

ASTE 6100: Research Design & Academic Writing

Instructor Contact Information

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Course Description

ASTE 6100 is mainly designed for M.S. and PhD students in the School of Applied Sciences, Technology, and Education. The course emphasis is on preparing a graduate research proposal in the human and social sciences. In consultation with the student's committee chair, this research proposal may become the basis for either the master's thesis or dissertation. Students are encouraged to discuss this course with their committee chair and the instructor to fully understand how the course fits into their graduate course of study.

Prerequisites

PSY/EDUC 6570

IDEA Learning Objectives

- Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
- Developing skill in expressing myself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth

Course Outcomes

This is an online course that requires weekly participation and engagement; significant reading; considerable writing; and attention to assignments and deadlines. After successfully completing this course, students will be able to:

1. Describe the research process;
2. Describe components of the research proposal;
3. Identify ethical and legal considerations in conducting research and generalize their application to various research scenarios;
4. Identify the appropriate theoretical framework and/or conceptual framework for the research;
5. Effectively use library resources to gather research related to developing the proposal;
6. Effectively work with the committee chair;
7. Follow *Publication Manual of the American Psychological Association* (6th edition) guidelines;
8. Follow the university's publication manual;
9. Develop a research proposal (first three chapters of the thesis or dissertation);
10. Effectively communicate the research proposal to an audience.

Course Fees

There are no course fees associated with this course.

COURSE RESOURCES

Canvas

Canvas is the where course content, grades, and communication will reside for this course: <https://usu.instructure.com/>. Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail). For **Canvas**, **Passwords**, or any other computer-related technical support, contact the **IT Service Desk** (435-797-4357 or 877-878-8325, <http://it.usu.edu>, servicedesk@usu.edu)

Required Textbook

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation*, 3rd Ed. Corwin: Thousand Oaks, CA. ISBN-13: 978-1452258782 or ISBN-10: 1452258783

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Required Resource

Publication Guide for Graduate Students Utah State University. Available:
<https://usu.app.box.com/s/84z9u8fo2g9wxzcgchibx1skwvs1n71a>

COURSE ACTIVITIES

Our class is organized week by week, with each week starting on Monday and ending at the close of the next Sunday. Every Monday, a new weekly module will open automatically. Once open, the weeks remain open so that you may go back and review content in previous weeks. To ensure that you receive a high quality and hopefully transformative educational experience, regular participation is a requirement of this class. Typical weeks include required reading, viewing some video presentations, and completing an assignment. To be successful in this class, you will need to log in every week (perhaps several times) to access course materials and to participate actively in the class.

Required Readings

There will be assigned reading for each week. You will be accountable for reading materials and assessed for comprehension through your thesis/dissertation proposal.

Video Presentations

For most chapters, there will be at least 1 instructor presentation and maybe several other videos to watch. If readings are provided, **you are expected to do all readings prior to watching the presentations.** The presentations will be focused more on synthesis and expansion of the reading materials, so it is your responsibility to gain a basic understanding of the reading materials first. The instructor's presentation slides will be provided as a PDF file to view online or download.

COURSE ASSIGNMENTS

This section provides an overview of course assignments. It is imperative that students consult Canvas for descriptions of assignments and grading rubrics.

Introduce Yourself Video

I would enjoy learning more about you so that I can incorporate your research interests and graduate degree interests into lecture examples. I also like to use this information to help you think of topics for your assignments and their relevancy to your research and career interests. You will create a video about yourself answering the questions on the Canvas assignment page.

CITI Training Certificate

If you have not completed the CITI Training to be certified to conduct human subjects research at Utah State University, begin the process by visiting the USU CITI Certification and Procedures site (<http://rgs.usu.edu/irb/training/>) and follow the instructions for the "Human Research Curriculum (satisfies IRB certification requirements, not RCR) Basic Course." (Plan on this training taking about 2 hours. A fair amount of reading.) You can go back to the main menu in the course, enter any section, and retake the quizzes as many times as you want. Every time you retake a quiz, it is different than when you took it previously. It records your most recent quiz score. If you have completed the Collaborative Institutional Training Initiative or CITI Training for Conducting Human Research in the last three years, your name and the expiration date on the Utah State University Completed Certifications site. Submit as "proof of completion" your Report ID number to your instructor in an email (kelsey.hall@usu.edu). If you have forgotten your certification number, you may retrieve your certification number by logging into the CITI webpage and retrieve your certification number OR if you know you have completed the training and have verified this on the USU Utah State University Completed Certifications site, then just submit your date of expiration.

Research Proposal

Unless stated otherwise, all work should reflect the Publication Manual of the American Psychological Association (6th Ed.) and Utah State University's Publication Guide. **You will email each chapter to both your committee chair and your instructor (kelsey.hall@usu.edu) for editing by the designated deadline in the course schedule. Your instructor will provide a grade for each chapter, following a rubric that will be provided for you for each chapter.**

Chapter I

Chapter I should include a thorough introduction of the topic and cover the components discussed as part of the course content: Introduction; Statement of the Problem, Purpose and Objectives, Hypotheses, or Research Questions; Significance of the Problem; Limitations of the Study; Basic Assumptions; Definition of Terms, and Summary.

Chapter II

Chapter II establishes the theoretical framework for the study through a review of the relevant literature organized by topics that focuses upon variables under investigation. It is probably at least 10-15 citations, which you do need to append in a reference list (using APA Style).

Chapter III

Chapter III should include the sections relevant to your methodology: quantitative, qualitative or mixed methods.

Research Proposal Presentation

The research presentation should acquaint a professional audience with the research proposal, and it should contain clear audio and descriptive visual elements, including your face. For this presentation, students may use screen and video capture software such as [Screencast-o-Matic](#) (15 minute videos free, limit for your proposal [presentation](#) in this class, your chairs may allow a 20-25 minute presentation depending on your topic) or [other similar video capture programs](#), some with associated costs. Students may choose to have someone else video their presentation (face and a screen) and upload this recording (with this option, make sure the screen and you can be seen).

Course Grading

| Assignments | Total Points |
|--------------------------------|--------------|
| Introduce Yourself Video | 10 |
| CITI Training | 50 |
| Research Proposal | |
| Chapter I | 100 |
| Chapter II | 100 |
| Chapter III | 100 |
| Research Proposal Presentation | 80 |
| Total | 440 |

GRADING SCALE

Final grades are calculated using a percentage scale out of 100%. Your grade will be calculated using the following scale:

| <u>Grade</u> | <u>Percentage Range</u> | <u>Grade</u> | <u>Percentage Range</u> | <u>Grade</u> | <u>Percentage Range</u> |
|--------------|-------------------------|--------------|-------------------------|--------------|-------------------------|
| A | 93-100% | B- | 80-82% | D+ | 67-69% |
| A- | 90-92% | C+ | 77-79% | D | 60-66% |
| B+ | 87-89% | C | 73-76% | F | 59% or below |
| B | 83-86% | C- | 70-72% | | |

COURSE POLICIES

Deadlines

This is NOT a work-at-your-own-pace class! There is a deadline for your work each week, including the first week of class. Login to Canvas (<https://usu.instructure.com/>) and begin working as soon as possible. Please keep an eye on the due dates listed throughout the course. **Late work due to legitimate emergency will be accepted (see policy on late assignments).**

Late Assignments

Late assignments are not accepted, and you **receive a score of 0 for any assignment not submitted by the stated deadline.** The due date and time associated with each assignment is stated clearly in Canvas. If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, **I expect you to communicate with me at the earliest reasonable opportunity by telephone (435-797-3289) or via the Canvas inbox email system.** Canvas will track communication between students and teachers providing date and time stamps. **Please state the nature of the emergency so that we can schedule a new deadline.**

Communication

All communication will be disseminated from Canvas. I will use Announcements in Canvas to communicate a weekly message about the week's reading, presentation(s), assignments, etc. Please use Canvas Inbox to contact me about course matters. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP through email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback

I will use the Assignments tab in Canvas to communicate deadlines on assignments and grading guidelines. You will receive specific feedback on your Assignments in the form of text comments.

Student Feedback

I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox. I respond to email **within 24 hours on week days and 48 hours during weekends.**

Online Office Hours

If you want help with assignments or have questions, we will use Canvas tools to talk. Please email with a request to talk, and we can schedule a time when we can video or audio chat.

Instructor Responsibilities:

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

Student Responsibilities:

- Complete reading assignments before watching presentations or downloading notes.
- Be prepared for class activities.
- When writing use courteous, respectful language and keep comments and questions relevant to the topic.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

Your writing assignments must be emailed to your instructor and committee chair as Word files (.docx). This file format makes it easy for me to provide comments and edits using the Track Changes feature in Word.

Grade Dispute

At some point in this course, you may disagree with a grade you receive on an assignment. Here are some guidelines to follow in the case of a grade dispute:

- You are encouraged to take sufficient time, **a minimum of 24 hours before responding**, to think about your grade, review your assignment or quiz, and respond to me in Canvas inbox. I will only review your grade if you provide me with a written response explaining your perspective and rationale concerning your grade.
- You may send this response to me via Canvas inbox. Your argument should be well-reasoned and based on evidence. It does not have to be long, but there should be a good rationale for why the grade should be changed.

Your written argument **must be submitted within seven (7) days of the time the work was returned to you or the grade was posted on Canvas**. After seven days, no assignment grades will be considered for change. Schedule an online meeting with me to further discuss your grade. We can use the Canvas Conferences feature to talk face-to-face.

UNIVERSITY POLICIES

Academic Freedom and Professional Responsibilities (Faculty Code)

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: [USU Policies Section 403](#).

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating** using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually";
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Academic Policies and Procedures](#)

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term "extenuating" circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.

(<http://catalog.usu.edu/content.php?catoid=8&navoid=1650#Incomplete>)

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

GRIEVANCE PROCESS (STUDENT CODE)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [Article VII Grievances](#).

SEXUAL HARASSMENT

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

COURSE OUTLINE AND SCHEDULE*

**Course schedule is subject to change due to availability of students' learning needs.*

| Week | Days | Class Topic | Reading | Assignments & Due Dates |
|------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------|
| 1 | May 8-14 | <ul style="list-style-type: none"> • Course Introduction • Dealing with Institutional Requirements (IRB, CITI training, Degree Completion Timeline, University Publication Guide, etc.) • Working with Your Committee | Ch. 1, 2, 3 & 6 | |

| | | | | |
|----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Organizing and Scheduling Your Work • Finding a Research Problem | | |
| 2 | May 15-21 | <ul style="list-style-type: none"> • Mastering the Academic Style (APA & Citation Managers) • Writing a Thesis Outline | Ch. 4 & 12 | May 15 at 8 a.m. – Introduce Yourself Video CITI Training |
| 3 | May 22-28 | <ul style="list-style-type: none"> • Writing the Introductory Chapter | Ch. 8 & 14 | May 22 at 8 a.m. - APA Editing Exercise & Citation Practice |
| 4 | May 29-June 4 | <ul style="list-style-type: none"> • Conducting a Focused Review of the Literature | Ch. 15 | May 29 at 8 a.m. - Research Problem, Purpose & Research Objectives / Hypotheses / Questions June 4 at 8 a.m. – Mid-Semester Evaluation |
| 5 | June 5-11 | Detailing the Methodology | Ch. 5, 9 & 16 | June 5 at 8 a.m. - Chapter I |
| 6 | June 12-18 | Developing and Defending the Proposal | | June 12 at 8 a.m. - Chapter II |
| 7 | June 19-24 | Next Steps after Proposal Defense | | June 19 at 8 a.m. – Chapter III June 22 by 5 p.m. - IDEA Evaluation June 24 by 8 a.m. - Research Proposal Presentation |