

Department of Leadership Education
College of Education

Course Number: LDRS 618 (also EL 789)
Course Title: Scholarship
Instructor: Steve Baule
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Office Hours: M, T, W, TH: 12:00 to 3:00 p.m.
Call me anytime between 9:30 a.m.
and 8:00 p.m., M to TH; 9:30 a.m. to
Noon on Fridays. E-mail me anytime.
Department: Leadership Education
Class Meetings: Tuesdays 5:30 to 7:30
Locations: Online
Zoom link: <https://minnstate.zoom.us/j/92525512195> Password: 192932



Texts

1. **Required** American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
2. **Optional** Ruane, J. (2005). *Essentials of Research Methods: A Guide to Social Science Research*. Wiley.

Course Description: *LDRS 618:* This course advances graduate students' critical understanding, knowledge and skills regarding academic research and writing, program evaluation and assessment, and the place of theory and research in critically understanding and changing the social world, with a focus on educational leadership. Grade Only.

Successful completion of this course requires each student to demonstrate the following competencies.

Departmental Learning Outcomes: Each Student will:

1. Identify and apply theoretical frameworks and models to inform practice in their specific specialty area (Academic Learning Outcome Competency 2.b).
2. Conduct program planning, evaluation, and assessment (Academic Learning Outcome Competency 4.a).
3. Apply research to support change and decision making (Academic Learning Outcome Competency 4.d).
4. Plan and implement practitioner-scholar projects (Academic Learning Outcome Competency 6.e).
5. Identify and use academic resources (Academic Learning Outcome Competency 7.a).
6. Engage in reflective practice specifically as a practitioner-scholar (Academic Learning Outcome Competency 7.b).

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Course Outcomes: Each student will:

- 1) Recognize research ethics in professional research practice.
- 2) Awareness and knowledge of research in the social sciences specific to leadership education.
- 3) Discern between being a consumer and producer of academic research.
- 4) Identify the use of standard research design in disseminated scholarship and research studies.
- 5) Critically examine program evaluation practices for use, rigor and bias.
- 6) Analyze research articles related to methodology (Quantitative, Qualitative, Mixed Methods, Action Research and Program Evaluation).
- 7) Develop the professional language necessary to engage in scholarly discourse (verbal and written).

Student Competencies: The student will demonstrate the competencies articulated below necessary to be a producer and consumer of academic research:

- 1) Identify and select an area of investigation related to leadership that is researchable.
- 2) Develop a research introduction that situates the problem in a national, state, and local context
- 3) Identify a theoretical perspective that supports the area of investigation
- 4) Write a concise problem statement
- 5) Develop a supporting background of the problem statement
- 6) Develop specific research questions and related hypotheses, if applicable
- 7) Describe the empirical research that articulates the scope of the identified problem
- 8) Develop a comprehensive Review of Literature (ROL)
- 9) Delineate the limitations and delimitations of the study
- 10) Write a significance of the problem statement
- 11) Design a research methodology to carry out the study
- 12) Prepare and submit IRB paperwork, if not exempt.
- 13) Develop the necessary search skills to retrieve relevant resources.

Assessment/Assignment	Student Competencies	Course Outcomes
Complete WSU IRB module in D2L	11 & 12	1 & 4
Draft two to three potential research questions	1, 3, 4, & 6	2, 4, & 7
Critical review of two research articles or projects	1 & 8	3, 5, 6, & 7
Peer review of critical review from Week 3	1 & 8	3, 5, 6, & 7
Submit a search strategy	1 & 13	2
Outline purpose statement and rationale	2, 4, 5, & 10	4, 5, & 7
Outline of methodology (Chapter 3)	3, 4, 6, & 11	1, 4, & 7
Introduction due: Including purpose of the study, problem background, research question(s), definition of terms, and limitations.	1, 2, 4, 5, 6, 7, 8, 9, & 10	2, 4, 6, & 7
Literature review	7, 8, & 11	2 & 7
Participation and discussion threads	3, 4, 5, 7 & 11	1, 2,3, 4, 5, 6 & 7

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WSU Resources & Learner Support: The following content can be accessed at: https://learn.winona.edu/WSU_Resources_%26_Learner_Support. Please make sure to review the support available to you.

Class Schedule (subject to modification):

Date	Topics	Lectures	Readings	Assignments	Discussions
1/12	Course overview	<p>Synchronous Session Tuesday 1/12: 5:30 to 7:30 pm.</p> <p>Lecture_Course Introduction Lecture 1_Organization of a research project</p>	<p>See D2L</p> <p>Review Thesis Hndbk</p> <p>Review MS Word template doc</p>		<p>Week 1 Questions</p> <p>Initial Response due by Thursday 1/14</p> <p>Two additional responses by Tuesday before class</p>
1/19	Ethical considerations when conducting research and IRB processes	<p>Synchronous Session Tuesday 1/19: 5:30 to 7:30 pm.</p> <p>Lecture 2_Ethics</p>	<p>See D2L</p>	<p>Complete WSU IRB module Due 1/25</p>	<p>Week 2 Research ethics</p>
1/26	Developing your Research question Research tools and templates	<p>Synchronous Session Tuesday 1/26: 5:30 to 7:30 pm.</p> <p>Lecture 3_ResearchQuestion</p>	<p>See D2L</p>	<p>Draft two to three potential research questions Due 2/1</p>	<p>Week 3 Crafting a research question</p>
2/2	Research methodologies overview	<p>Synchronous Session Tuesday 2/2: 5:30 to 7:30 pm.</p> <p>Lecture4_ResearchMethods</p>	<p>See D2L</p>	<p>Critical review of two research articles or projects Due 2/8</p>	<p>Research methods (2 week topic: post six times not 3)</p>

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Date	Topics	Lectures	Readings	Assignments	Discussions
2/9	Research methodologies overview II	Synchronous Session Tuesday 2/9: 5:30 to 7:30 pm. Lecture4a_ResearchMethodsII Lecture 4b_Chapter3_Basics	See D2L		Research methods, cont. (2 week topic: post six times not 3)
2/16	Mining the knowledge base	Synchronous Session Tuesday 2/23: 5:30 to 7:30 pm. Lecture_5_Search Skills Library Presentation	See D2L	Peer review of critical review from Week 4 Due 2/22	Mining the knowledge base (2 week topic: post six times not 3)
2/23	Stitching questions, processes, and knowledge base together.	Synchronous Session Tuesday 2/23: 5:30 to 7:30 pm. Review of Lecture 1 and rubrics Review Thesis Handbook	See D2L	Submit a search strategy Due 3/1	Mining the knowledge base (2 week topic: post six times not 3)
3/2		No Synchronous Session Optional: Lecture_6: Program evaluation methods	See D2L	Outline your methodology chapter Due 3/8	Getting the reader's attention
3/9	Drafting the introduction; problem statement, and rationale	Synchronous Session Tuesday 3/9: 5:30 to 7:30 pm.	See D2L		Drafting the introduction
3/16	Determining the research method	Synchronous Session Tuesday 3/16: 5:30 to 7:30 pm.	See D2L	Purpose statement and rationale for the study Due 3/22	Back to methods (2 week topic: post six times not 3)
3/23	Work session	No Synchronous Session			Back to methods

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Date	Topics	Lectures	Readings	Assignments	Discussions
					(2 week topic: post six times not 3)
3/30	Building the literature review	Synchronous Session Tuesday 3/30: 5:30 to 7:30 pm. Lecture_7	See D2L	Fully formatted Chapter 1 Due 4/5	Literature review
4/6	Presenting your Findings & Finding outlets for research	Synchronous Session Tuesday 4/6: 5:30 to 7:30 pm.	See D2L		Final tasks & IRB (2 week topic: post six times not 3)
4/13	Work session	Optional Synchronous Session Tuesday 4/13: 5:30 to 7:30 pm. Lecture_8 Lecture_9			Final tasks & IRB(2 week topic: post six times not 3)
4/20	Next Steps 619 & 699	Synchronous Session Tuesday 4/20: 5:30 to 7:30 pm.	See D2L	Literature review due 4/26	Improving the course (Bonus points)

Grading Scale:

A – Excellent	90 to 100%	D - Below Average	60 to 69.9%
B - Very Good	80 to 89.9%	F - Failing	Below 60%
C- Average	70 to 79.9%		

Attendance and Late Work:

Late assignments where prior arrangements with the instructor have not been made, will be downgraded a full letter grade for each day they are late. After four days they will no longer be accepted.

Students are expected to attend all course meetings and fully participate.

Academic Integrity:

Please ensure you have reviewed and understand the WSU academic integrity policy. It is available at <https://www.winona.edu/sld/academicintegrity.asp>.

Course Assignments and Percentages:

It might seem that there are a lot of assignments, but they all build on each other to help ensure you are on the right path and to ensure ongoing constructive feedback towards the completion of Chapters 1, 2, & 3 of your thesis or project.

Assignment 0: Complete the Human Subjects Education Module self-registering course in D2L. Then set up an account in IRBNet.org linked to your Winona State e-mail. Pass/Fail. 5% of the Final Grade.

Assignment 1: Develop two draft research questions. Draft two research questions that could become the basis for your capstone project or thesis. See rubric in D2L. 5% of the Final Grade.

Assignment 2: Critical review of two research articles. Provide a critical review of two articles related to your potential subject using the criteria from the rubrics for Chapters 1 to 5 in the course. These should be aligned with your potential topic as well. See rubric in D2L. 8% of the Final Grade.

Assignment 3: Peer review of one of your peer's research article critiques. See the rubric in D2L. 5% of the Final Grade.

Assignment 4: Create a search strategy. Complete a search strategy for your research topic using one of the two search strategy planners provided or a parallel document of your choosing. See the rubric in D2L. 5% of the Final Grade.

Assignment 5: Complete a skeletal draft of Chapter 3, research methodology. See Rubric in D2L. 10% of the Final Grade.

Assignment 6: Outline purpose statement and purpose for the study. This will become the core of chapter 1. See rubric in D2L. 5% of the Final Grade.

Assignment 7: Introduction. This is effectively Chapter 1 of your project. See rubric in D2L. 20% of the final Grade.

Assignment 8: Literature review. This is effectively Chapter 2 of your project. See rubric in D2L. 20% of the final Grade.

Assignment 9: Participation in synchronous sessions and discussion questions. See rubrics in D2L. 14% of the Final Grade.

Additional Resources:

WSU College of Education Core Beliefs:

We exist to prepare professionals to continuously improve student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content, pedagogical, and dispositional expertise to demonstrably improve students' learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of – and an ability to respond to— broader psychosocial and globally responsive contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, & critical thinking.

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.