EDLE 801.C01
Contemporary Organization Theory
3 credits, Spring 2019

Thursdays, January 24 to May 15, 2019 4:30-7:10 p.m.
Thompson Hall 1010

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Course Description

EDLE 801. Contemporary Organization Theory (3:3:0)

University Catalog Course Description

Engages students in the study of major organization theories that inform educational leadership research. Students use theory to help inform their own research interests. Students begin work on analytical literature review.

Co-requisite: Application to the Education Leadership Program.

Course Overview

EDLE 801 is one of the first courses in the education leadership specialization sequence designed to provide a firm foundation for students' research in education leadership. The general emphasis in the sequence is on students learning how to explore their research interests in the context of the larger sweep of education leadership as a field, with a focus on how leaders at all levels impact the effectiveness and improvement of schools and school systems. These courses are constructed as surveys. The goals include introducing students to a wide variety of theory and applied research on organization theory, leadership, and decision making, particularly in educational contexts. The courses also seek to provide you with the opportunity to develop your *personae* as researchers, and

to develop the necessary skills to be successful as a doctoral candidate in education leadership. The courses are designed around the theme of connecting *theory, research, and practice.* Thus, we will explore:

1. Theory: What are the features and assumptions of the perspective? What content themes are stressed? Does the perspective adequately describe, explain, and predict something of interest in the world of educational leaders?
2. Research: What kinds of empirical questions tend to be addressed using this perspective? Are there any particular methodological considerations associated with the perspective (i.e., unit of analysis, typical research methods used)?
3. Practice: What does each perspective help us understand about school leadership, organizations, and decision making? What are the limitations of the perspective?

Student Outcomes

Students who successfully complete this course will be able to:
1. Demonstrate a solid understanding of formal leadership and organization theory through discussion, presentation and written paper assignments;
2. Read research literature and present persuasive written and oral critiques;
3. Engage in conversation to explore topics in their field of interest that represent opportunities for future investigation;
4. Use theory to frame researchable questions and use extant literature to inform problems relating to research and professional practice; and
5. Further develop their ability to write doctoral-level papers.

National Standards

The following Education Leadership Constituent Council (ELLC) standards are addressed in this course:
1.1 Develop, articulate, implement and steward a shared vision
1.3 Understand and promote continual school improvement
2.2 Provide effective curricular and instructional programs
3.1 Monitor and evaluate school management and operations
3.4 Understand and develop capacity for distributed leadership
6.1 Understand the larger context
6.2 Respond to the larger context

Nature of Course Delivery

Each class will include a variety of activities and exercises. Broadly speaking, your primary responsibilities are 1) to read the literature; 2) to share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to the world of practice that we experience and understand; and 3) to write, share your written work, and provide feedback to others in a respectful fashion.

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their *personae* as scholars. To promote an atmosphere that allows us to accomplish this, we will:

       a. start and end on time;

       b. maintain (flexibly) a written agenda reflecting objectives for each class;

       c. support our points of view with evidence;

       d. strive to be open to new ideas and perspectives; and

       e. listen actively to one another.

2. Student work will reflect what is expected from scholars. As such, students are expected to:

       a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;

       b. participate actively in class discussions in a manner that challenges the best thinking of the class; and

       c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

       a. come fully prepared to each class;

       b. demonstrate appropriate respect for one another;

       c. voice concerns and opinions about class process openly;

       d. recognize and celebrate each other's ideas and accomplishments; and

       e. show an awareness of each other's needs.

Course Materials
Required texts.

Bolman, L. & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.)*.* San Francisco: Jossey-Bass.

Marion, R. & Gonzales, L. (2014). *Leadership in education: Organizational theory for the practitioner (2nd ed.).* Long Grove, IL: Waveland Press.

Recommended texts.

The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Texts are available in the GMU Bookstore in the Johnson Center. Additional materials and hand-outs will be posted on Blackboard and/or distributed in class.

Additional readings and materials. Selected articles and other materials will be available on our Blackboard class site. Required readings will be noted on the tentative schedule.

Outside-of-class Resources

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

Students are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site. Students are required to submit their course assignments electronically using the Blackboard website. Student work will be archived on this site for purposes of course, program, and college assessment. **All students are required to activate and monitor their GMU e-mail accounts. Correspondence by e-mail will only be acknowledged and transmitted through your Mason e-mail account.**

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, students are expected to log-on to the computer to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20. Hard copy).

   Attendance. Students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will be subject to loss of participation points.

   Grading. Consistent with expectations of any doctoral program, grading is based heavily on student performance on written assignments. The assignments constructed for

this course reflect a mix of skills associated with synthesis and critique. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings, and your ability to select the most salient concepts and apply them.
- Creativity and imagination; papers provide an opportunity to speculate, to float questions or ideas reflecting your appreciation of the literature.
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade. Additionally, a portion of your class grade will be based on participation and the contribution you make to class discussions.

Specific performances and weights. The overall weights of the various performances are as follows:

Class leadership and participation - 20 points. Students are expected to participate actively in class discussions, in study group activities, and in serving as critical friends to other students. Students will be expected to teach others in the class at least once. Additionally, students will periodically have an opportunity to read and review each other's work in colleague-critical teams, as well.

As stated above, attendance is expected for all classes. If you must be absent, please let me know by e-mail or phone. More than one absence may result in a reduction in participation points. Likewise, arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments - 80 points. Two different types of papers will be expected of students in this class, one reflecting the skills associated with *critique* and the other *synthesis of research literature*. The critiques will take the form of analyses of published research papers. Synthesis papers require the application of research to a problem you may be interested in studying. *A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus*. The Research Problem and Rationale paper is the program-level Performance-Based Assessment for this course.

Late work. It is expected that student work will be submitted on time. Late assignments may receive a deduction in points; however, assignments will not be accepted later than one week after a due date.

Rewrites. Students who receive a grade lower than 3.6 may re-write their papers. All rewrites are due one week after the student receives the initial grade and comments.

Grading scale.

A+	=	100 percent
A	=	95 – 99
A-	=	90 – 94
B+	=	86 – 89
B	=	83 – 85
B-	=	80 – 82
C	=	75 – 79
F	=	74 or below

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergencies that have been discussed and approved by the instructor in advance of the due date. Papers are due as indicated on the class schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or TK20**. If you happen to be absent on the day an assignment is due, the due date remains unchanged.

Tk20 Performance-Based Assessment Submission Requirement:
Every candidate registered for any Education Leadership course <u>with a required performance-based assessment</u> (designated as such in the syllabus) is **required to submit these assessments to TK20 through Blackboard**. In EDLE 801, the required performance is The Research Problem and Rationale paper is the program-level Performance-Based Assessment for this course. This performance **must** be submitted to TK20 through Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in TK20 through Blackboard.

Failure to submit the assessment to TK20 through Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Students are expected to exhibit professional behaviors and dispositions at all times.

GMU Policies and Resources for Students
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will

begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Professional Dispositions

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EDLE 801.001, Spring 2019
Tentative Schedule

To accommodate the learning needs of the class, the topic and reading schedule will be amended during the summer. Revisions will be posted on our Blackboard course site as the tentative weekly schedule is revised.

Session	Date	Topic(s)	Reading/Writing Assignment
1	1/24	Introductions Nominal Group Technique on needs/apprehensions Course Overview Conducting a Critique	
2	1/31	Theory: Research and Practice The Machine Metaphor The Structural Frame	Marion & Gonzales (M&G), Chapter 1 Bolman & Deal (B&D), Part One
3	2/7	Human Relations Theory Lesson 1: Research Article Klar, H.W., Huggins, K.S., Hammonds, H.L. & Buskey, F.C. (2016). Fostering the capacity for distributed leadership: A post-heroic approach to leading school improvement. *International Journal of Leadership in Education, 19*,111-137. doi: 10.1080/13603124.2015.1005028	M & G, Chapters 2&3
4	2/14	Human Resources Frame	B&D, Part Three

Session	Date	Topic(s)	Reading/Writing Assignment
5	2/21	Open System Theory Lesson 2: Research Article Hitt, D.H. & Tucker, P.D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. *Review of Educational Research, 86,* 531-569. doi: 10.3102/0034654315614911	M&G, Chapter 4
-----	2/24	**Assignment One: Critique of Research Article**	
6	2/28	Contingency and Transformative Theory Lesson 3: Research Article Day, C., Gu, Q. & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly, 52,* 221-258. doi: 10.1177/0013161X15616863	M&G, Chapters 5&7
	3/7	Politics and Managing Conflict The Political Frame Peer Review of Annotated Bibliography	M&G, Chapter 8 Bolman & Deal, Part Four
-----	3/10	**Assignment 3: Annotated Bibliography**	
3/11 – 3/17		**Spring Break**	
7	3/21	Lesson 4: Research Article Grissom, J.A., Loeb, S. & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher, 42,* 433–444. doi: 10.3102/0013189X13510020	
8	3/28	Uncertainty and Ambiguity Lesson 5: Research Article May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly, 47,* 332-352. doi: 10.1177/0013161X1038341	M&G, Chapter 9
9	4/4	Organization as Culture The Symbolic Frame	M&G, Chapter 11 B&D, Part Five

Session	Date	Topic(s)	Reading/Writing Assignment
10	4/11	Critical and Institutional Theory Lesson 6: Research Article Khalifa, M.A., Gooden, M.A. & Davis, J.E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research, 86,* 1272-1311. doi: *10.3102/0034654316630383*	M&G, Chapters 12 & 13
11	4/18	Servant Leadership Theory Lesson 7: Research Article Hoch, J., Bommer, W., Dulebohn, J. H., Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management,* 44(2) 501-529. doi: 10.1177/0149206316665461	
12	4/25	Cognitive Dissonance Theory Hinojosa, A. S., Gardner, W. L., Walker, H. J., Cogliser, C., Gullifor, D. (2017). *Journal of Management,* 43(1) 170-199. doi: 0.1177/0149206316668236 and Goldring, E. B., Mavrogordato, M., Haynes, K. T. (2015) Multisource principal evaluation data: Principals' orientations and reactions to teacher feedback regarding their leadership effectiveness. *Educational Administration Quarterly,* 51(4) 572- 599. doi: 10.1177/0013161X14556152	
13	5/2	Writing Week	
14	5/9	Reframing Robert F. Kennedy Case *Striving for Equity* application of reframing Peer Review of Research Problem and Rationale	B&D, Chapters 15 & 20 Smith, R.G. & Brazer, S.D. (2016). Mitigating threats to an equity agenda. In Striving for Equity (pp.127-144) Cambrdge, MA: Harvard Education Press
-----	5/15	**Assignment #4: Research Problem and Rationale**	

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/

Assignment 1: Critique of Research Article
(20 points)

Overview

As scholars using published research to bolster your arguments, it is important that you become a discerning reader. The purpose of this paper is to give you opportunities to analyze and criticize published work both in terms of the contribution the work makes to the knowledge base and methodology. We intend that the feedback we provide will help you to hone your criticism skills.

Tasks

- Read the article assigned for the critique. The article is related to a theory we are studying. Carefully read the article with an eye toward understanding the contribution the work makes to the knowledge base and the methodological soundness of the work.
- Write a critique of the article in terms of its usefulness to scholars. Include in your critique a discussion of the structure of the paper; the value of the research question(s) addressed; the appropriateness of the methodology used to address the question; and the reasonableness of the claims made regarding the conclusions. Be certain to begin your critique with an introduction that draws the reader into your paper and ends with a **clear thesis** for your paper. The thesis must establish your burden of proof for the paper.
- Conclude your paper with a re-statement of your thesis and a brief discussion of the implications of your critique in terms of policy and practice.
- Your critique should be approximately 7 double-spaces, typewritten pages.

Assessment Rubric for Critique of Research Article
(20 points)

Dimension	Criteria Level			
	Exceeds Expectations-4	Meets Expectations-3	Approaches Expectations-4	Falls Below Expectations--1
Introduction (15%) **Introduction orients the reader to the purpose of the paper and introduces the article you are reviewing.**	Introduction describes the paper critiqued, the purpose of the critique itself, and foreshadows significant findings through the thesis.	Introduction provides an adequate description of the paper critiqued and purpose of the critique itself.	Introduction is vague and does not adequately orient the reader to the paper.	Introduction is either missing or insufficient; there is little consideration of reader's perspective.
Research topic & review of literature (20%) **Review addresses the appropriateness of research questions posed and the adequacy of the review of literature provided in the paper.**	Extensive discussion of research questions, importance of topic for theory and practice. Considerable discussion of the merits of the literature review and organization of the review.	Adequate treatment of research questions, importance of topic for theory and practice, and adequacy of the literature review.	Superficial treatment of topic, research questions, importance. Superficial discussion of the merits of the literature review.	One or more of the elements of this criterion are missing and/or confusing.
Research design (20%) **Review summarizes and deals with the quality and technical appropriateness of the methodology used to conduct the study.**	Extensive analysis of the methods used, including consideration of research design; subjects; procedures, instruments; & limitations Appropriateness of design for addressing research questions is discussed.	Adequate analysis of the methods used in the study (subjects, procedures, instruments, limitations, etc.) and their appropriateness for research questions.	Superficial or incomplete critique of the methods used in the study and their appropriateness for research questions.	Analysis of methods used is missing or incomplete.
Data & findings (20%) **Critique discusses the quality of the presentation of findings.**	Extensive critique of the research findings in terms of presentation and appropriateness; some discussion of alternative ways of presenting data and/or any gaps or inaccuracies in presentations of findings	Adequate discussion of the research findings in terms of presentation, appropriateness, and/or accuracy.	Superficial discussion of the research findings in terms of either presentation, appropriateness, and/or accuracy.	Discussion of findings is missing or incomplete.
Conclusions (15%) **Paper closes with a restatement of the thesis, a brief summary of the critique, and implications of the critique.**	Conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the critique, including whether the conclusions are reasonable; whether the research questions were answered; and the implications of the study for policy and practice	Adequate conclusion, including brief summary and implications for policy and practice. Conclusion is not necessarily persuasive.	Conclusion merely summarizes paper content and does not provide implications.	Critique ends without a discernable conclusion.
Mechanics and APA (10%) **Your written work should always represent you as accurate and precise.**	Nearly error-free, which reflects clear understanding APA format and thorough proofreading.	Occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar, punctuation and APA.	Frequent errors in spelling, grammar, punctuation, and APA

Assignment 2: Lesson on Research Article
(20 points)

Tasks

This assignment involves selecting a study to read, summarize and teach to the class. The lesson should be designed to involve class members and be completed in 50 minutes and should treat at least the information noted below. After completing the lesson submit

Template for the Research Article Lesson

Citation for the article or report (APA format):

Purpose(es), problem(s) and/or question(s) addressed:

Method:

Findings or Results:

Conclusions:

Limitations:

Implications for practice:

Assessment of credibility and/or validity:

Assessment of utility:

Reflection on the lesson:

Assessment Rubric for Assignment 2: Lesson on Research Article
(20 points)

Dimension	Criteria Levels			
	Exceeds Expectations-4	Meets Expectations-3	Approaches Expectations-3	Falls Below Expectations-1
Citation (5%) Complies with APA format	In complete accordance with APA format	Largely in accordance with APA format	Missing important information	Missing altogether
Purpose(s), problem(s) and/or question(s) addressed. (10%)	Clearly and succinctly states the purpose(es) problem(s), *and/or* question(s) addressed	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Findings or Results (15%) Specifies what the study found	Clearly and succinctly states the findings or results	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Conclusions (15%) Specifies the conclusions reached by the author(s)	Clearly and succinctly states the conclusions	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Limitations (10%) Describes the limitations of the study in providing a valid set of findings	Clearly and succinctly states the limitations	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Implications for practice (15%) Describes your view of the usefulness of the study for your purposes	Clearly and succinctly states the implications for practice	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Assessment of credibility and/or validity (10%) Describes the degree to which the findings and conclusions are believable and valid	Clearly and succinctly assesses the credibility and/or validity of the study	A part of the statement is unclear *or* too long	Most of the statement is unclear *or* too long	The statement is unclear *and* too long *or* missing
Assessment of Involvement of Class (20%) Class members are drawn into the study and participate in understanding and critiquing it.	Class members are clearly and enthusiastically engaged in understanding and critiquing the study.	Class members are involved much of the time.	Class members are involved less than half of the time.	Class members are uninvolved.

Assignment 3: Annotated Bibliography
(20 points)

Overview

An annotated bibliography is a tool that helps you sift through existing research on a question that interests you and organize the knowledge that you are gaining by reading this literature. Creswell (2009) refers to this as "abstracting studies." This writing assignment has the following goals:

      1. Give practice reading and organizing research literature;

      2. Provide an opportunity to determine how, or in what way(s), research studies student identify inform the research questions they are interested in pursuing; and

      3. Allow students to begin to identify constructs they may need to include in the conceptual framework they propose to use in conducting their research.

Tasks

To complete this writing assignment, follow the steps below:

      1. Using the specific research question(s) you identified as the focus of your work, identify research literature that you believe may inform your study. Note that the expectation here is that you focus on empirical research (broadly construed, i.e., not limited to any particular type of design), rather than opinion pieces or the like.

      2. Select 12 pieces you believe to be highly relevant to your research. [*Please* try to prepare annotated entries for work that you believe has promise to inform your research; this means that you might scan many times the number of sources you eventually include. Part of the skill set you are building here is the capacity to identify useful work.]

      3. For each piece, write a one-page entry that includes the following:

             ▯ Bibliographic citation in APA format

             ▯ A statement summarizing the problem being addressed

             ▯ A statement summarizing the purpose of the paper

             ▯ A brief statement of the methodology used (sample, population, subjects; design; analytic approach)

             ▯ A summary of key results

             ▯ Your assessment of the strengths and/or weaknesses of the paper (in general, and/or for your purposes)

In the end, your twelve (12) entries should provide you with a good deal of information about research that may form the foundation of your Research Problem and Rationale paper.

The paper must be formatted in accordance with APA requirements. All non-original ideas and quotations must be properly cited and a full list of references must be included at the end of the paper. (The title page and reference list are not part of the page count.) The reference list must include only sources that have been cited in the text.

Assessment Rubric for Assignment 3: Annotated Bibliography
(20 points)

Dimension	Criteria Levels			
	Exceeds Expectations-4	**Meets Expectations-3**	**Approaches Expectations-2**	**Falls Below Expectations-1**
Bibliographic entries - content (40%) The annotated entries are well-written, balanced abstracts that are powerfully written to include relevant assessments of the merits of each piece.	Annotated entries provide a clear and concise summary of each research source. Each entry includes an overview of the research (including method and findings); and an assessment of its utility.	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility but may be lacking in specificity.	Annotated entries provide a general overview research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use
Bibliographic entries - focus (10%) The sources abstracted should clearly relate to the research question(s) posed.	All entries clearly and specifically relate to the research question.	Most entries relate clearly to the research question.	Most entries relate only generally to the research question.	The connection between annotated entries and the research question is difficult to discern.
Bibliographic entries -- quality (20%) Sources selected are from high-quality, credible sources (i.e., generally peer reviewed journals).	Sources are well balanced, including predominantly original research pieces from high-quality, credible sources.	Sources are balanced but are not focused predominantly on original research from high-quality sources.	One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research.	Entries are dominated by material from questionable sources; a review of research is not evident.
Bibliographic entries -- quantity (10%)	Twelve completed annotated entries are presented.	Only 11 completed entries are presented.	Only 10 completed entries are presented.	Fewer than 10 entries are presented.
References (10%) Each entry includes a complete citation in APA format.	References are complete and presented in APA format.	References include 1- 3 errors (APA format or incomplete information).	References include 4-6 errors (APA format or incomplete information).	References include more than 6 errors in format or omission of required information.
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Assignment 4: Research Problem and Rationale
(30 points)

Overview

This paper requires students to establish a research focus. It serves as a precursor to a statement of a research problem that would be appropriate for a dissertation proposal or dissertation. The Research Problem and Rationale has a thesis and supporting arguments that are intended to persuade the reader and requires extensive literature support to demonstrate how you have situated your thinking in established theory and empirical research.

Many of the articles and books provided for this course may be useful to you in your development of this paper. It is also true that what has been provided will miss the mark for many topics that interest students. Students should expect to spend at least some time during the semester searching for sources relevant to their own research interests. A good strategy would be to expand the reference lists of articles consulted in the development of the annotated bibliography.

Tasks

1. Write an introduction that orients the reader to the type of research you wish to conduct. The introduction must include a question (or set of questions) that guides your thinking about your topic. The introduction must also include a thesis statement that explains why it is important to conduct a study within your topic. d

2. The body of your paper begins with a statement of purpose, answering the question: What is it you wish to learn about your topic? The purpose may be supported with literature citations if others have pursued or recommended a similar purpose, but it may not be possible or appropriate to support the purpose with literature.

3. The majority of the body should focus on significance, the "so what?" question that all researchers must answer. It is usually helpful to think in terms of research (or academic) significance and practical significance. How would the study contribute to both scholarship and practice?

4. The final portion of the body should be a listing of the research questions contained in your introduction additional potential research questions or sub-questions that flow logically from your statement of purpose and significance. Be inclusive and imaginative. This is a list you should want to carry forward and refine for portfolio 3 and beyond.

5. Conclude your paper with a restatement of your thesis and a brief summary of the implications of your potential study described in the body of the paper. Be sure to include discussion of gaps in the literature you have been able to locate and read up to this point. What should be the next steps in your work?

6. Your research problem and rationale paper should be no more than about 8-10 pages (excluding the reference list).

Assessment Rubric for Research Problem and Rationale
(30 points)

Dimension	Criteria Levels			
	Exceeds Expectations-4	**Meets Expectations-3**	**Approaches Expectations-2**	**Falls Below Expectations-1**
Introduction (10%) Introduction orients the reader to the purpose of the paper—a discussion of your intended research focus including a thesis and a notional research question(s).	Introduction draws the reader into the paper effectively. The thesis and accompanying research question(s) are clear and analytical, dealing directly with significance, and require demonstration through coherent arguments and support from published literature.	Introduction orients the reader to the paper. The thesis is apparent, though not entirely clear. It may be more descriptive than analytical. The thesis may not be clear about significance and/or the research question may be unclear.	Introduction explains what is in the paper but lacks a clear and analytical thesis and/or the research question(s) may be missing.	Introduction is very weak or absent.
Purpose (25%) It is important to explain to the reader what you wish to study.	Purpose is clear and compelling and well supported by published literature, if possible. Purpose is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner).	The purpose of the research is clear and engaging.	The purpose is apparent, but confusing.	Purpose is missing or unclear.
Significance (25%) It is important to explain to the reader why it is meaningful to pursue your chosen topic.	Significance is clear, compelling and well supported by published literature. Significance is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner, and significance is clearly linked to purpose.	The author weaves together persuasive arguments regarding the significance of the topic that follow logically from the stated purpose.	Significance is apparent, but not well supported by literature and/or seems unrelated to purpose.	Significance is unclear or missing.
Potential Additional Research Questions (15%) Brainstorming research questions is an effective means for articulating research interests.	The list of potential research questions is inclusive and stimulating. The questions are clearly and persuasively linked to purpose and significance and include the original question(s) included in the introduction.	A reasonable set of questions is presented. The questions clearly follow from purpose and significance.	The list of questions is brief and not very imaginative. Links to purpose and significance may not be clear.	The list of questions is inadequate or absent.
Conclusion (15%) The paper should conclude in a manner that both summarizes the current work and anticipates future work.	The conclusion begins with a restatement of the paper's thesis in new language. After a very brief summary of the paper's main points, the conclusion broadens out to discuss the direction of the study and future literature needs to support purpose and/or significance	The conclusion summarizes the content of the paper well and restates the thesis in a manner that seems to flow logically from the body of the paper. The future direction is apparent.	The conclusion merely summarizes what has come before. The thesis may be stated in the same words as at the beginning or it may be missing from the conclusion.	The conclusion is missing.

Mechanics, and APA style (10%)	The paper is error free.	The paper contains few errors and is consistent with APA style.	The paper has several errors.	The paper has numerous errors.

Class Participation Assessment Rubric
(10 points)

	Criteria Levels			
Dimension	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (30%)	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions and Interaction (20%)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort (20%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class