DPLS 720su13 Principles of Research

DPLS 720: Principles of Research

3 Credits       Summer 2013

Professor: Caroline Fu, Ph.D.

Office: Tilford #225

Office Phone: 509-313-3488

Office hour: Please e-mail for an appointment

e-mail: fu@gonzaga.edu

Meeting Logistics: Room 405, Tilford

Class times: Tuesday 6-10pm, 6/18, 25; 7/2, 5, 9, 16, 23.

Course Overview:

This course provides a foundation in the philosophy of research, comprehending meaning of leadership, and articulating the quest for truth. 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 from research and how this learning process influences research. Different ways of knowing become apparent through analyzing social science research paradigms. These 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.

Specific Objectives Include:

This course promotes the understanding of the following:

1. how we learn (gain new meanings) from research;

2. various social science research paradigms, their underlying assumptions, and how they impact what we learn from research;

3. general principles of making positivist, interpretivist, critical, etc. observations in research;
4. sampling, and the sampling procedures used for positivist, interpretivist, critical, etc., research designs;
5. the purpose and procedures of various research methods: survey, experimental, field, and unobtrusive;
6. general methods of analyzing data for positivist, interpretivist, critical, etc., research designs; and
7. ethical issues associated with positivist, interpretivist, critical research designs.

Required Texts


Required Readings to be provided on Blackboard includes:

This book, developed by Dr. Sandi Wilson as a pre-requisite for DPLS quantitative research, introduces basic statistics that is very useful for understanding numbers and how numbers as abstractions represent some pertinent information.


Learning Activities and Evaluation:

Class Participation - Students are expected to have read the assigned readings in preparation for each class and to identify questions/topics that warrant further discussion. Students who miss more than two class sessions will be required to repeat the course. (12% of grade)

Worksheets (6) - Beginning with our second meeting, we ask students to work on the worksheet individually prior to each class, then meet in workgroups to discuss and learn from one another. The ultimate content of the worksheets is up to each individual as they are informed by course readings and group discussions.

The structure and content of worksheet assignments that have been part of the Principles of Research course for many years. These worksheets represent a progressive template to build a research paper of doctoral level quality. Each worksheet is available on the Blackboard site. Please navigate on the Blackboard to the Content  Meeting # Folder. (18% of Grade).
<table>
<thead>
<tr>
<th>Session #</th>
<th>Worksheet</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prep.</td>
<td>Have research topic selected, setting a research baseline</td>
</tr>
<tr>
<td>2</td>
<td>#1, #2</td>
<td>Paradigms &amp; Point of View: A World Upside Down Research Design approaches</td>
</tr>
<tr>
<td>3</td>
<td>#3</td>
<td>Critical Analysis: Survey Article</td>
</tr>
<tr>
<td>4</td>
<td>#4</td>
<td>Critical Analysis: Experimental Article</td>
</tr>
<tr>
<td>5</td>
<td>#5</td>
<td>Critical Analysis: Qualitative Article</td>
</tr>
<tr>
<td>6</td>
<td>#6</td>
<td>Critical Analysis: Unobtrusive Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your research paradigm—know self, find meaning, &amp; empower others</td>
</tr>
</tbody>
</table>

**Pre-class essay** (1-3 pages, APA-6, e-mail to fu@gonzaga.edu) – your perspective on knowledge, truth, reality, reflection of pre-class readings, & research interest (8%)

**Reflection Journal** (1-page prior to each class meeting, post to Blackboard → Discussion → Meeting Folders) – Choose one research topic from the required readings. Write critical reflection related to the topic. Do you agree or disagree? Why or why not? Why is the issue of importance to social scientists engaging in research or those reading research manuscripts and reports? What are the questions and/or concerns that this topic raises for you? Post journal on blackboard. Six entries due as indicated on course schedule. (12% of Grade)

**Peer-review Essay** – (1-3 pages, APA-6, post to Blackboard → Discussion → Peer-review Folder) a discussion of research paradigms based on our reading and discussions of paradigms, choose an article from a peer reviewed journal that focuses on a discussion of methodology: *titles will be provided in class*. Include the full bibliographic citation and the author's abstract on your first page. Discuss the author's paradigmatic assumptions and the implications for the following: epistemology (or how data is being defined and/or how meaning is being made), research design, subjectivity, and implications/learnings for yourself as a researcher. Post assignment to the Blackboard folder in the Discussion area for peer review. Be prepared to discuss this assignment with classmates. (10% of Grade)

**Final Project** - (10 pages, APA-6, e-mail to fu@gonzaga.edu) and post to Blackboard → Discussion → Capstone-paper Folder. At the end of the course, you have completed numerous worksheets that serve as project templates. You are expected to integrate relevant elements from these worksheets, from the text, and/or from outside resources to complete a research proposal. Please see the Information area on Blackboard for specific criteria. This proposal is due via email (40% of Grade)

**Point/Grade correspondence for Grades:**

- 95-100%   = A
- 90-94.99%  = A-
- 85-90%     = B
- 80-84.99%  = B-
Course Structure

First Meeting: Foundations: Paradigms & Point of View: What is it to know?

Pre-Class Reading:
- Babbie: Chapters 1 - 2 (pp. 1-61)
- Crotty: Chapter 1 (pp. 1-17)
- Somekh & Lewin (S&L): Chapter 1-3 (pp. 1-32)

Pre-class Writing:
Your perspective on knowledge, truth, reality, reflection of pre-class readings, & research interest

Overview of Readings
Worksheets & Project Discussion
Group Work - (Discuss Essays)

Second Meeting: A World Upside Down & Research Design

Readings for 2nd Meeting:
- Babbie: Chapters 3-7 (pp. 62-228)
- Crotty: Chapter 2-4 (pp. 18-65)
- Somekh & Lewin (S&L): Chapter 4-7 (pp. 33-68)
*Book chapters & journal articles on Blackboard

Writing for 2nd Meeting:
Reflection journal & Worksheet #1 & 2 (paradigms & research design) Due

Overview of Readings
Group Work (Worksheets #1 & 2 Respond to questions - Create questions)
Presentation #1 (Babbie Ch.1-7; Somekh & Lewin: Ch. 1-7)

Third Meeting: Design and Emergence

Readings for 3rd Meeting:
- Babbie: Chapters 8-12 (pp. 229-390)
- Somekh & Lewin (S&L): Chapters 8-12; (pp. 69 – 110)
*Book chapters & journal articles on Blackboard

Writing for 3rd Meeting:
Reflection journal & Worksheet #3 (survey) Due
Peer review essay due
Overview of Readings
Group Work (Worksheet #3 discussions)
Presentation #2 (Babbie Ch.8-12), Select 1 from S & L: Ch. 8-12
Peer review essay (Paradigm Assignment) Due

**Fourth Meeting: Empirical research—positivist**
Readings for 4th Meeting:
- Babbie: Chapters 13-14 (pp. 391-447)
- Crotty: Chapter 4-7 (pp. 65-159)
- Select one article from S&L: Chapters 23-32 (pp.199-284)
*Book chapters & journal articles on Blackboard

Writing for 4th Meeting:
- Reflection journal & Worksheet #4 (experimental) Due

**Fifth Meeting: Empirical research—interpretivist**
Readings for 5th Meeting:
- Babbie: Chapters 15-16 (pp. 448-504)
- Crotty: Chapter 8-10 (pp. 160-217)
- Select one article from S&L: Chapter 13-22. (pp. 111-198)
*Book chapters & journal articles on Blackboard

Writing for 5th Meeting:
- Reflection journal & Worksheet #5 (qualitative) Due

**Sixth Meeting: Unobtrusive Research & Café conversation**
Readings for 6th Meeting:
- Babbie: Chapters 17 (pp. 506-530)
Somekh & Lewin (S&L): Chapters 33-36; (pp. 285 - 319)

*Book chapters & journal articles on Blackboard

Writing for 6th Meeting:

Reflection journal & Worksheet #6 (unobtrusive) Due

Overview of Readings

Group Work (Worksheet #6 discussions)

Café conversation: Special interest Project Research proposals

Seventh Meeting:

Readings for 7th Meeting: Presentation on capstone paper
<table>
<thead>
<tr>
<th>Week</th>
<th>Pre-class Readings</th>
<th>Writing due</th>
<th>Class Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Babbie: Ch.1-2 (pp. 1-61) Crotty: Ch.1 (pp. 1-17) Somekh &amp; Lewin: Ch. 1-3 (pp. 1-32)</td>
<td>Pre-class essay—your perspective on knowledge, reading, truth, reality, &amp; interest</td>
<td><strong>Foundations</strong> Paradigms &amp; Point of View: What is it to know? Worksheets &amp; Project Discussion Group Work (Discuss Essays)</td>
</tr>
<tr>
<td>2nd</td>
<td>Babbie: Ch.3-7 (pp. 62-228) Crotty: Ch. 2-4 (pp. 18-65) S &amp; L: Ch. 4-7 (pp. 33-68) *Book chapters &amp; journal articles on Blackboard</td>
<td>Reflection Journal &amp; Worksheets #1 &amp; #2</td>
<td><strong>A World Upside Down &amp; Research Design</strong> Group Work (Worksheets #1 &amp; 2 discussions: respond/create Q) Presentation #1 (Babbie Ch. 1-7; Somekh &amp; Lewin: Ch. 1-7)</td>
</tr>
<tr>
<td>3rd</td>
<td>Babbie: Ch.8-12 (pp. 229-390) S &amp; L: Ch. 8-12 (pp. 69-110) *Book chapters &amp; journal articles on Blackboard</td>
<td>Reflection Journal &amp; Worksheet #3 Peer-review Essay</td>
<td><strong>Design &amp; Emergence</strong> Group Work (Worksheet #3 discussions: respond/create Q) Presentation #2 (Babbie Ch.8-12) Select 1 from S &amp; L: Ch. 8-12</td>
</tr>
<tr>
<td>4th</td>
<td>Babbie:Ch.13-14 (pp. 391-447) Crotty: Ch. 4-7 (pp. 65-159) S &amp; L: Ch. 23-32 (pp.199-284) *Book chapters &amp; journal articles on Blackboard</td>
<td>Reflection Journal &amp; Worksheet #4</td>
<td><strong>Empirical research—positivist</strong> Group Work (Worksheet #4 discussions: respond/create Q) Presentation #3 (Babbie Ch.13-14 Select 1 from S &amp; L: Ch. 23-32</td>
</tr>
<tr>
<td>5th</td>
<td>Babbie:Ch.15-16 (pp. 448-530) Crotty: Ch. 8-10 (pp. 160-217) S &amp; L: Ch.13-22. (pp.111-198) *Book chapters &amp; journal articles on Blackboard</td>
<td>Reflection Journal &amp; Worksheet #5</td>
<td><strong>Empirical research—interpretivist</strong> Group Work (Worksheet #5 discussions: respond/create Q) Presentation #4 (Babbie Ch.15-16 Select 1 from S &amp; L: Ch.13-22.</td>
</tr>
<tr>
<td>6th</td>
<td>Babbie:Ch.17 (pp. 506-530) S &amp; L:Ch.33-36 (pp.285-319) *Book chapters &amp; journal articles on Blackboard</td>
<td>Reflection Journal &amp; Worksheet #6</td>
<td><strong>Unobtrusive Research</strong> Group Work (Worksheet #6 discussions: respond/create Q) <strong>Café conversation</strong>—Research Proposal</td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td></td>
<td>Presentation on capstone paper</td>
</tr>
<tr>
<td>7/30</td>
<td></td>
<td></td>
<td>Capstone research proposal due</td>
</tr>
</tbody>
</table>
Bibliography for the Research Component of the Doctoral Program in Leadership Studies

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**


**Data Analyses**


**Measurement in Research**


