

**Drexel University  
School of Education**

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**Master of Science in Higher Education  
EDUC 775 Special Topics  
Introduction to Research | Summer 2009**

**Graded Assignments**

**GRADED ASSIGNMENTS | Summary:**

<b>RESEARCH METHODS</b>	30 Points
Five short assignments - each focused on a specific research method. Each assignment consists of selected questions as well as an evaluation grid (both located at the end of the relevant chapter)	
<b>LITERATURE REVIEW &amp; LIBRARY RESEARCH</b>	30 Points
Five short assignments that provide a scaffold for the development of a literature review.	
<b>SURVEYS AND INTERVIEWS</b>	10 Points
Each student will submit a single question for our class survey along with information about the question. We all take the survey, then students reflect on the responses to the question they submitted.	
<b>CLASS PARTICIPATION</b>	30 Points
Class participation consists of 8 weekly discussion posts + replies, two Key Learning Points posts, and the completion of a pre- and post-assessment survey.	

**GRADED ASSIGNMENTS | Outline:**

The Outline Tables (on the next page) provide a breakout of all assignments, their point value and their due date. Make note of the footnote!

Detailed descriptions, instructions and evaluation rubrics are provided for each assignment in the following pages. In addition, the last page of this document contains an Assignment Checklist that you can use to track your submissions and help you schedule your work.

## ASSIGNMENT OUTLINE | By Due Date

Week	Assignment	Point Value	Due Date
Weekly	Weekly Posts and Replies (8) - 2 points each	16	Mondays & Thursdays
Week 1	Quantitative Non-Experimental Scorecard Assignment	6	Tuesday, June 30
	Pre-Assessment (Outcomes, Library, Syllabus)	5	Friday, June 26
Week 2	Experimental Scorecard Assignment	6	Tuesday, July 7
Week 3	Research Question + Purpose Outline*	6	Tuesday, July 7
	Qualitative Scorecard Assignment	6	Tuesday, July 14
Week 4	Mixed Method Scorecard Assignment	6	Tuesday, July 21
Week 5	Argument Structure*	6	Tuesday, July 28
	Action/Practitioner Scorecard Assignment	6	Tuesday, July 28
	Key Learning Points Week 5	2	Tuesday, July 28
Week 6	Bibliography (APA 40+ Draft)*	6	Tuesday, August 4
Week 7	Survey Question Part 1	5	Tuesday, August 11
Week 8	Literature Map*	6	Tuesday, August 18
Week 9	Survey Question Part 2	5	Tuesday, August, 25
Week 10	Bibliography (APA 20)	6	Tuesday, September 1
	Key Learning Points Week 10	2	Tuesday, September 1
	Post-Assessment (Outcomes, Library)	5	Tuesday, September 1

## ASSIGNMENT OUTLINE | By Topic Area

Outcome(s)	Assignment	Point Value	Week	Due Date
Research Methods	Quantitative Non-experimental Scorecard Assignment	6	W1	Tue, June 30
	Experimental Scorecard Assignment	6	W2	Tue, July 7
	Qualitative Scorecard Assignment	6	W3	Tue, July 14
	Mixed Method Scorecard Assignment	6	W4	Tue, July 21
	Action/Practitioner Scorecard Assignment	6	W5	Tue, July 28
Literature Review and Library Research	Research Question + Purpose Outline*	6	W3	Tue, July 7
	Argument Structure*	6	W5	Tue, July 28
	Bibliography (APA 40+ Draft)*	6	W6	Tue, Aug 4
	Literature Map*	6	W8	Tue, Aug 18
	Bibliography (APA 20)	6	W10	Tue, Sept 1
Surveys and Interviews	Survey Question Part 1	5	W7	Tue, Aug 11
	Survey Question Part 2	5	W9	Tue, Aug, 25
Class Participation	Weekly Posts and Replies (8) - 2 points each	16	Weekly	Mon & Thurs
	Pre-Assessment (Outcomes, Library, Syllabus)	5	W1	Fri, June 26
	Key Learning Points Week 5	2	W5	Tue, July 28
	Key Learning Points Week 10	2	W10	Tue, Sept 1
	Post-Assessment (Outcomes, Library)	5	W10	Tue, Sept 1

\* You may resubmit with your final bibliography (Week 10) deliverable (as a full literature review packet). Your grade will be the higher of the two scores if you passed the first draft; otherwise, it will be the average of the two scores

## GRADED ASSIGNMENTS | Assignment Details:

**Note:** All graded assignments must include a cover page with your name, course number, title of the assignment, and date.

### **TOPIC AREA: RESEARCH METHODS**

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#### **Aligned Course Outcome:**

EDUC 775-1 Evaluate a methodologically diverse range of research articles using established criteria

#### **Goal:**

Research involves a rigorous, repeatable and transparent process with the goal of finding out the truth about something. What does this process look like? Well, that depends. It depends on your beliefs about the best way to acquire knowledge (in a particular context, to answer a specific question). For example, some people believe that knowledge is only gained through science and mathematics; so educational research should strive for the same level of rigor involved in those fields. Other people think that the richness of educational experiences can only be captured by focusing on the unique details of a specific situation – talking to participants, describing the contexts, and taking into account the prejudices of the researcher.

Both descriptions are oversimplifications and they are only two out of hundreds of different beliefs about the best way to gain knowledge. When these beliefs are reworked into a rigorous, repeatable and transparent process to arrive at knowledge (a set of instructions), they become a research method.

One of the most important skills a new researcher should acquire is a fluency and facility with a wide range of research methods. The five research methods assignments will provide you with an opportunity to learn and think about several different research methods.

#### **Assignments:**

Each of the assignments has the same format and is pulled directly from the *Understanding and Evaluating Educational Research* text from the pages indicated below.

- Quantitative Non-experimental Scorecard Assignment  
Due: Tuesday, June 30 by 11:00 EST  
Points: 6  
Questions: Pages 27-28, Questions 2, 3, 4 and 8, and credibility scorecard
- Experimental Scorecard Assignment  
Due: Tuesday, July 7 by 11:00 EST  
Points: 6  
Pages: Pages 71-73, Questions 3, 4, 5, 8, and 9, and credibility scorecard
- Qualitative Scorecard Assignment  
Due: Tuesday, July 14 by 11:00 EST  
Points: 6  
Questions: Pages 108-110, Questions 1, 3, 4, 6, and 9, and credibility scorecard
- Mixed Method Scorecard Assignment  
Due: Tuesday, July 21 by 11:00 EST  
Points: 6  
Questions: Pages 143-145, Questions Q1, 3, 4, 5, 9, and 10, and credibility scorecard
- Action/Practitioner Scorecard Assignment  
Due: Tuesday, July 28 by 11:00 EST  
Points: 6  
Questions: Pages 170-171, Questions 2 and 4, and credibility scorecard

### Assignment Description:

After reading the relevant chapter and research paper, you will answer a set of selected questions that follow the research paper. In addition, you will complete a Credibility Scorecard (see below) allowing you to evaluate the research paper on 11 criteria and whether the paper suffered from any fatal flaws.

**The Credibility Scorecard**

	<b>Excellent</b>	<b>Very Good</b>	<b>Adequate</b>	<b>Marginal</b>	<b>Poor</b>
General Purpose	5	4	3	2	1
Contribution/Significance	5	4	3	2	1
Review of the Literature	5	4	3	2	1
Research Questions or Hypotheses	5	4	3	2	1
Subjects or Participants	5	4	3	2	1
Instrumentation	5	4	3	2	1
Procedures	5	4	3	2	1
Results	5	4	3	2	1
Practical Significance	5	4	3	2	1
Graphics	5	4	3	2	1
Conclusions	5	4	3	2	1

### Technical Instructions:

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the PDF file (you will need Adobe Reader), complete the questions, complete the scorecard, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Research Methods Assignment 1\\_LASTNAME-FIRSTNAME.pdf](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

Each response should consist of 3-5 concise and clear sentences that address the main focus of the question. It might be helpful to recall the commented often attributed to Pascal, “Sorry I wrote you such a long letter, I did not have time to write a short one.” Be thoughtful about your answers.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

### Evaluation Criteria:

<b>No Progress</b>	(0 Points)	Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.
<b>Introductory/ Emergent</b>	(1-2 Points)	The responses to questions indicate the student has an introductory grasp of the methodology. Responses are either inaccurate, do not directly address the question, or reveal critical misunderstandings.
<b>Practiced/ Proficient</b>	(3-4 Points)	The responses to questions indicate the student has a moderate grasp of the methodology. Responses are mostly accurate, but could be improved with greater insights and understanding of the methodology.
<b>Mastery</b>	(5-6 Points)	The responses indicate the student has a strong grasp on the methodology. Responses are consistently accurate and insightful about the evaluated research paper.

## TOPIC AREA: Literature Review

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### Aligned Course Outcome:

EDUC 775-2 Prepare materials for a literature review

**Note:** You may resubmit with your Week 10 deliverable (as a full literature review packet). Your grade will be the higher of the two scores if you passed the first draft; otherwise, it will be the average of the two scores.

### Goal:

The literature review is an essential part of any research effort. Whether you are develop a doctoral dissertation, a thesis, a term paper, or conducting an inquiry while at work, the literature review plays an important role in the effort. In short, the literature review supports your work, provides a context for it, establishes what has already been done in the area, helps communicate what has worked and what has not and helps motivate inquiry into your topic (both readings provide specific lists of purposes).

The five literature review assignments will provide you with an opportunity to develop the core pieces of a literature review. You will be able to use these skills to develop literature reviews across different purposes and projects.

### Research Question + Purpose Outline

Due: Tuesday, July 7 by 11:00 EST

Points: 6

### Assignment Description:

The first literature review assignment asks you to submit a research question on which you will focus your efforts for the term. The LTR and LTR-06 readings will provide you with background information on the purpose of the literature review. You should focus specifically on your question and how you are thinking about getting at that question.

### Technical Instructions:

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the PDF file (you will need Adobe Reader), complete the form and answer all questions, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Lit Review Assignment 1\\_LASTNAME-FIRSTNAME.pdf](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

### Evaluation Criteria:

No Progress (0 Points)	Introductory/ Emergent (1-2 Points)	Practiced/ Proficient (3-4 Points)	Accomplished (5-6 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The research question lacks clarity, is too broad and/or the purpose is unclear.	The research question is well formed and asks a pertinent question, but could be improved with greater focus. The purpose of the literature review is moderately clear, but requires further clarification and support	The research question is clear, focused and engaging. The purpose of the literature review is clearly laid out and supported.

### Argument Structure

Due: Tuesday, July 21 by 11:00 EST

Points: 6

### Assignment Description:

The second literature review assignment provides you with an opportunity to develop the argument that you will use to structure your literature review. This is one of the most important skills you can develop as you learn to write literature reviews. Think about your research question and how you think you can use the literature to support the following:

- What is the history of your topic?
- What is currently going on in your topic area?
- What are the big questions and gaps in our current understanding of the topic area?
- What are relevant theories and methods used in thinking about the topic?
- How does your work purport to extend our current knowledge?
- Is there a practical problem that needs to be addressed? Why? How can your investigation address it?

How do all these fit together to engage an interested reader? It is not enough to answer these questions, you need to think about the argument you are making broadly. Why are you doing this topic? Why should I care? Why should the world care? What is the benefit? For each of these you need to provide reasons and support from the literature and each section must have a clear transition (see the assignment document for an example).

### Technical Instructions:

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the .DOC file, complete the form and answer all questions, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Lit Review Assignment 2\\_LASTNAME-FIRSTNAME.doc](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

**Evaluation Criteria:**

No Progress (0 Points)	Introductory/ Emergent (1-2 Points)	Practiced/ Proficient (3-4 Points)	Accomplished (5-6 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The argument structure is not clear or sufficiently deep to drive a literature review for the suggested research question.	The argument structure is moderately clear and displays a solid flow and structure. However, there are key branches that are not represented.	The argument structure is clear, develops a coherent and convincing structure and covers most/all relevant areas.

**Bibliography (APA 40+ Draft)**

Due: Tuesday, August 4 by 11:00 EST

Points: 6

**Assignment Description:**

The third literature review assignment provides you with an opportunity to dig into the literature. You will gain experience search online databases and using *RefWorks* to locate, cite and report citations related to your research question.

This first pass at the literature is really a brainstorm. Grab anything and everything that looks relevant. Keep in mind the assignment calls for 40+ citations. I would like to see between 40 and 60) – no extra points for more or any point difference if you hit within that range. It will also be helpful if you keep in mind your argument structure as a guide for the kinds of things you want to find – the search may guide you to refine or change your argument structure as well.

**Technical Instructions:**

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the .DOC file (you will need Adobe Reader), drop in your APA style citations for 40 or more resources, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Lit Review Assignment 3\\_LASTNAME-FIRSTNAME.doc](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course ***on the discussion board only***. However, your submitted responses must be your own work and in your own writing.

**Evaluation Criteria:**

No Progress (0 Points)	Introductory/ Emergent (1-2 Points)	Practiced/ Proficient (3-4 Points)	Accomplished (5-6 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The bibliography either contains too few citations or does not use APA citation style consistently.	The bibliography is complete (40+ citations), APA style is used consistently except for a few citations, but misses important areas or contains weak references.	The bibliography is complete (40+ citations), APA style is used consistently and all citations are solid, relevant research. All important areas are covered.

## Literature Map

Due: Tuesday, August 18 by 11:00 EST

Points: 6

### Assignment Description:

The fourth literature review assignment asks you to combine your argument structure with your citation list. In doing so, you will need to quickly read the articles and/or the abstracts and figure out where they fit into the argument structure. You also will find that your structure probably needs to be changed. In fact, this is really part of the assignment! See the assignment document for an example. It may be helpful to whittle down your citation list to 20 in preparation of the last literature review assignment.

### Technical Instructions:

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the .DOC file (you will need Adobe Reader), drop in your work, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Lit Review Assignment 4\\_LASTNAME-FIRSTNAME.doc](#)

In other words, just add your last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

**Note:** You may want to use your argument structure as a starting place and add in citations and change the structure as needed. Rename the document as above and save (AS) to your desktop.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

### Evaluation Criteria:

No Progress (0 Points)	Introductory/ Emergent (1-2 Points)	Practiced/ Proficient (3-4 Points)	Accomplished (5-6 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The literature map is not clear or sufficiently deep to drive a literature review for the suggested research question.	The literature map is moderately clear and displays a solid flow and structure. However, there are key branches that are not represented, or citations don't consistently fit the structure.	The literature map is clear, develops a coherent and convincing structure and covers most/all relevant areas. Citations are well placed in the map.

## Bibliography (APA 20 Draft)

Due: Tuesday, September 1 by 11:00 EST

Points: 6

### Assignment Description:

The fifth and last literature review assignment provides you with an opportunity to refine and critically edit your citation list. You will learn to be efficient with the literature you use to support a research project and underscore the important fact that *having more citations is not better than having the right amount well-structured in a literature map*.

Keep in mind that I am looking for exactly 20 citations! So be ruthless in editing down your list.

**Technical Instructions:**

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the .DOC file (you will need Adobe Reader), drop in your APA style citations for exactly 20 resources, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Lit Review Assignment 5\\_LASTNAME-FIRSTNAME.doc](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

**Evaluation Criteria:**

<b>No Progress (0 Points)</b>	<b>Introductory/ Emergent (1-2 Points)</b>	<b>Practiced/ Proficient (3-4 Points)</b>	<b>Accomplished (5-6 Points)</b>
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The bibliography either contains too few or too many citations, does not use APA citation style consistently, or citations are not sharply selected.	The bibliography is complete (20 citations), APA style is used consistently except for a few citations, but misses important areas or contains weak references.	The bibliography is complete (20 citations), APA style is used consistently and all citations are solid, relevant research. All important areas are covered.

**TOPIC AREA: SURVEYS AND INTERVIEWS**

**Aligned Course Outcome:**

EDUC 775-3    Develop questions focused on specific research goals appropriate for surveys and interviews

**Goal:**

How many times have you been asked to take a survey and upon reading the questions you wonder what they mean, how to interpret them, or which of the 5 different ways should you read it? Writing a good survey or interview question is essential to collecting good information. Think about a question as a tool that helps you collect information from a wide range of respondents. People are different. They have unique life circumstances, experiences, education, backgrounds, hopes, cares and fears. Usually, when you survey people you know very little about these things. Many times I have run surveys thinking my questions were clearly worded only to find out that the respondents were interpreting them very differently than I had intended. So, my interpretation of their responses was misleading and inaccurate!! The quality of the question is essential.

The two survey assignments will provide you with an opportunity to develop a question and see how well it works, and to think about some other aspects of implementing a good survey. One of the most enjoyable things about learning how to run surveys is that you can go from bad to fairly good (i.e., better than 75% of people running surveys) by learning just a few key skills.

### Assignments:

The two survey assignments are two parts of a single activity.

- Survey Question Part I  
Due: Tuesday, August 11 by 11:00 EST  
Points: 6
- Survey Question Part II  
Due: Tuesday, August 25 by 11:00 EST  
Points: 6

### Assignment Description:

The first part of the assignment asks you to submit a question you would like added to a survey. The goal of the survey will be to investigate student work on their research questions. Think of yourself as a consultant who has been asked to identify the best ways to help students develop their research projects – identify topics, methods, and areas of challenge, where support is needed. Each student will submit a single question, so try to come up with something nobody else in the class submits! Along with the question, you will answer a series of questions about the question.

I will collect the questions, create a survey and deliver it to the class. The class then responds to the survey

The second part of the assignment will be to interpret the results and evaluate the quality of the question you submitted. Of course, one criterion on the second part is completing the survey.

### Technical Instructions:

The assignment will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link, open the PDF file (you will need Adobe Reader), complete the questions, complete the scorecard, and then save the file to your hard drive. You must name the file using the following convention – example for the first assignment:

[Survey Assignment 1\\_LASTNAME-FIRSTNAME.pdf](#)

[Survey Assignment 2\\_LASTNAME-FIRSTNAME.pdf](#)

In other words, just add you last name, a dash, and your first name to the existing file name. Once saved, submit it through the Blackboard assignment tool.

You may discuss any of the questions with me (on email or discussion board) or with other students in the course **on the discussion board only**. However, your submitted responses must be your own work and in your own writing.

**Evaluation Criteria:**

No Progress (0 Points)	Introductory/ Emergent (1-2 Points)	Practiced/ Proficient (3-4 Points)	Accomplished (5-6 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	The submitted question and the responses to questions indicate the student has an introductory grasp of survey question development and design. Responses are either inaccurate, do not directly address questions, or reveal critical misunderstandings.	Responses indicate the student has a moderate grasp of survey question development and survey design design. Responses are mostly accurate, but could be improved with greater insights and understanding of the question design. The difference between survey and interview questions is not clearly indicated.	Responses indicate the student has a strong grasp of survey question development and survey design. Responses are consistently accurate and insightful and the distinction between surveys and interviews is clearly indicated.

**TOPIC AREA: LIBRARY RESEARCH****Aligned Course Outcome:**

EDUC 775-4 Use library resources to locate, cite, and organize information

**Goal:**

The goal is to help you learn how to use the resources available in the library that are essential for conducting research. You will learn how to use online databases to complete several of the assignments in the course and learn how to use RefWorks to support your search efforts.

**Assignment Description:**

There are not assignments specifically targeted at this objective. However, you will need to learn these skills to complete the literature review assignments. The pre-/post- survey has questions focused specifically on these skills. The change between your self-reporting on these skills from the pre- to the post-survey will be used to assess how well we achieved this objective.

**TOPIC AREA: CLASS PARTICIPATION****Aligned Course Outcome:**

EDUC 775-5 Productively engage in an online course

**Goal:**

There are two goals for these series of assignments. The first involves learning to assess your own skills, knowledge and competencies before and after a course. The second involves ways of engaging an online course to support your own learning effectively and to support other student learning through the development of an online community of student-scholars around a specific topic(s).

**Pre-Assessment/Post-Assessment**

Due: Friday, June 26 by 11:00 EST / Tuesday, September 1 by 11:00 EST

Points: 5 each

**Assignment Description:**

The pre- and post-assessment allow you the opportunity to reflect on your achievement of the course outcomes, a set of library research skills and a set of learning toolkit skills at the start and end of the course. The information in the pre-assessment will help me better support your learning in the course. The information in the post-assessment when compared to the pre-assessment will provide you and I will information about the value of your educational experience in this course.

**Technical Instructions:**

The assessments will be available to you through a link in Blackboard classroom. To access the assignment, simply select the link. The link will take you to a rubric tool called Waypoint. You will use this tool to respond to each question, and then submit your work. Your response will automatically be save in the grade book and you can look at them at any time.

**Evaluation Criteria:**

(0 Points)	(1-4 Points)	(5 Points)
Submission is incomplete and/or the language severely detracts from the content of the responses. Assignment directions are not followed.	Student completes the assessment, but responses could be much more thoughtful and meaningfully self-reflective.	Student completes the assessment and responses indicate a productive level of reflection on the assignment.

**Discussion Posts and Key Learning Point Posts**

Due: Weekly

Points: 2 each

**Assignment Description:**

The weekly posts provide you with an opportunity to share your knowledge with the class and learn from your classmates as well. The discussion boards should help you develop the ability to discuss the topics of the course intelligently and in a focused, clear manner. You should read and follow the Higher Education criteria on good discussion posts.

**Technical Instructions:**

The discussion board prompts will be available to you through a link in Blackboard classroom. You will need to post a response to the seed question by the following Monday of each week and respond meaningfully to at least one other student by the following Thursday. Of course, posting earlier than the deadline is a good idea.

**Evaluation Criteria:**

(0 Points)	(.5 Points)	(1 Point)
No post	Post lacks sufficient content and does not adhere to the Higher Education criteria for good posts.	Post content is sufficient for moving a conversation forward and adheres to the Higher Education criteria for good posts.

## Assignment Task Check List

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### WEEK 1

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#### Reading

- Syllabus
- Graded Assignments Handout
- Review the class site
- Week 1 Overview
- UEER: Chapters 1 and 2 (1-28)

#### PPT Lectures

- Listen to the audio or review the PPT file of Dr. Vaidya's Introduction guest lecture
- Listen to the audio or review the PPT file of Dr. Vaidya's Chapter 2 guest lecture

#### Discussion Posts

- Online Introductions and Response
- Your Research Question Discussion

#### Assignments

- Quantitative Non-Exp Scorecard Assignment
- Pre-Assessment Survey
- Think about lit review topic

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### WEEK 2

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#### Reading

- UEER: Chapter 3 (60-73)
- TLR: Chapters 1 and 2, (1-28)
- Week 2 Overview

#### PPT Lectures

- Listen to the audio or review the PPT file of Dr. Vaidya's Chapter 3 guest lecture

#### Discussion Posts

- Online Discussion Post and Response
- Your Research Question Discussion (ongoing)

#### Assignments

- Experimental Scorecard Assignment

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### WEEK 3

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#### Reading

- UEER Chapter 4 (94-110)
- TLR: Chapters 1 and 2, (1-28)
- Week 3 Overview

#### Activity

- RefWorks and Library Resources with Tim Siftar

#### PPT Lectures

- Listen to the audio or review the PPT file of Dr. Vaidya's Chapter 4 guest lecture

#### Discussion Posts

- Online Discussion Post and Response
- Your Research Question Discussion (ongoing)

#### Assignments

- Research Question + Purpose Outline
- Qualitative Scorecard Assignment

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**WEEK 4**

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**Reading**

- UEER Chapter 5 (128-145)
- Week 4 Overview

**Discussion Posts**

- Online Discussion Post and Response

**Assignments**

- Mixed Method Scorecard Assignment

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**WEEK 5**

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**Reading**

- UEER Chapter 6 (164-171)
- TLR Chapter 3 (29-43)
- Week 5 Overview

**PPT Lectures**

- Listen to the audio or review the PPT file of Dr. Vaidya's Chapter 6 guest lecture

**Discussion Posts**

- Online Discussion Post and Response on KLPs

**Assignments**

- Action/Practitioner Method Scorecard Assignment
- Argument Structure

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**WEEK 6**

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**Reading**

- TLR Chapters 4 & 5 (44-79)
- TLR-6 Intro and Step 1 (1-33)
- SRM Intro and Chapter 5 (1-9 & 69-85)
- Week 6 Overview

**Discussion Posts**

- Online Discussion Post and Response

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**WEEK 7**

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**Reading**

- TLR Chapters 6 & 7 (80-116)
- TLR-6 Steps 2 & 3 (35-80)
- SRM Chapters 2 & 6 (11-18 & 87-114)
- Week 7 Overview

**Discussion Posts**

- Online Discussion Post and Response

**Assignments**

- Survey Question Part 1
- Bibliography (APA 40+ Draft)

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**WEEK 8**

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**Reading**

- TLR Chapters 8 (117-130)
- TLR-6 Step 4 (81-104)
- SRM Chapter 7 (115-126)
- Week 8 Overview

**Discussion Posts**

- Online Discussion Post and Response

**Assignments**

- Literature Map
- Take the class survey

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**WEEK 9**

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**Reading**

- TLR Chapter 9 (131-148)
- TLR-6 Step 5 (105-126)
- SRM Chapters 3 & 4 (19-68)
- Week 9 Overview

**Discussion Posts**

- Online Discussion Post and Response

**Assignments**

- Survey Question Part 2

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**WEEK 10**

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**Reading**

- TLR Chapter 10 (149-159)
- TLR-6 Step 6 (127-154)
- SRM Chapters 8 (127-144)
- Week 10 Overview

**Discussion Posts**

- Online Discussion Post and Response KLPs

**Assignments**

- Survey Question Part 1
- Bibliography (APA 20)

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**FINALS WEEK**

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**Assignments**

- Post-Assessment Survey