

Fall 2025 – Online Course

EDLD 9633: Research Seminar III

Georgia Southern University | College of Education | Department of Leadership, Technology, & Human Development



Instructor:	Elise J. Cain, PhD
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Office Phone:	912-478-5341
Office Location:	COE 3124
Office Hours:	Tuesdays, 9:00 am to Noon (online or in-person) and by appointment *Meetings can be scheduled in person, by telephone, or via web-conferencing. *Please email me to set up a time to meet. *Note: I work many more hours than listed here, and I promise to be available to meet with you. I also recognize that many of you may be unavailable during regular business hours, so I am happy to schedule meetings during evenings and weekends if needed.
Online Synchronous Class Session Dates, Time, & Location	August 16, September 13, October 11, & November 8 9:00 am to 12:00 pm Online via Zoom (I will send calendar invitations with Zoom links)

Course Descriptions and Rationale

Prerequisite:

Admission to the Stage 2 Ed.D. cohort in Educational Leadership or with permission of the instructor. A minimum grade of "C" in EDLD 9632.

Catalog Course Description:

The third in a four-course series designed to assist doctoral students to become consumers as well as creators of academic research, this course builds on the foundations created in Research Seminar I and II to focus student efforts on ascertaining the most suitable methodological approach for their study.

Extended Course Description:

As the third research seminar course, this class focuses on problem statements, purpose statements, research questions, and quantitative, qualitative, and mixed-method methodological approaches. Rather than a content-heavy course, this class is intended to allow students individual working time to create and revise research proposals that they may be able to use toward their dissertation projects. These research proposals will utilize the curriculum from this course, lessons learned from previous courses, and independent inquiry.

Course Purpose:

The purpose of this course is to explore quantitative, qualitative, and mixed methods methodological approaches potentially useful for students' dissertation studies. The culminating projects for this course require students to draft both a quantitative research proposal and a qualitative research proposal suitable for their future dissertation studies.

Course Learning Outcomes/Goals:

- Students will be able to critique quantitative, qualitative, and mixed methods research articles/designs.
- Students will be able to create a quantitative research proposal.
- Students will be able to create a qualitative research proposal.

Student Learning Outcomes:

At the conclusion of the EdD, Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following Student Learning Outcomes (SLOs):

SLO #1: KNOWLEDGE AND SKILLS

Candidates in the Educational Leadership Programs will identify appropriate professional knowledge and skills of an educational leader.

SLO #2: STUDENT LEARNING

Candidates in the Educational Leadership Programs will demonstrate leadership decision-making skills in educational settings by analyzing problems of practice and implement appropriate leadership strategies to develop meaningful solutions that impact student learning.

SLO #3: PROFESSIONAL DISPOSITIONS

Candidates in the Educational Leadership Programs will apply the professional dispositions requisite of an educational leader.

SLO #4: THEORY AND PROBLEMS OF PRACTICE

Candidates in the Educational Leadership Programs will synthesize a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.

Personal Learning Goals for this Course:

Use this space to list at least two personal goals for this course. We will discuss these goals throughout the course.

- Goal #1:

- Goal #2:

- Additional Goals (optional):

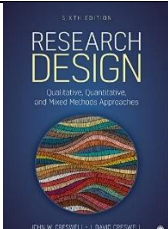

Textbooks

Required Text:

Creswell, J. W. & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publishing.

Recommended Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Required	Recommended
	

Procedures & Assignments

Course Procedures:

Each week, I will provide learning modules on Folio for the course (even during the weeks we have a class meeting). You should log into Folio and follow the instructions within the learning modules. Each week, I will provide an introduction video for the week as well as other useful tools. You will also have weekly activities or discussion posts to complete when we do not have a class meeting. Please be sure to read each week's instructions closely, as your types of requirements are likely to change. When I can, I will activate a few weeks' learning modules in advance so you can plan ahead. However, even if you decide to work ahead of schedule (this is not required), remember you will also have to participate in the appropriate learning modules during the weeks they are scheduled to obtain full discussion post points. In addition to weekly activities and discussion posts, there are a few major assignments for the course that must be completed by their respective due dates.

This class will meet online one Saturday each month from 9:00 am to 12:00 pm.

The Fall 2025 online synchronous meeting dates are as follows:

August 16
September 13
October 11
November 8

University Attendance Policy

University policy requires students to attend the first class meeting of all classes in which they are registered. Attendance reporting is conducted through the Attendance Verification quiz or course instructor. Students who are verified as "Not Attending" a course will be dropped. This policy applies to all levels of courses and includes on campus, off campus, distance learning, two-way interactive video, and internet (online) classes. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of classes must contact their instructor to avoid being dropped from the course. Students who have been recorded as "Not Attending" may not receive financial aid. Attendance will be officially verified before financial aid will be disbursed. **Students are expected to attend all classes.**

Education Leadership Attendance Policy for Online Synchronous Classes

This course within the Ed.D. program requires four synchronous online meetings on Saturdays. The EDLD program and faculty require students to attend all four of these meetings, with the exception of when extenuating circumstances would prevent a student from attending. For an extenuating circumstance, students will be permitted to miss one synchronous online meeting with no penalty, but may need to complete an additional assignment or meeting(s) as requested by the instructor.

Beyond one excused missed synchronous online Saturday class meeting, students will receive a 10% course grade reduction (10 points) for each additional missed Saturday class meeting not

attended (i.e., letter grade for the course will go down by one full grade for missing a second class, will go down by two letter grades for missing a third class, and will go down by three letter grades for missing the fourth class). When a student needs to miss a synchronous online class, it is their responsibility to communicate with a classmate to learn what was covered.

Students should let their faculty members know in advance when they'll need to miss synchronous online meeting date(s) so the faculty members can plan ahead for that day's class activities and coordinate with the students to complete any alternate assignments. Having this conversation as far in advance as possible will best allow the faculty member to plan for your absence on that day(s) and to see if there are any additional ways to incorporate you into the classroom learning/activities.

Teaching Strategies:

This course will employ various discussion post formats to encourage student engagement (e.g., jigsaw, quotes, IRAs, role-playing, etc.), peer comments, brief overview and lecture videos, supplemental readings and videos, and some worksheets/exercises as modes of instruction.

Grading Procedures:

Grades will be based on the quality of your completed work. Please feel welcome to come and speak with me if you have concerns about any aspect of your work for this class. The appropriate time to do this is during the semester and not once all work is turned in, and grades have been recorded.

Grades will be determined and awarded according to the following scale:

A = 91 - 100 points

B = 81 - 90 points

C = 71 - 80 points

D = 61 - 70 points

*Please note that Georgia Southern University does not use +/- within their grading.

** Also note that assignments for this course may be graded using decimal points; however, final grades will **not** be rounded to the closest whole number.

Overview of Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>Possible Points</u>
Discussion Posts	Ongoing with the Checkpoint Deadline on Oct. 9	15 (5 discussion posts and comment sets at 3 points each)
Peer Reviews of Problem & Purpose Statements	Aug. 26	5
Group Critique Presentations	Sept. 13	5
Individual Critiques of Peer-Reviewed Journal Articles	Sept. 16	15

Peer Reviews of Quantitative Research Proposals	Oct. 28	5
Final Drafts of Quantitative Research Proposals	Nov. 4	25
Peer Reviews of Qualitative Research Proposals	Nov. 18	5
Final Drafts of Qualitative Research Proposals	Dec. 2	25
		Total Possible Points: 100

Brief Descriptions of Assignments: *(all appendices located in Folio on the “Assignments” page)*
Discussion Posts (Ongoing with checkpoint deadline on Oct. 9)

Participation is an essential part of the learning environment. Therefore, I expect students to participate in weekly activities and discussion posts. In this course, you will have some “work weeks” and some “content weeks.” During content weeks, you will have one discussion post and three comments (totaling five discussion posts plus 15 comments) due according to the course calendar. The instructions for these discussion posts will vary each week and will be included in that week’s learning module instructions.

You can earn up to a total of 15 points (3 points for each discussion post/comments set) towards your final grade for participation in these discussion posts and comments. There will be one checkpoint where I will award you points towards your grade. I do these checkpoint grades so students can get a sense of their grades for this aspect of the course throughout the term, and not just at the end of the course. Additionally, these checkpoints allow for some flexibility in completing posts because the points lost for lateness are minimal compared to not completing the posts. However, **posts and comments must be completed by the checkpoint deadline to be counted towards your grades** (unless otherwise negotiated with me in advance due to extenuating circumstances).

To be successful with these posts, go into the individual learning modules in Folio and complete all the assigned tasks - do not simply answer the discussion questions in the discussion area without fulfilling the other work for the modules. All discussion posts should be submitted on time (by their posted deadlines). Posts/videos should also reflect graduate-level work. This means posts should be well-written and include in-text citations and end references in APA format. For more information about this part of your grade, see **Appendix A** for how the points will be determined within the rubric.

Peer Reviews of Problem & Purpose Statements (Due Aug. 26)

Peer review is a crucial part of the research process. Thus, you will pair with a classmate(s) to give them peer feedback on problem and purpose statements. You and your partner/group should email each other your draft proposals by the date listed in the course schedule. You will then provide feedback via Word document comments and tracked changes. I highly recommend that you schedule a meeting (in person or via Zoom) to discuss your feedback with

each other, but this is not required. Your peer review(s) will be submitted to me (via Folio drop box) and your partner (via email) by the deadline in the course schedule. For the full description of this assignment, see **Appendix B**. For the grading rubric, see **Appendix C**.

Group Critique Presentations (Due Sept. 13)

As graduate students, you all have a wealth of information/skills you can contribute to this course, and I want you all to participate in shaping our activities/discussions for our meeting sessions. For these critique presentations, you will all be assigned (or sign up for) your partner/group. For these presentations, you will select one research article (quantitative or qualitative). You will send the articles to the class members by the date listed in the course schedule. During your presentation timeslot, your group will provide a critique of your selected article for about 10 minutes, and then you will lead the class in a discussion of the article for about 10 minutes. The extended description for this assignment can be found in **Appendix D**. The grading rubric is in **Appendix E**.

Individual Critiques of Peer-Reviewed Journal Articles (Due Sept. 16)

One of the best ways to learn about research is to read scholarly literature. The more you read, the more you will learn. Thus, for this assignment, you will locate two quantitative research articles, two qualitative research articles, and one mixed methods research article related to your dissertation topic and (preferably) use the methods you are considering for your dissertation study. You will complete a worksheet to critique these five articles. The extended description for this assignment can be found in **Appendix F**. The grading rubric is in **Appendix G**.

Peer Reviews of Quantitative Research Proposals (Due Oct. 28)

Peer review is a crucial part of the research process. Thus, you will pair with a classmate (or classmates) to provide them with peer feedback on their quantitative research proposals. You and your partner/group should email each other your draft proposals by the due date in the course schedule. You will then provide feedback via Word document comments and tracked changes. I highly recommend that you schedule a meeting (in-person or via Zoom) to discuss your feedback with each other, but this is not required. Your peer review(s) will be submitted to me (via Folio drop box) and your partner (via email) by the deadline in the course schedule. For the full description of this assignment, see **Appendix H**. For the grading rubric, see **Appendix I**.

Final Drafts of Quantitative Research Proposals (Due Nov. 4)

The culminating project for this course is the final draft of your quantitative and qualitative research proposals. This is the deadline for your quantitative research proposals. These research proposals may serve as starting points for your dissertation projects. Final drafts should incorporate the feedback from your peer reviewer(s). For the full description of this assignment, see **Appendix J**. For the grading rubric, see **Appendix K**.

Peer Reviews of Qualitative Research Proposals (Due Nov. 18)

Peer review is a crucial part of the research process. Thus, you will pair with a classmate (or classmates) to provide them with peer feedback on their qualitative research proposals. You and your partner/group should email each other your draft proposals by the due date in the

course schedule. You will then provide feedback via Word document comments and tracked changes. I highly recommend that you schedule a meeting (in-person or via Zoom) to discuss your feedback with each other, but this is not required. Your peer review(s) will be submitted to me (via Folio drop box) and your partner (via email) by the deadline in the course schedule. For the full description of this assignment, see **Appendix L**. For the grading rubric, see **Appendix M**.

Final Drafts of Qualitative Research Proposals (Due Dec. 2)

The culminating project for this course is the final draft of your quantitative and qualitative research proposals. This is the deadline for your qualitative research proposals. These research proposals may serve as starting points for your dissertation projects. Final drafts should incorporate the feedback from your peer reviewer(s). For the full description of this assignment, see **Appendix N**. For the grading rubric, see **Appendix O**.

Recommendations & Tips

Tips on Using this Syllabus:

- Read and review this syllabus thoroughly at the beginning of the semester and refer back to it often. If you have any questions or need clarification, please do not hesitate to contact me.
- Use the learning outcomes I provide to evaluate your academic progress in the course. Ask yourself, am I meeting (or exceeding) these learning outcomes?
- Use the course schedule to plan ahead. Let's be honest, life is busy. Thus, this calendar can help you manage your time.

Recommendations for Success in this Course:

- Attend class on synchronous online meeting days! Although this class is mostly an asynchronous online course, I want us to create a sense of community. Please get in touch with me if you need assistance. I am happy to answer questions or set up meetings. In addition, try to connect with your classmates. Your peers can serve as valuable resources as well.
- Complete the readings for the course. I have assigned the readings for this course because they are important not only for the course but for your development as an educational leader. I cannot stress enough...please read!
- It is sometimes easy to get behind in the weekly discussion posts and activities in an online course. In fact, one of the major differences in grades and learning in this class is whether people keep up with their posts and comments. Thus, try to make this weekly learning a priority in your schedule.
- I have provided you with summaries, extended descriptions, rubrics, and videos for all the major assignments in the course. You should use these resources to guide your work. I would also recommend starting your assignments early. Starting early allows you to produce quality work, as well as allows you to ask questions if needed.

- All your written work in this course, including all major assignments and discussion posts, should utilize APA formatting. See below or the APA webpage in the “Resources” area of this course in Folio. Note, you will not be able to adhere to all the formatting in your discussion posts due to the setup in Folio. However, you should still use in-text citations and end references. The more you practice APA, the better you will become at using it.

Course/University Policies & Resources

Participation:

This course is intended to be participatory. As such, your participation is critical for your own learning and for that of your classmates. Weekly activities/posts should all be completed by their assigned deadlines. These deadlines will be clear for each week in the learning module on Folio. Some weeks, you will also be able to complete the work in advance, but be sure to return to the appropriate week’s learning module as well. Also, note the “Attendance Policy for Synchronous Online Classes” section earlier in the syllabus. If you are going to be unable to complete the weekly activities/posts or attend class, please let me know in advance (send an e-mail message to ecain@georgiasouthern.edu).

Communication Methods:

During the semester, I expect students to check their Georgia Southern University student email accounts daily and Folio several times a week. I may post important information on Folio as well as send email messages (e.g., updates of essential course information). In return, I will return emails and messages to Folio within a timely manner, usually within 24 hours.

Assignments should be submitted through Folio by the assigned due date and time unless otherwise stated by the instructor. I will grade discussion posts and major assignments within one week of their due date; typically, this timeframe is actually shorter (within two or three days) if possible in my schedule.

Course Etiquette & Diversity Statement:

I am committed to serving all enrolled students. My intention is to create an intellectually stimulating, inclusive, and respectful class atmosphere. In return, it is expected that each of you will honor and respect the diverse viewpoints and perspectives of others. Therefore, please be mindful of what you post online and how you treat others, including your classmates, other faculty/staff members, and me.

Chosen Names and Personal Pronouns:

I believe everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example, they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns, so you may be asked to indicate the pronouns you

use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if you would like to be addressed differently at any point during the semester, please let me know.

Land and Labor Acknowledgement:

We live and work on the ancestral homelands of the Mvskoke (Muscogee/Creek), Guale [WALL-lay], Shawnee, Yamasee [YAH-mah-see], and Yuchi people in what are now known as Hinesville, Savannah, and Statesboro, Georgia. The Indigenous people who traditionally stewarded these lands were forcibly removed through coercion, violence, and murder. These three cities were built through the labor of enslaved peoples of African descent who were brought here involuntarily and held in bondage. Although the past cannot be changed, we must work to acknowledge it and continue to honor the Black and Indigenous people and other historically marginalized groups that live here now and in the future.

This acknowledgement is an evolving statement. Historical records are incomplete; as more resources are located, this acknowledgement will be adjusted to reflect our understandings. Find out more about the Indigenous people where you live and work at <https://native-land.ca/>.

About Written Work:

A few notes about written work:

- For major course assignments that are essays, please submit your work using Word documents rather than PDF documents. This allows me to use tracked changes and comments when I provide feedback on your work.
- I expect graduate-level writing skills from you in your written work for this class. This includes grammar, punctuation, spelling, and clarity of expression; please proofread your work carefully. I will expect your papers to conform to APA 7th edition style, and I may deduct points for errors in APA style. Please note that you do not need to include an abstract with your written work (unless instructed). I first and foremost suggest using the APA Manual (the recommended book for this course) to help you with your APA styling. I have found this website helpful with APA 7th edition (<https://apastyle.apa.org/style-grammar-guidelines>). However, you may also find the Purdue OWL website (https://owl.purdue.edu/owl/purdue_owl.html) or other resources (e.g., *The Bedford Handbook*, *APA: The Easy Way!*) helpful.
- Note that computerized citations from websites (e.g., the library and Google Scholar) often have errors, so it is important to double-check these before submitting your papers.

- If you need additional assistance beyond these tips, I suggest utilizing Georgia University's Writing Center (<https://cah.georgiasouthern.edu/writing-center/>) or contacting me to schedule an appointment.

Late Work:

Meeting deadlines is an important part of professionalism. Late discussion posts and late discussion facilitation will be graded as described in their grading rubrics. Alternatively, late major assignments may be penalized by a reduction of one letter grade for each week that they are late. (In other words, an assignment turned in *at any time after the due date* but within one week will be reduced by a letter grade; an assignment two weeks after it was due will mean a reduction of two letter grades, and so forth.) Late Final Drafts of Quantitative Research Proposals will not be accepted after December 9, 2025, due to final grades needing to be submitted.

If extenuating circumstances will prevent you from getting an assignment in on time, please let me know in advance so we can work something out; do not merely turn the assignment in late. I usually accommodate students' reasonable requests, but you need to communicate with me to make a plan together.

University Academic Dishonesty Policy:

Georgia Southern University is committed to academic excellence and expects academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the institution. It prohibits representing the work of others to be one's own (plagiarism); receiving unauthorized aid on an assignment (cheating); and using similar papers or other work product to fulfill the obligations of different classes without the instructor's permission.

From the [Georgia Southern University Academic Dishonesty Policy](#)

See [Chapter XII of the Code of Student Conduct](#) for more extensive definitions of cheating, classroom copyright infringement, facilitation, and plagiarism, as well as the institutional procedures for resolving violations of this policy.

AI Policy & Expectations:

AI is revolutionizing education. Using AI to help brainstorm ideas or outlines in this course is okay. However, it is not appropriate to use AI to write your discussion posts or assignments for you. If you use AI, I ask that you disclose this information to me. For essay assignments, the best place to do this is in an "Author's note" on your title page.

University Accessibility Statement:

Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for the Armstrong and Liberty campuses is located on the second floor of the Memorial College Center and the phone number

is (912) 344-2572. For more information, please visit
<https://ww2.georgiasouthern.edu/students/sarc/>

Statement Regarding Title IX:

Reporting

Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

Pregnant and Parenting Students

Georgia Southern University does not discriminate on the basis of legally-protected status, including pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status. Delays in making a request may impact available accommodations. Students will be treated consistently with other similarly situated students. Absences from class may be excused for as long as medically necessary. Students will be allowed to return to the same academic status following any accommodation that includes leave. Medical certification may be requested from the student by the Office of Equal Opportunity and Title IX. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues that arise.

Places to Report an Incident

Director of Equal Opportunity & Title IX/Title IX Coordinator
Amber J. Culpepper, J.D.
aculpepper@georgiasouthern.edu
Statesboro: Rosenwald Building, Room 1066
Armstrong/Liberty: Victor Hall Room 243
(912) 478-5136
Reporting Form:
<http://president.georgiasouthern.edu/eo-titleix/>

Dean of Students Office
Statesboro: Russell Union Room 2022
(912) 478-3326
deanofstudents@georgiasouthern.edu
Armstrong/Liberty: Student Union D206
(912) 344-2514

armdeanofstudents@georgiasouthern.edu
libdeanofstudents@georgiasouthern.edu

University Police
Statesboro: 1220 Forest Drive
(912) 478-5234/911
Armstrong: 11935 Abercorn Street
(912) 344-3333/911
Liberty: 175 West Memorial Drive
(912) 877-1906/911

Confidential Reporting Options

University Counseling Center
Statesboro: Building 435, Forest Drive
(912) 478-5541
Armstrong/Liberty: Compass Point
(912) 344-2529

University Health Services
Statesboro: 984 Plant Drive
(912) 478-5641
Armstrong/Liberty: Compass Point, 7000 Bldg
(912) 961-5726
health@georgiasouthern.edu

University Resources:

Counseling Center: <https://students.georgiasouthern.edu/counseling/>
Dean of Students: <https://students.georgiasouthern.edu/dean/>
Financial Aid: <https://em.georgiasouthern.edu/finaid/>
Health Services: <https://auxiliary.georgiasouthern.edu/healthservices/>
IT Service and Delivery: <https://its.georgiasouthern.edu/lts/>
Library: <https://library.georgiasouthern.edu/>
Multicultural Student Programs and Services:
<https://students.georgiasouthern.edu/multicultural/>
Office of the Registrar: <https://em.georgiasouthern.edu/registrar/>
Public Safety: <https://finops.georgiasouthern.edu/publicsafety/>
Student Accessibility Resource Center: <https://students.georgiasouthern.edu/sarc/>
Writing Center: <https://academics.georgiasouthern.edu/fye/students/first-year/on-campus-resources/>

Course Schedule

EDLD 9633: Research Seminar III

Fall 2025

This schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructors and the students.

Fall 2025 synchronous online classes will be held once a month on Saturday from 9:00 am to 12:00 pm.

BOLDED assignments indicate a major graded assignment within the course.
All times listed are Eastern Time (EST).

Folio Module #	Date	Topic(s)	Readings <i>(Please complete readings before class sessions)</i>	Assignments Due
1	Week 1 Aug. 13 – Aug. 19 <i>(Aug. 13 - First Day of Classes)</i>	Introduction to Course, Problem Statements, & Purpose Statements	Review the Course Site in Folio Creswell & Creswell Ch. 5 & 6 Additional Readings in Folio	Verify Attendance in Folio Attend Class on Saturday, Aug. 16
2	Week 2 Aug. 20 – Aug. 26	Drafting and Peer Reviews of Problem Statements & Purpose Statements		Send Draft of Problem & Purpose Statements to Peers by 11:59 pm on Saturday, Aug. 23 Peer Reviews of Problem & Purpose Statements Due by 11:59 pm on Tuesday, Aug. 26
3	Week 3 Aug. 27 – Sept. 2	Research Questions	Creswell & Creswell Ch. 7	Discussion Post #1 Due by 11:59 pm on Sunday, Aug. 31

	<i>(Labor Day Holiday – No Classes Sept. 1)</i>		Additional Readings in Folio	Comments on Post #1 Due by 11:59 pm on Tuesday, Sept 2
4	Week 4 Sept. 3 – Sept. 9	Introduction to Research Design & Select Peer-Reviewed Journal Articles to Critique	Creswell & Creswell Ch. 1 & 4 Additional Readings in Folio	Send Articles to be Critiqued During Presentations to Class by 11:59 pm on Saturday, Sept. 6 Discussion Post #2 Due by 11:59 pm on Sunday, Sept. 7 Comments on Post #2 Due by 11:59 pm on Tuesday, Sept 9
5	Week 5 Sept. 10 – Sept. 16	Critiques of Peer-Reviewed Journal Articles	Read Articles to be Critiqued During Presentations	Attend Class on Saturday, Sept. 13 Group Critique Presentations Due in Class on Saturday, Sept. 13 Individual Critiques of Peer-Reviewed Journal Articles Due by 11:59 pm on Tuesday, Sept. 16
6	Week 6 Sept. 17 – Sept. 23	Quantitative Methods	Creswell & Creswell Ch. 8 Additional Readings in Folio	Discussion Post #3 Due by 11:59 pm on Sunday, Sept. 21 Comments on Post #3 Due by 11:59 pm on Tuesday, Sept. 23
7	Week 7 Sept. 24 – Sept. 30	Qualitative Methods	Creswell & Creswell Ch. 9	Discussion Post #4 Due by 11:59 pm on Sunday, Sept. 28

			Additional Readings in Folio	Comments on Post #4 Due by 11:59 pm on Tuesday, Sept. 30
8	Week 8 Oct. 1 – Oct. 7	Mixed Methods	Creswell & Creswell Ch. 10 Additional Readings in Folio	Discussion Post #5 Due by 11:59 pm on Sunday, Oct. 5 Comments on Post #5 Due by 11:59 pm on Tuesday, Oct. 7 Mid-Semester Course Evaluation
9	Week 9 Oct. 8 – Oct. 14	Visualizing Your Research Designs & Refining Your Problem Statements, Purpose Statements, & Research Questions	Readings in Folio	Checkpoint Deadline for Posts/Comments #1-5 by 11:59 pm on Thursday, Oct. 9 Attend Class on Saturday, Oct. 11
10	Week 10 Oct. 15 – Oct. 21	Initial Drafting of Quantitative Research Proposals		Draft of Quantitative Research Proposals Due to Peers by 11:59 pm on Tuesday, Oct. 21
11	Week 11 Oct. 22 – Oct. 28	Peer Reviews of Quantitative Research Proposals		Peer Reviews of Quantitative Research Proposals Due by 11:59 pm on Tuesday, Oct. 28
12	Week 12 Oct. 29 – Nov. 4	Final Drafts of Quantitative Research Proposals		Final Drafts of Quantitative Research Proposals Due by 11:59 pm on Tuesday, Nov. 4

13	Week 13 Nov. 5 – Nov. 11	Understanding the Role of Theory in Research Design & Initial Drafting of Qualitative Research Proposals	Creswell & Creswell Ch. 3 Additional Readings in Folio	Attend Class on Saturday, Nov. 8 Draft of Qualitative Research Proposal Due to Peers by 11:59 pm on Tuesday, Nov. 11
14	Week 14 Nov. 12 – Nov. 18	Peer Reviews of Qualitative Research Proposals		Peer Reviews of Qualitative Research Proposals Due by 11:59 pm on Tuesday, Nov. 18
15	Week 15 Nov. 19-End of Term <i>(Long Module Due to Break; Dec. 3 Last Day of Classes)</i>	Final Drafts of Qualitative Research Proposals		Final Drafts of Qualitative Research Proposals Due by 11:59 pm on Tuesday, Dec. 2 End-of-Course Evaluations