Principles of Research

Web Version

DPLS 720 – Fall 2017

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DPLS 720 Principles of Research (3 credits)

COURSE INFORMATION

Fall 2017

Instructor: Kem Gambrell, Ph.D.
Email: gambrell@gonzaga.edu
Phone: 509-313-3488
Office: Tilford 226
Office Hours: Please call or email for an appointment

Day of the Week/Time:
Saturdays: 9:00 am -1:00 pm*(New Time)

Dates:
9/9; 9/23; 10/7; 10/21; 11/4; 11/18; 12/2; 12/9/2017

Location: Tilford 117

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 various ways of inquiry, 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 deeper understanding, and the appropriate use of various research methodologies to facilitate deeper insight. In this class students will begin to conceptualize their own research design as well as become more knowledgeable consumers of extant literature on their research topic of interest.

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 asking measurable questions concerning human behavior, perceptions and organizational/societal influences (aka 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. Develop an understanding of how to ask a measurable question, and why the rhetoric and manner of the question impacts the methodology.
4. Write a literature review based on students topic area- which is then imbedded into the “proposal”.
5. Write and present a “research idea” proposal (consider writing a final product that can lead to either publishing, presenting at conference or both).

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 (program requirement for all classes).


**Sections of these books will be posted to BB and reviewed in class**

**DPLS 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.

**Grading Scale:**
The final grade is based on total points over the entire session in the following percentages:

<table>
<thead>
<tr>
<th>100% - 98% = A+</th>
<th>93% - 90% = A-</th>
<th>83% - 80% = B-</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% - 94% = A</td>
<td>89% - 88% = B+</td>
<td>79% - 78% = C+</td>
</tr>
<tr>
<td></td>
<td>87% - 84% = B</td>
<td>77% - 74% = C</td>
</tr>
</tbody>
</table>

**Methods of course evaluation:**

- **Class attendance, participation and preparation:** 25% of course grade
- **Short assignments** (usually handed out in class or posted prior to class on Black Board): 30% of course grade
- **Literature Review/Major assignments:** 15% of course grade
- **Final paper and Presentation:** See criteria listed in syllabus and Black Board: 30%

**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 completes all readings, 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:** (25% 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, multitasking and derailing discussions are not ways to 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 intentionally and thoughtfully engaging and contributing. Due to the nature of this course, missing any class period is highly discouraged. *If you believe you will miss more than one, please consider taking this course at a different time. Making up work, or relying on colleagues is extremely difficult.*

Because this is a graduate level class that meets for 230 minutes for eight times, 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): 30% 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, as well as article assessment and other work. The intent of these projects is not so much to get them “right” but rather to encourage critical thinking and application. Thus, expect some degree of struggling and challenge.

- **Literature Review/Major assignments** (See dates on syllabus): 15% 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): 30% 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 be 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 extensively or to 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 insights 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). While the nature of this class generally supports more “lecture” style methods to present material, it is important that students understand their role is to engage actively and help create a conducive learning environment.

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. Please consider your own leadership and follower behaviors in the classroom. Last, class attendance is imperative. It is not my role to re-construct 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 Regarding Course Expectations:
As a Jesuit university that seeks to provide an equal opportunity to learn for all students, this course is offered with the expectation that students are here voluntarily, and understand that the university expects all interactions relating to its courses to occur in the context of a professional academic work environment that is welcoming and accessible to all students regardless of gender, race, ethnicity, religion, disability, sexual orientation or identity and any other non-merit factor in educational programs or activities. This environment includes virtual course environments, such as Blackboard, and any course-related communications via e-mail and social media. We strive to create a healthy environment conducive to intellectual honesty and free inquiry; as such, behaviors which constitute harassment, discrimination, or hostile and/or inappropriate conduct will not be tolerated, and faculty, staff and administrators will take action to ensure such matters are addressed promptly and appropriately.”

For inquiries or concerns about non-discrimination or the complaint process at Gonzaga, contact the Office of Equity and Inclusion, Business Services Center, 102 E. Boone Avenue or 509.313.5858 or 313-6910.

Harassment, Discrimination and Sexual Misconduct: Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga’s policy prohibit gender-based harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing gender-based harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Gonzaga’s Harassment
and Non-Discrimination Policy found here: [http://www.gonzaga.edu/student-life/Community-Standards/harassment_and_discrimination_policy.asp](http://www.gonzaga.edu/student-life/Community-Standards/harassment_and_discrimination_policy.asp). It may be helpful to talk about what happened in order to get the support needed and for Gonzaga to respond appropriately. There are options for support and resolution, namely confidential support resources, and campus reporting and support options available. Gonzaga will respond to all reports of sexual misconduct in order to stop the harassment or misconduct, prevent its reoccurrence and address its effects. Responses may vary from support service referrals to formal investigations. As a faculty member, I want to get you connected to the resources here on campus that can help you in this situation and therefor will report all incidents of sexual misconduct and thus cannot guarantee confidentiality. I will provide our Title IX coordinator with relevant details such as the names of those involved in the incident, and Title IX will reach out to you to explore options for support, safety measures and reporting. For more information about policies and resources or reporting options, please visit the following websites: [www.gonzaga.edu/eo](http://www.gonzaga.edu/eo) and [www.gonzaga.edu/titleix](http://www.gonzaga.edu/titleix). If you would like to make a report of harassment, discrimination or sexual misconduct directly, you may contact the Title IX Coordinator by phone, email or in person by contacting:

For inquiries or concerns about gender-based harassment, discrimination or sexual misconduct or the complaint process at Gonzaga, contact Stephanie N. Whaley, Title IX Coordinator, Business Services Center, 102 E. Boone Avenue or 509.313.6910, [whaleys@gonzaga.edu](mailto:whaleys@gonzaga.edu), [www.gonzaga.edu/sexualmisconduct](http://www.gonzaga.edu/sexualmisconduct).

**Notice to Students with Disabilities/Medical Conditions:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability/medical condition requiring an accommodation, please call or visit the Disability Access Office in (room 209 Foley Library). You may find more information by visiting their website at: [www.gonzaga.edu/disabilityaccess](http://www.gonzaga.edu/disabilityaccess)

**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](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](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](https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf)
## Course Schedule (may be subject to change)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments (other than readings)</th>
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</thead>
</table>
| Week One 9/08 | **Introduction to class-“Why research?”**  
- Ethics involved  
- Scientific Method | -See BB for readings |  |
| Week Two 9/23 | **It’s all in the question**  
- Methods  
- Methodology  
- Theoretical perspective  
- Epistemology | -Babbie: Ch. 1 & 3  
-Creswell; Ch. 4 (pg. 87-91); Ch. 1  
-Crotty readings (see BB)  
-See BB for other readings |  |
| Week Three 10/7 | **Start with the literature**  
- Literature reviews  
- Concept maps | -Babbie Ch. 17  
-Creswell Ch. 2  
-Crotty readings (See BB)  
-See BB for other readings |  |
| Week Four 10/21 | **Research design**  
- Research Problem  
- Research question  
- Purpose statements | -Babbie: Ch. 4  
-Creswell Ch. 3, rest of Ch. 4; Ch. 5  
-See BB for other readings |  |
| Week Five 11/4 | **Research design con’t**  
- IRB  
- Sampling  
- Population | -Babbie Ch. 5  
-Creswell Ch. 6  
-See BB for other readings |  |
| Week Six 11/18 | **Qualitative Methods**  
- Qualitative methods  
- Data collection  
- Data analysis | -Babbie: Ch. 10 & 13  
-Creswell Ch. 7 (pg. 129-132) & Ch. 9  
-See BB for other readings |  |
| Week Seven 12/2 | **Quantitative Methods**  
- Data collection  
- Brief introduction to stats/SPSS  
- Data analysis  
- Mixed Meth. Components | -Babbie: 14-16  
-Creswell Ch. 7 (pg. 132-141) & Ch. 8  
-See BB for other readings |  |
| Week Eight 12/9 | **Class presentations**  
*Students present their research “ideas”* | |  |
| 12/17 | Final papers due: Uploaded to Black Board no later than Midnight | |  |