consider writing a final product that can lead to either publishing, presenting at conference or both).

Learning Goals:

As part of the DPLS learning community, students will:

1. Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.

2. Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.

3. Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.

4. Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global level.

5. Through the practice of positive organizational leadership, develop the ability to seek goodness, engender and amplify it, in personal, organizational, and global systems.

6. Understand and prize diversity and promote global approaches to issues, with special attention to the implications of diversity for individuals, organizations, and societies.

7. Become increasingly committed to social justice, and through their participation in community activities, refining the skills relevant to bringing about more humane social institutions.

8. Develop research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.
Gonzaga Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

Required Texts/ Reading Materials:


**Other course material will be posted on BB or emailed to class. Please check BB weekly.

Optional/Suggested Reading Materials:


Sixth Edition APA Manual

***Sections of this book will be posted to BB and reviewed in class

Methods of course evaluation:

- **Class attendance, participation and preparation:** 20% of course grade
- **Short assignments** (usually handed out in class or posted prior to class on Black Board): 20% of course grade
- **Major assignments** (See dates on syllabus): 20% of course grade
- **Final paper and Presentation:** See criteria listed in syllabus and Black Board: 40%
Grading Scale:

The final grade is based on total points over the entire session in the following percentages:
(Total Points Possible By Semester’s End, e.g. “200”) X (Percentage Below) = (Pts. Needed to Earn Grade)

\[
\begin{align*}
100\% - 98\% &= A+ \\
97\% - 94\% &= A \\
93\% - 90\% &= A- \\
89\% - 88\% &= B+ \\
87\% - 84\% &= B \\
83\% - 80\% &= B- \\
79\% - 78\% &= C+ \\
77\% - 74\% &= C \\
\end{align*}
\]

Course Expectations:

Assessment & grading in this course will be based on participation, completed assignments, and your final project. The central expectation for this course is that everyone do all the reading, worksheets and final project. It is critical that everyone show up for class and be fully present in class/group work and conversations about research. Departmental policy is that if you miss two classes or more for any reason you will have to take the course over.

Student Role:

Due to the nature of this class, when assignments are given (reading, writing, taking the lead on a topic area), it is imperative that students come to class prepared, and ready to engage in conversation. Leadership is at the core of effective organizational practice. Developing relationships with colleagues, active participation, thoughtful introspection, and the ability to examine the art and science of leadership are important leadership and classroom “tools”. With this in mind, listed below are the course assignments:

**Late work will not be accepted unless mitigating circumstances and prior arrangements with me have been made. Being absent from class does not constitute cause from turning work in on time.**

- **Class attendance, participation and preparation:** (20% of course grade) involves a variety of factors such as: coming to class prepared, listening, active engagement (offering insight and discussion regarding the relevant topic), and consideration of others perspectives respectfully; being prepared (which means reading before class); and class attendance (being physically, mentally, and emotionally present). Silent attendance will not earn full credit. As a graduate level course, you are expected to contribute to the learning and success of the class as well as yourself. This includes engaging and contributing.

Because this is a graduate level class that meets for 230 minutes for seven weeks, missing class(es) may impact the students grade, and ability to be successful in the class. If for some reason, part or all of a class is missed, the student is expected to contact me prior to the class (phone or e-mail) and advise me of the circumstances.
Short assignments (usually handed out in class or posted prior to class on Black Board): 20% of course grade. These will be completed in class or students will be asked to complete them before class to discuss. Examples include several worksheets that will build upon course material.

Major assignments (See dates on syllabus): 20% of course grade. Further details will be given in class and posted to BB. Examples include a literature review and concept map on your research topic(s).

Final paper: (See dates in syllabus): 40% of course grade. This paper will contain a research proposal on your chosen topic(s) and show understanding of how to ask a researchable question, as well as methods to answer the question as it is asked. Further details and specific criteria will be given in class and posted to BB.

Final presentation: (See date in syllabus): (part of final paper grade). This presentation will be given on the last day of class with the goal of exhibiting your research idea and methods, as well as obtaining class and instructor feedback to conceivably strengthen your final paper. In addition, the intent is to provide students with an opportunity to “practice” presenting in a format similar to a conference with a more informal system of dictum. Further details will be given in class and posted to BB.

Grading Criteria for Written Content Criteria: The content of your worksheets and final project should reflect both the minimal criteria laid out in the assignment documents as well appropriate cited literature that is both accurate and appropriate to your topic. As a graduate level course, the goal is to reach higher levels of Bloom Taxonomy (Analyze, Evaluate, & Create). Thus, students are encouraged and expected to search beyond basic text book definitions and understanding, and be willing to think critically, and challenge assumptions, whether it be their own, or others. It is in this intellectual “stretch” that higher levels of learning can occur.

Writing criteria: The organization and logic of your papers are critical. The expectation is for a well-focused, organized, and well-reasoned sentences, paragraphs, and sections. The writing should flow with the reader not getting lost or having to work to determine what is being said.

In addition, your writing should be clear and demonstrate careful word choice. All academic papers should include some sort of purpose/thesis statement, and this is particularly true with research papers. In addition, sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are vital and will evaluated for their efficacy in weaving the concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be assessed based on their appropriateness and effectiveness. Furthermore, grammar, punctuation, and spelling are expected to be immaculate. Careful proofreading of your paper is a basic expectation. Please consider using the academic writing center or other means (colleagues) to help edit your paper. Having others provide feedback is a natural phenomenon in academic writing (aka peer reviewing).
Papers are to be completed in the 6th edition APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted.

**My Role:**
My role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, it is my goal and personal expectation to present material in a variety of ways to better help facilitate learning and comprehension. *I encourage respectful exchanges and even differing opinions and hope to see us all learn from each other – including those who support our opinions/viewpoints as well as those who present opinions/viewpoints that differ from our own.* My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

**How to “manage” Kem:**
(Here are a couple of things to consider as you and I work together in and outside of the classroom)

1) I consider a graduate program to be a journey. Thus, I expect that you (and I) will learn and grow along the way.

2) Be patient with yourself, with me, and with your colleagues.

3) Communicate. I can’t help or advocate for you if I don’t know what is going on. I am happy to schedule a meeting with you to talk about your needs, and how you can be successful in the program. I have even been known to meet off campus for a cup of tea.

4) I am open to explaining things several different times and ways- if you are confused ask for clarification- it’s okay! And…I enjoy trying to explain the multiple options, so ask.

5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process, me and you.

6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade. Please remember that the grade does not dictate how much or how well you have learned, or what you will do with the information in the future. So be here to absorb all you can.

7) I like to have fun and enjoy it- life is too short! I hope you want to have some fun as well. So let’s not take any of this too seriously.

8) Be open to the joy and the messiness of engagement, struggle, contemplation and stretching yourself, and helping your colleagues stretch. This is what growth and learning are all about. “Go where you have never gone before…”
How to “manage” graduate school:

1) Read with a dictionary. You will be learning a lot of new terminology and rhetoric.

2) Proof read your work, and have others read it as well. Nothing we do is in a vacuum, thus developing a habit of having others review and critique your work, both for grammar, spelling, APA and content is vital. This means having it done before the day it is due, and taking any and all feedback (this doesn’t mean you have to follow it, but at least consider it ;).

3) Study with others. Have conversations, learn from each other’s process, perceptions, and perspectives. This is the best, and most helpful piece of being in a face-to-face setting.

4) Graduate school, and specifically doctoral work is challenging. Thus, taking a copious number of credits does not work well here. The goal of doctoral work is to become such an adept topic expert, that you can create new knowledge from the subject matter. Thus, “getting through” is not the goal. Learning deeply and profoundly is.

5) Be curious, learn, explore, challenge yourself, and celebrate the journey/process.

6) Doing graduate work takes a lot of time and dedication by you, and those around you. Thus, diving in deeply while maintaining balance, sanity, and relationship is imperative (hence the 1-2 classes suggestion.

7) Perception check, about everything. Having peer mentors, an advisor, and colleagues is fantastic: thus, take polls, do interviews, and ask questions- survey the landscape and get on the balcony (Heifetz).

Students Role:

As a student in the DPLS program, your role is to actively engage in helping create, and being an enthusiastic colleague in the development and maintenance of a healthy and productive learning environment. To do this requires continued preparation, communication with the instructor and your classmates, as well as being willing to ask questions and contribute to understanding. In addition, coming with an open and curious mind-set, willing to explore and consider other perspectives is strongly encouraged. As a doctoral level learner, active contribution, participation and attendance are a necessity. Last, class attendance is imperative. It is not my role to reconstruct class if you need to miss. Because “life” events do arise, and at times missing class may occur, please have a class colleague take notes for you, and inform you of class lectures, dialogues and events. Please be aware that DPLS has a class attendance policy that will be enforced.

Statement on Intercultural and Diversity Awareness:

This course will be conducted such that all perspectives, beliefs, world views, etc. will be welcomed, respected, and encouraged. As a doctoral level class, engaging with and learning
from a multitude of perspectives is a necessity. It is also my firm belief that openness to others is an fundamental value and both an ethical and moral imperative. Please consult the Gonzaga Website at: http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp for a more complete expression of the University’s position and commitment to these values. You may also consult the University Mission at:
http://www.gonzaga.edu/About/Mission/MissionStatement.asp

Academic Honesty:

As a doctoral student, DPLS expects the highest level of academic performance. As such, appropriate citation and “truth-telling” is not just a requirement, but also an expectation. For details on Gonzaga University’s Code of Academic Honesty policy, please see: https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf

Title IX Statement:

Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*
## Course Schedule (may be subject to change)

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<tr>
<th>Week /Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments (other than readings)</th>
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<td>12/03</td>
<td><em>Class presentations</em></td>
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<td><em>Students present their research “ideas”</em></td>
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<td>12/11</td>
<td>Final papers due:</td>
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<td>Uploaded to Black Board no later than Midnight</td>
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