I. Catalog Description and Credit Hours of Course:

A course designed to prepare students to understand, interpret, evaluate, and design qualitative and quantitative research as well as develop the ability to select and use appropriate research methods. (3)

II. Prerequisite(s)

Graduate standing, EL615 and ED615 or CE630 or EX601.

III. Purposes or Objectives of the Course:

A. To investigate both the qualitative and quantitative paradigms of research.

B. To develop the ability to read and evaluate with understanding qualitative and quantitative studies, their methodologies, findings, and reports of research.

C. To demonstrate an understanding of selecting methods of qualitative and quantitative research design which provide for validity and reliability of studies.

D. To demonstrate the ability to differentiate among appropriate methods of research.

E. To identify a research problem and develop the methodology of investigation.

F. To demonstrate understanding of the components of a research document.

IV. Expectations of Students:

A. To demonstrate serious inquiry and knowledge of qualitative and quantitative research.

B. To read, interpret, and evaluate quantitative and qualitative research, and research that incorporates both quantitative and qualitative approaches.

C. To actively participate in all classes.

D. To satisfactorily complete all assignments.

E. To maintain acceptable performance on scheduled and/or unscheduled examinations.

V. Course Content or Outline: Hours

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<td>2</td>
<td>A. Introduction: Purposes of Research</td>
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<td></td>
<td>1. Overview of course procedures</td>
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<td></td>
<td>2. Identification of quantitative paradigm</td>
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<td></td>
<td>3. Identification of qualitative paradigm</td>
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B. Framework for Research Study
1. Identification of paradigm for study
2. Identification of methodology of study
3. Identification of research design

C. Use of the Literature
1. Use of literature in a qualitative study
2. Use of literature in a quantitative study
3. Topics to include in a literature review
4. Computerized resources available
5. Style manuals available

D. Introduction to the Study
1. Composition and writing of the introduction to a study
2. Comparison of qualitative and quantitative introductions
3. The problem statement

E. The Purpose Statement
1. Significance and meaning of the purpose statement
2. Principles in writing a qualitative purpose statement
3. Principles in writing a quantitative purpose statement

F. Questions, Objectives, and Hypotheses
1. Qualitative research questions
2. Quantitative research questions, objectives, and hypotheses
3. A model for quantitative research questions, objectives, or hypotheses

G. The Use of a Theory
1. Definition of a theory in quantitative study
2. A model for a theory section in quantitative study
3. Pattern theories in qualitative studies
4. Use and placement of qualitative pattern theories

H. Definitions, Delimitations, and Significance
1. The definition of terms
2. Delimitations and Limitations
3. Significance of the study

I. The Quantitative Method
1. Definitions
2. The population and the sample
3. The instruments in a survey
4. Identification of the variables
5. Steps in the data analysis process
6. An experimental design
7. Subjects in the design
8. Variables in the design
9. Instrument considerations

J. The Qualitative Method
1. The underlying assumptions of the qualitative design
2. The design type
3. The role of the researcher in the study
4. Methods of data collection
5. Methods of recording information
6. Data analysis procedures
7. Verification of the accuracy of information
8. Narrative approaches to writing

K. Combined Qualitative and Quantitative Designs
1. Issues in combining
2. Models in Combined Designs
3. The Models and Design Phase

VI. Textbook(s) and Other Required Materials or Equipment:


VII. Basis for Student Evaluation:

1. Class participation 10%
2. Examinations 25%
3. Quality of written critiques 25%
4. Quality of research project 40%

VIII. Knowledge Base:


Merriam, S.B. (1997). *Qualitative research and case study applications in education*.


Seidman, I. (1998) *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (2nd ed.).


**Internet sites and sources:**

National Board for Professional Teaching Standards
http://www.nbpts.org/nbpts/

American Psychological Association
http://www.apa.org/webref.html

http://www.apa.org/journals/faq.html