



UNIVERSITY OF TEXAS  
EL PASO

College of Education- Department of Teacher Education

<b>Title of Course:</b> TED 6396 SEC 001 CRN 13364 – <b>Doctoral Seminar in Education Research</b>	<b>Instructor Information:</b> Name: Pei-Ling Hsu
<b>Semester:</b> 2019 Fall	Email: <a href="mailto:phsu3@utep.edu">phsu3@utep.edu</a>
<b>Day/Time:</b> Mondays, 5:30-8:20pm	Website: <a href="http://peilinghsu.utep.edu">http://peilinghsu.utep.edu</a>
<b>Credits:</b> 3	Office: 813, Education Building
<b>Class hours:</b> 3 hours/week	Office hours: 2:30-5:30pm, Mondays

**Course Description:** Doctoral Seminar in Education Research is an introductory methodology course to discuss different methods and critical issues in education research. This course examines different types of methods, such as quantitative research, qualitative research and mixed method research and introduces different types of resources to support scholarly reading, scholarly writing, and scholarly discussions.

**Readings:**

**Textbooks:**

- Creswell, J. W., & Guetterman, T. C. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education. ISBN 10: 0134519361; ISBN-13: 9780134519364. (Amazon Price: \$62.03 plus shipping)
- American Psychological Association (2016). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: APA. ISBN-10: 1433950618; ISBN-13: 978-1433805615. (Amazon Price: \$28.45 plus shipping.)
- Machi, L. A., & McEvoy, B. T. (2016). The Literature review: Six steps to success (3rd ed.). Thousand Oaks, CA: Sage. ISBN-10: 1506336248; ISBN-13: 978-1506336244 (Amazon Price: \$23.51 plus shipping.)

The rest of the readings for this class can be found in Blackboard. In addition, students are expected to identify readings that are relevant to the topics of their literature review assignments.

**Reading Packets:**

**1) Reading Packet 1 (APA, Literature Review):**

- 1-1: Textbook-Chapters 1-4: American Psychological Association (2016). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: APA.
- 1-2: Textbook-Chapter 3: Reviewing the Literature (pp. 78-107). Creswell, J. W., & Guetterman, T. C. (2019) Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education.

- 1-3: Textbook-Chapters 1-2: Select a Topic & Develop the Tools of Argumentation (pp. 1-58): Machi, L. A., & McEvoy, B. T. (2016). *The Literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Sage.
- 2) Reading Packet 2 (Experimental Designs):**
- 2-1: Textbook-Chapter 10: Experimental Designs (pp. 294-341). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
  - 2-2: Plavnick, J. B., & Ferreri, S. J. (2013). Single-case experimental designs in educational research: A methodology for causal analyses in teaching and learning. *Educational Psychology Review*, 25(4), 549-569. doi: 10.1007/s10648-013-9230-6
- 3) Reading Packet 3 (Correlational Designs):**
- 3-1: Textbook-Chapter 11: Correlational Designs (pp. 342-383). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
  - 3-2: Vinciullo, F. M., & Bradley, B. J. (2009). A correlational study of the relationship between a coordinated school health program and school achievement: A case for school health. *Journal of School Nursing*, 25(6), 453-465. Doi: 10.1177/1059840509351987
  - 3-3: Textbook-Chapters 1-4: American Psychological Association (2016). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA.
- 4) Reading Packet 4 (Survey Design):**
- 4-1: Textbook-Chapter 12: Survey Designs (pp. 384-432). Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
  - 4-2: Visser, P. S., Krosnick, J. A., & Lavrakas, P. J. (2000). Survey research. In H. T. Reis & M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 223-252). Cambridge, UK: Cambridge University Press.
  - 4-3: Textbook-Chapters 3-4: Search the Literature & Survey the Literature (pp. 59-106): Machi, L. A., & McEvoy, B. T. (2016). *The Literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Sage.
- 5) Reading Packet 5 (Grounded Theory Designs):**
- 5-1: Textbook-Chapter 13: Grounded Theory Designs (pp. 433-472). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
  - 5-2: Chong, C.H., & Yeo, K.-J. (2015). An overview of grounded theory design in educational research. *Asian Social Science*, 11(12), 258-268. doi:10.5539/ass.v11n12p258
- 6) Reading Packet 6 (Ethnographic Designs):**
- 6-1: Textbook-Chapter 14: Ethnographic Designs (pp. 473-511). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and*

evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education.

- 6-2: LeCompte, M. D. (2002). The transformation of ethnographic practices: Past and current challenges. *Qualitative Research*, 2(3), 283-299.

**7) Reading Packet 7 (Narrative Research Designs):**

- 7-1: Textbook-Chapter 15: Narrative Research Designs (pp. 512-543). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
- 7-2: Casey, K. (1996). The new narrative research in education. *Review of Research in Education*, 21, 211-253.

**8) Reading Packet 8 (Mixed Methods Designs):**

- 8-1: Textbook-Chapter 16: Mixed Methods Designs (pp. 544-585). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
- 8-2: Venkatesh, V., Brown, S. A., & Sullivan, Y. W. (2016). Guidelines for conducting mixed-methods research: An extension and illustration. *Journal of the Association for Information System*, 17(7), 435-494.

**9) Reading Packet 9 (Action Research Designs):**

- 9-1: Textbook-Chapter 17: Action Research Designs (pp. 586-611). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
- 9-2: Tripp, D. (2006). Action research: A methodological introduction. *Educação e Pesquisa*, 31(3), 443-466. <http://dx.doi.org/10.1590/S1517-97022005000300009>

**10) Reading Packet 10 (Literature Review):**

- 10-1: Textbook-Chapters 5-6: Critique the Literature & Write the Review (pp. 107-156): Machi, L. A., & McEvoy, B. T. (2016). *The Literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Sage.

**11) Reading Packet 11 (Literature Review):**

- 11-1: Textbook-Chapters 1-8: American Psychological Association (2016). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA.

**Standards of academic integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities statement:** If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

**Student Conduct and Discipline:** All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

**Equal Opportunity:** All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

**Student Learning Outcomes:**

Students will be able to:	Measurements/Assignments:
1. Write using APA style	(1) APA test 1, (2) APA test 2, (3) APA test 3, (4) Literature Review- Final
2. Understand the epistemological and methodological characteristics of qualitative, quantitative, and mixed-methods research	(1) Chapter Presentation, (2) Case Critique Presentation, (3) Case Critique Notes
3. Understand ethical approaches to human subjects research	(1) Chapter Presentation, (2) Case Critique Presentation, (3) Case Critique Notes
4. Develop critical thinking on education research	(1) Case Critique Presentation, (2) Case Critique Notes, (3) Literature Review-Evaluation
5. Conduct a literature review on a topic of interest	(1) Empirical Study Report, (2) Literature Review-Evaluation, (3) Literature Review- Draft 1, (4) Literature Review- Draft 2, (5) Literature Review Presentation, (6) Literature Review- Final
6. Become familiar with scholarly associations and journals	(1) Association Report, (2) Journal Report
7. Become familiar with university and departmental resources	(1) Scholarly Participation Report
8. Learn about the research that TLC faculty and students are conducting	(1) Faculty Interview Report

## Evaluation & Coursework Requirements of Students:

All assignments should be submitted to Blackboard and all due dates are listed in Table 1.

### 1. Association Report (4 points)

Each student will identify one relevant scholarly association in their field to join and write a report about the scholarly values of this association. Students will use “Template 1 - Association Report” to complete this report. The rubric for this assignment can be found in Appendix 1. This association report (minimum 500 words) should be submitted to the corresponding assignment section in Blackboard. The following list includes some common associations in the field of education:

- 1) American Applied Association of Applied Linguistics (AAAL): <http://aaal.org>
- 2) American Anthropological Association (AAA): <http://aaanet.org>
- 3) American Educational Research Association (AERA): <http://aera.net>
- 4) American Educational Studies Association (AESA): <http://educationalstudies.org>
- 5) Cultural Studies Association (CSA): <http://culturalstudiesassociation.org>
- 6) National Association for Research in Science Teaching: <http://narst.org>
- 7) Psychology of Mathematics Education (North American Division): <http://pmena.org>
- 8) Society for Information Technology and Teacher Education (SITE): <http://site.aace.org>
- 9) International Educational Technology Conference: <http://iet-c.net>
- 10) Association of Mathematics Teacher Educators: <http://amte.net>
- 11) American Society for Engineering Education: <http://asee.org>

### 2. Journal Report (8 points)

Each student will identify one relevant scholarly journal in their field and write a report about the methodological patterns and features of the past 2 years’ publications in this journal. Students will use “Template 2 -Journal Report” to complete this report. The rubric for this assignment can be found in Appendix 2. This journal report (minimum 500 words) should be submitted to the corresponding assignment section in Blackboard.

### 3. Chapter and/or Case Critique Presentations (16 points, 8 points for each presentation)

Each student will conduct 2 presentations (chapter presentations and/or case critique presentations) throughout the semester. Updated schedules for these presentations can be found in Blackboard.

#### • Chapter Presentation

One student will present one methodological topic (e.g., experimental designs, survey designs) in the textbook (Creswell & Guetterman, 2019) through a powerpoint presentation (10-15 mins). The presentation should cover the essence of the chapter and use various visual representations to clearly introduce the chapter. The rubric for this assignment can be found in Appendix 3. A powerpoint file should be submitted to Blackboard system and a paper-copy (3 slides per page) of this powerpoint file should be handed in to the instructor before the class on their presentation day.

#### • Case Critique Presentation

One student will present his/her critique analysis for the methodological topic’s (e.g., experimental designs, survey designs) case study presented in the textbook (Creswell & Guetterman, 2019) through a powerpoint presentation (10-15 mins).. The case critique presentation should include at least 5 methodological strengths and at least 5 methodological weaknesses on the use of one particular method and ways for improving these weaknesses. *Each of the 10 points/insights should be supported by at least one*

*quote from scholarly work about this particular method.* References to support these quotes should include both the readings from the class and outside of the class. The rubric for this assignment can be found in Appendix 4. A presentation powerpoint file should be submitted to the corresponding assignment section through the Blackboard system and a paper-copy (3 slides per page) of this powerpoint file should be handed in to the instructor before the class on their presentation day.

**4. Case Critique Notes (12 points, 2 points for each)**

Each student will write 6 case critique notes. Each critique note should identify at least one methodological strength and at least one methodological weaknesses on the use of one particular method and ways for improving these weaknesses. *Each of the 2 points/insights should be supported by at least one quote from scholarly work about this particular method.* References to support these quotes should include both the readings from the class and outside of the class. Students will use “Template 3 -Case Critique Notes” to complete these notes. The rubric for this assignment can be found in Appendix 5. These case critique notes (minimum 300 words each) should be submitted to the corresponding assignment section in Blackboard. Updated schedules for writing these case critique notes can be found in Blackboard.

**5. Literature Review (34 points)**

**(1) Empirical Study Report (8 points)**

Each student will identify at least 30 relevant empirical studies (including at least 2 dissertations) on the topic s/he is interested in and conduct a preliminary analysis on these 30 studies. Students will use “Template 4 -Empirical Study Report” to complete the assignment. The rubric for this assignment can be found in Appendix 6. This empirical study report should be submitted to the corresponding assignment section in Blackboard.

**(2) Literature Review - Draft 1 (8 points)**

Each student will draft a literature review that provides a methodological review on the topic s/he is interested in. Students will use “Template 5 -Literature Review-Draft 1” to complete the assignment. The rubric for this assignment can be found in Appendix 7. This literature review - draft 1 (minimum 2000 words & 30 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

**(3) Literature Review - Evaluation (4 points)**

Each student will review two other classmates’ critical literature review-draft 1 and provide feedback (minimum 500 words for each review) for improvements. Students will use “Template 6 - Literature Review Draft 1-Evaluation” to complete this assignment. Each literature review draft 1- evaluation may include but not limit to (1) praise for merits, (2) identifications of weakness, and ideas and suggestions for improvements. The rubric for this assignment can be found in Appendix 8. The literature review -evaluation should be submitted to the corresponding assignment section in Blackboard.

**(4) Literature Review - Draft 2 (4 points)**

Students will revise and improve their literature review - draft 1 according to the feedback they receive from the instructor and the class. Students will use “Template 8 -Literature Review-Draft 2” to complete the assignment. The rubric for this assignment can be found in Appendix 7. This literature review - draft 2 (minimum 4000 words & 40 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

**(5) Literature Review Presentation (6 points)**

Each student will present his/her final literature review in classes (10-15 minutes). The rubric for this assignment can be found in Appendix 9. A presentation powerpoint file should be submitted to the corresponding assignment section in Blackboard and a paper-copy (3 slides per page) of this powerpoint file should be handed in to the instructor before the class on their presentation day.

**(6) Literature Review - Final (4 points)**

Students will revise and improve their literature review - draft 2 according to the feedback they receive from the instructor and the class. Students will use “Template 10 -Literature Review-Final” to complete the assignment. The rubric for this assignment can be found in Appendix 7. This literature review - final (minimum 5000 words & 50 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

**6. Faculty Interview Report (6 points)**

Each student will interview 2 faculty to understand the methods they use in their research. Students will use “Template 7 -Faculty Interview Report” to complete the assignment. 4 required questions should be answered and two additional questions should be created by the student based on their interests. The rubric for this assignment can be found in Appendix 10. This faculty interview report should be submitted to the corresponding assignment section in Blackboard.

**7. Scholarly Participation Report (6 points)**

Each student will participate in 3 scholarly activities in EL3 or STEMers held by the College of Education. Their activity schedule can be found at the following website:

- Ethnography of Languages, Literacies, and Learning (L3) Lab colloquium: <http://coe.utep.edu/el3lab/>
- STEMers seminars: <https://www.utep.edu/education/stemers/>

Each student will report their learning during these activities. Students will use “Template 9 - Scholarly Participation Report” to complete the assignment. The rubric for this assignment can be found in Appendix 11. This scholarly participation report should be submitted to the corresponding assignment section in Blackboard.

**8. CITI training certificates (6 point):**

Please go to CITI Program: <https://www.citiprogram.org/>, create an account, and complete these two courses: (1) Responsible Conduct in Research (RCR): Social and Behavioral Responsible Conduct of Research Course, (2) Human Subjects Research (HSR): Social & Behavioral Research Investigators. There is no cost for these two courses and will take some hours to complete. Please submit these two certificates to Blackboard.

**9. Class Attendance and Participation (8 points)**

Each week, we have different readings and topics for discussions. Students should be prepared and are expected to participate in the classes actively. Students are expected to attend classes on time, finish assignments, and participate in the course professionally. One attendance form will be available to be signed by individual students during the course. ***Students who have more than two absence may be dropped with an “F” (Fail).*** Students missing a class are responsible for finding help to catch up with the course, complete any exercises, readings, activities, etc.

### **Course Requirements:**

1. All assignments should be submitted through the Blackboard system and use WORD files or Powerpoint files. File names should start with “your name” and end with “the assignment name”. There should be no space in between. Taking the name of “Isaac Newton” for example.
  - 1) IsaacNewton-AssociationReport.docx
  - 2) IsaacNewton-JournalReport.docx
  - 3) IsaacNewton-ChapterPresentation.ppt
  - 4) IsaacNewton-ChaseCritiquePresentation.ppt
  - 5) IsaacNewton-CaseCritiqueNotes.docx
  - 6) IsaacNewton-EmpiricalStudyReport.xlsx
  - 7) IsaacNewton-LiteratureReview-Draft1.docx
  - 8) IsaacNewton-LiteratureReview-Evaluation.docx
  - 9) IsaacNewton-LiteratureReview-Draft2.docx
  - 10) IsaacNewton-LiteratureReviewPresentation.ppt
  - 11) IsaacNewton-LiteratureReview-Final.docx
  - 12) IsaacNewton-FacultyInterviewReport.docx
  - 13) IsaacNewton-ScholarlyParticipationReport.docx
2. Due dates are specified in Table 1 and due time is **12:00AM (midnight)** for ALL electronic submissions.

### **Grade for TED 6396**

TED 6396 is a required course for all TLC students and is graded on a scale of Successful (S)/Unsatisfactory (U).

- Satisfactory (S): A student successfully obtains 60 points or more
- Under Construction/Unsatisfactory (U): A student obtains less than 60 points

### **Scholarly Tools & Resources**

- 1) Pei-Ling Hsu’s personal website: <http://peilinghsu.utep.edu>
- 2) Scimago Journal & Country Rank: <https://www.scimagojr.com/>
- 3) OWL- Purdue Online Writing Lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- 4) Free DOI Look Up – Crossref: <https://www.crossref.org/guestquery/>
- 5) ProQuest Dissertations & Theses Global : <https://0-search-proquest-com.lib.utep.edu/pqdtglobal/advanced?accountid=7121>
- 6) American Doctoral Dissertations: <http://0-web.b.ebscohost.com.lib.utep.edu/ehost/search/advanced?vid=0&sid=2d4941da-a556-4391-aa68-c865a493819a%40sessionmgr102>
- 7) Zotero (Online Reference Organization): <https://www.zotero.org/>
- 8) Mendeley (Reference Management): <https://www.mendeley.com/homepage5/?switchedFrom=>
- 9) LucidChart (Create diagrams on line): <https://www.lucidchart.com/>
- 10) Research Guide (University of Southern California): <http://libguides.usc.edu/writingguide>
- 11) UTEP-COE-EL3 colloquiums <http://coe.utep.edu/el3lab/>
- 12) UTEP-COE-EL3 STEMers seminars <https://www.utep.edu/education/stemers/>



### Class Schedule (Table 1)

Changes may be made during the classes. Students should follow the latest changes.

No	Date	Topics & Activities	Readings before the class	Assignments Due (12:00am-midnight) E: Everyone O: Only scheduled people
01	Aug 26	-Review Syllabus & Course Overview -UTEP-Library Database -Scholarly Associations -Quantitative, Qualitative, and Mixed methods	Syllabus	
02	Sep 02	No Class – Labor Day – University Closed		E: 1 Association Report (Template 1)
03	Sep 09	-Syllabus test, APA test 1 -Plagiarism, APA, Literature Review	Reading Packet 1	E: 1 Journal Report (Template 2)
04	Sep 16	-Ch 10: Experimental Designs -I wonder... -Discussion on Experimental Designs	Reading Packet 2	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
05	Sep 23	-Ch 11: Correlational Designs -I wonder... - Discussion on Correlational Designs -APA test 2	Reading Packet 3	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
06	Sep 30	-Ch 12: Survey Designs -I wonder... -Discussion on Survey Designs	Reading Packet 4	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
07	Oct 07	-Ch 13: Grounded Theory Designs -I wonder... -Discussion on Grounded Theory Designs	Reading Packet 5	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
08	Oct 14	-Ch 14: Ethnographic Designs -I wonder... -Discussion on Ethnographic Designs	Reading Packet 6	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
09	Oct 21	-Ch 15: Narrative Research Designs -I wonder... -Discussion on Narrative Research Designs	Reading Packet 7	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
10	Oct 28	-Ch 16: Mixed Methods Designs -I wonder... -Discussion on Mixed Methods Designs	Reading Packet 8	O: Chapter Presentation Powerpoint O: Case Critique Presentation Powepoint O: Case Critique Notes (Template 3)
11	Nov 04	-Ch 17: Action Research Designs -I wonder... -Discussion on Action Research Designs	Reading Packet 9	O: Chapter Presentation Powerpoint O: Case Critique P Presentation Powepoint O: Case Critique Notes (Template 3)
12	Nov 11	-Literature Review -Discussion on Literature Review	Reading Packet 10	E: Empirical Study Report (Template 4) E: Literature Review- Draft 1 (Template 5)
13	Nov 18	-APA test 3 -Evaluation on “Literature Review- Draft 1”	Reading Packet 11	E: Literature Review-Evaluation (Template 6) E: Faculty Interview Report (Template 7)
14	Nov 25	No Class-Individual meetings by appointments		E: Literature Review- Draft 2 (Template 8) E: CITI training certificates
15	Dec 2	Final Presentation Day		E: Literature Review Presentation Powerpoint E: Scholarly Participation Report (Template 9)
16	Dec 9	No Class-Semester End		E: Literature Review- Final (Template 10) E: UTEP Course Evaluation

**Appendixes:**

**Appendix 1: Grading Rubric for “Association Report”**

67-100%	34-66%	0-33%
<p>-The association selected has scholarly values and activities.</p> <p>- Justification for joining this association membership is cogent, personalized, and concise.</p> <p>-The description of this association’s activities and timeline is clear, specific, detailed, and informative.</p>	<p>-The association selected in not for scholars but more for practitioners.</p> <p>-Justification for joining this association membership is not clear, connection to personal research interests isn’t mentioned.</p> <p>-The description of this association’s activities and timeline is short and board.</p>	<p>-The association selected does not have scholarly values and activities.</p> <p>-There is a copy of the association’s mission instead of a justification of why the organization is worth to join.</p> <p>-The description of this association’s activities and timeline is not clear.</p>

**Appendix 2: Grading Rubric for “Journal Report”**

67-100%	34-66%	0-33%
<p>-The journal chosen is prestigious and has scholarly values.</p> <p>-A variety of information is provided to support this journal’s quality.</p> <p>-The methodological patterns and features of the past 5 years’ publications in this journal are reported, classified, compared, and synthesized systematically.</p>	<p>-The journal chosen is not research orientated and is more for other audiences (e.g., practitioners).</p> <p>-Only a few information is provided to support this journal’s quality.</p> <p>-The methodological patterns and features of the past 5 years’ publications in this journal are partially reported, classified, compared, and synthesized.</p>	<p>-The journal chosen has no scholarly values.</p> <p>-No information is provided to support this journal’s quality.</p> <p>- The methodological patterns and features of the past 5 years’ publications in this journal are not classified, compared, and synthesized</p>

**Appendix 3: Grading Rubric for “Chapter Presentation”**

	67-100%	34-66%	0-33%
Coverage	The presentation covers the essences of the chapter thoroughly.	The presentation covers the essences of the chapter partially.	The presentation does not cover the essences of the chapter.
Visuals	The presentation includes various visual representations to convey the chapter.	The presentation includes a few visual representations to convey the chapter.	The presentation does not use any visual representation to convey the chapter.
Clarity	The presentation is well-structured, clear and easy to follow	The majority of the presentation is unclear and confusing	The presentation has no structure and difficult to follow

**Appendix 4: Grading Rubric for “Case Critique Presentation”**

		67-100%	34-66%	0-33%
Case study introduction	Coverage	The presentation covers the essences of the case study thoroughly	The presentation covers the essences of the case study partially	The presentation covers the essences of the case study poorly
Critiques of the case study	Fruitfulness	The presentation includes 5 or more topic related strengths and 5 or more topic related weaknesses of the case study	The presentation includes 3-4 topic related strengths and 3-4 topic related weaknesses of the case study	The presentation includes 0-2 topic related strengths and 0-2 topic related weaknesses of the case study
	Validity	All critiques are well supported with quotes to validate arguments and elaborations	A majority of these critiques are well supported with quotes to validate arguments and elaborations	Less than 50% of these critiques are well supported with quotes to validate arguments and elaborations
	Clarity	The presentation is well-structured, clear and easy to follow	The majority of the presentation is unclear and confusing	The presentation has no structure and difficult to follow

**Appendix 5: Grading Rubric for “Case Critique Notes”**

67-100%	34-66%	0-33%
<p>-The presentation includes 1 or more topic related strengths and 1 or more topic related weaknesses and its ways of improvements of the case study</p> <p>-All critiques are well supported with quotes to validate arguments and elaborations.</p> <p>- References to support these quotes include both the readings from the class and outside of the class.</p>	<p>-The presentation includes only strength or only weaknesses and does not.</p> <p>-A majority of these critiques are well supported with quotes to validate arguments and elaborations.</p> <p>-References to support these quotes should include only the readings from the class or outside of the class.</p>	<p>-The presentation includes 0-2 topic related strengths and 0-2 topic related weaknesses of the case study.</p> <p>- Less than 50% of these critiques are well supported with quotes to validate arguments and elaborations.</p> <p>- No references are provided.</p>

**Appendix 6: Grading Rubric for “Empirical Study Report”**

67-100%	34-66%	0-33%
<p>-Identify at least 30 relevant empirical studies</p> <p>-Include at least 2 dissertations</p> <p>-Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described thoroughly</p> <p>-All references follow APA 6 format</p>	<p>-Identify at least 10-29 relevant empirical studies</p> <p>-Include at least 2 dissertations</p> <p>-Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described partially</p> <p>-Not all references follow APA 6 format</p>	<p>-Identify at least 1-9 relevant empirical studies</p> <p>-Does not include 2 dissertations</p> <p>-Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described partially</p> <p>-Not all references follow APA 6 format</p>

**Appendix 7: Grading Rubric for “Literature Review” (Draft 1, Draft 2, and Final)**

67-100%	34-66%	0-33%
<p>-Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates)</p> <p>-The significance of the topic is well articulated and supported by scholarly work</p> <p>-Major themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences</p> <p>-All references follow APA 6 format</p>	<p>- Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates) partially</p> <p>-The significance of the topic is articulated but is not supported by scholarly work</p> <p>-Most of the themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences</p> <p>-Most of references follow APA 6 format</p>	<p>-Does not the Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates)</p> <p>-The significance of the topic is articulated but is not supported by scholarly work</p> <p>-Only some themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences</p> <p>-Only some references follow APA 6 format</p>

**Appendix 8: Grading Rubric for “Literature Review - Evaluation”**

67-100%	34-66%	0-33%
<p>-Praise for merits are well articulated with logical reasoning and supported by scholarly work</p> <p>-Identifications of weaknesses and suggestions for improvements are well articulated with logical reasoning and supported by scholarly work</p> <p>-All references follow APA 6 format</p>	<p>-Praise for merits are partially articulated with logical reasoning and supported by scholarly work</p> <p>-Identifications of weaknesses and suggestions for improvements are partially articulated with logical reasoning and supported by scholarly work</p> <p>-Most of references follow APA 6 format</p>	<p>-Praise for merits are not articulated with logical reasoning and supported by scholarly work</p> <p>-Identifications of weaknesses and suggestions for improvements are not articulated with logical reasoning and/or supported by scholarly work</p> <p>-Only some references follow APA 6 format</p>

**Appendix 9: Grading Rubric for “Literature Review Presentation”**

67-100%	34-66%	0-33%
<p>-The presentation covers the essences of the literature review.</p> <p>-All critiques are well supported with quotes to validate arguments and elaborations</p> <p>-The presentation includes various visual representations to convey the literature review.</p> <p>-The presentation is well-structured, clear and easy to follow.</p>	<p>-The presentation covers the essences of the literature review partially.</p> <p>-Most of the critiques are supported with quotes to validate arguments and elaborations</p> <p>-The presentation includes a few visual representations to convey the literature review.</p> <p>-The presentation is not clear.</p>	<p>-The presentation does not cover the essences of the literature review.</p> <p>-Only a few critiques are supported with quotes to validate arguments and elaborations</p> <p>-The presentation does not include visual representations to convey the chapter.</p> <p>-The presentation is difficult to follow.</p>

**Appendix 10: Grading Rubric for “Faculty Interview Report”**

67-100%	34-66%	0-33%
<p>-4 required questions were answered.</p> <p>-2 additional questions were asked.</p> <p>-The report is in the Q&amp;A format and the writing is grammatically correct.</p>	<p>-Only 2-3 required questions were answered.</p> <p>-Only 1 additional questions were asked.</p> <p>-The report is not in the Q&amp;A format and the writing is grammatically correct.</p>	<p>-No required questions were answered.</p> <p>-No additional questions were asked.</p> <p>-The report is not in the Q&amp;A format and the writing is not grammatically correct.</p>

**Appendix 11: Grading Rubric for “Scholarly Participation Report”**

67-100%	34-66%	0-33%
<p>-The name, date, time, location, and topic of the scholarly activity is reported accurately.</p> <p>-Names of people who attended the scholarly activity are captured accurately.</p> <p>-Learning during this scholarly activity is well articulated and reflected.</p>	<p>-The name, date, time, location, and topic of the scholarly activity is reported partially.</p> <p>-Names of people who attended the scholarly activity are captured partially.</p> <p>-Learning during this scholarly activity is partially articulated and reflected.</p>	<p>-The name, date, time, location, and topic of the scholarly activity is not reported accurately.</p> <p>-Names of people who attended the scholarly activity are not captured accurately.</p> <p>-Learning during this scholarly activity is not articulated and reflected.</p>