

GEORGE MASON UNIVERSITY
College of Education and Human Development
Education Leadership Program

EDLE 801.DL1 Contemporary Organization Theory – Spring 2021 -- 3 credit hours
Course Term – January 25, through May 10, 2021

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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. Notes: May be taken as corequisite with EDLE 802. First in three-course sequence. Offered by School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the Ph.D. in Education program.

Recommended Corequisite: EDLE 802.

All students are required to review the *Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses*. This document is posted on the Blackboard course site. It can be accessed via the Navigation Pane in the section titled, Course Orientation.

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?

Course Delivery Method

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course incorporates a variety of instructional methods including large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, simulations, and written and verbal assignments. The course site will be available on January 25, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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 must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Online Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **Login Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** presented on the Blackboard course site. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. A meeting can be scheduled with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including a preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued.

Students must always re-read their responses carefully before posting them, so others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner 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 National Educational Leadership Preparation (NELP) Program Standards are addressed in this course:

- 1.1 Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- 1.2 Understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
- 3.1 Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- 4.2 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- 4.3 Understand and demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- 4.4 Understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

7.2 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Course Materials

Required texts.

There is no textbook required for this course. Assigned readings will consist of selected articles that will be posted on the Blackboard course site.

Recommended texts.

The American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th edition). Washington, D.C.: American Psychological Association.

Texts are available in the GMU Bookstore in the Johnson Center. Required readings will be noted on the tentative schedule.

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).

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, participation, and reflection - 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 classmates at least once during the semester. Additionally, students will periodically have an opportunity to read and review each other's work in colleague-critical teams, as well.

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 may be accepted at the discretion of the instructor. 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 80% 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.**

Tk20 Performance-Based Assessment Submission Requirement:

Every candidate registered for any Education Leadership course with a required performance-based assessment (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 a failing grade for the assignment.

Incomplete Grades: In emergency or unusual situations, the course instructor may report the course grade as Incomplete (IN). In these instances, students will be required to sign and adhere to Mason's Incomplete Grade Contract. Unless the IN grade is changed upon completion of the required submission(s), 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.

EDLE 801.D01, Spring 2021 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 & Dates		Topic(s)	Reading/Writing Assignment
1	Jan 25 -31	Sensemaking and Framing	Readings: Van Hulst, M., & Yanow, D. (2014). From policy “Frames” to “Framing”. <i>The American Review of Public Administration</i> , 46(1), 92-112. https://doi.org/10.1177/0275074014533142 Cornelissen, J. P., Oswick, C., Christensen, L. T., & Phillips, N. (2008). Metaphor in Organizational Research: Context, Modalities and Implications for Research Introduction. <i>Organization Studies</i> , 29(1), 7-22. doi:10.1177/0170840607086634
			Bb Prompt: Simulation: Framing Communications
2	Feb 1 -7	Frame Theory	Kim, S. (2021). Frame Restructuration: The Making of an Alternative Business Incubator amid Detroit’s Crisis. <i>Administrative Science Quarterly</i> . https://doi.org/10.1177/0001839220986464
			Bb Prompt: Discussion Groups
3	Feb 8 - 14	The Machine Metaphor The Structural Frame	Suchman, A. L. (2011). Organizations as Machines, Organizations as Conversations. <i>Medical Care</i> , 49. doi:10.1097/mlr.0b013e3181d55a05
			Bb Prompt: Simulation: Recognizing and Reporting Abuse
4	Feb 15 -21	Human Relations Theory Video Presentation 1: Research Article	Klar, H. W., Huggins, K. S., Hammonds, H. L., & Buskey, F. C. (2015). Fostering the capacity for distributed leadership: A post-heroic approach to leading school improvement. <i>International Journal of Leadership in Education</i> , 19(2), 111-137. doi:10.1080/13603124.2015.1005028
			Assignment: Bb Prompt

5	Feb 22-28	Systems Theory	Shaked, H., & Schechter, C. (2016). Sources of systems thinking in school leadership. <i>Journal of School Leadership</i> , 26(3), 468-494. https://doi.org/10.1177/105268461602600304
		Video Presentation 2: Research Article	Assignment: Bb Prompt
6	March 1-7	Structure Agency Theory	Donaldson, M. L., & Woulfin, S. (2018). From tinkering to going “Rogue”: How principals use agency when enacting new teacher evaluation systems. <i>Educational Evaluation and Policy Analysis</i> , 40(4), 531-556. https://doi.org/10.3102/0162373718784205
		Video Presentation 3: Research Article Simulation: New Teacher Evaluation	Assignment: Bb Prompt
March 1st		Assignment One: Critique of Research Article	
7	March 8-14	Contingency and Transformative Theory	Day, C., Gu, Q. & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. <i>Educational Administration Quarterly</i> , 52, 221-258. doi: 10.1177/0013161X15616863
		Video Presentation 4: Research Article	Assignment: Bb Prompt
8	March 15/21	Politics and Managing Conflict The Political Frame	Hahl, O., Kim, M., & Zuckerman Sivan, E. W. (2018). The authentic appeal of the lying demagogue: Proclaiming the deeper truth about political illegitimacy. <i>American Sociological Review</i> , 83(1), 1-33. https://doi.org/10.1177/0003122417749632
		Video Presentation 5: Research Article Peer Review of Annotated Bibliography	Assignment: Bb Prompt
9	March 22/28		Ann Glynn, M., & Watkiss, L. (2020). Of organizing and sensemaking: From action to meaning and back again in a half-century of Weick’s theorizing. <i>Journal of Management Studies</i> . https://doi.org/10.1111/joms.12613
			Assignment: Bb Prompt
10	March 29- April 4	Uncertainty, Ambiguity, and Change	May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. <i>Educational Administration Quarterly</i> , 47, 332- 352. doi: 10.1177/0013161X1038341
		Video Presentation 6: Research Article	Assignment: Bb Prompt

11	April 5 -11	Organization as Culture The Symbolic Frame Video Presentation 7: Research Article	Brinia, V., Zimianiti, L., & Panagiotopoulos, K. (2014). The role of the principal's emotional intelligence in primary education leadership. <i>Educational Management Administration & Leadership</i> , 42(4_suppl), 28-44. https://doi.org/10.1177/1741143213513183
			Assignment: Bb Prompt
	April 5th	Assignment Two: Annotated Bibliography	
12	April 12-18	Critical and Institutional Theory Video Presentation 8: Research Article	Khalifa, M.A., Gooden, M.A. & Davis, J.E. (2016). Culturally responsive school leadership: A synthesis of the literature. <i>Review of Educational Research</i> , 86, 1272-1311. doi: 10.3102/0034654316630383
			Assignment: Bb Prompt
13	April 19 - 25	Servant Leadership Theory Video Presentation 9: 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. <i>Journal of Management</i> , 44(2) 501-529. doi: 10.1177/0149206316665461
			Assignment: Bb Prompt
14	April 26 - May 2	Cognitive Dissonance Theory Video Presentation 10: Research Article	Hinojosa, A. S., Gardner, W. L., Walker, H. J., Coglisier, C., & Gullifor, D. (2016). A review of cognitive dissonance theory in management research. <i>Journal of Management</i> , 43(1), 170-199. https://doi.org/10.1177/0149206316668236
			Assignment: Bb Prompt
15	May 3	Writing Week	Peer Review of Research Problem and Rationale Assignment
16	May 10	Reframing Robert F. Kennedy Case <i>Striving for Equity</i> application of reframing	Smith, R.G. & Brazer, S.D. (2016). Mitigating threats to an equity agenda. In <i>Striving for Equity</i> (pp.127-144) Cambridge, MA: Harvard Education Press
-----	May 10	Assignment #3: 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/>.

GMU Policies and Resources for Students

Policies

- George Mason University takes pride in the diversity of our university community. We aim to create an environment at Mason, in our classrooms and beyond, that is inclusive, inspirational, and focused on the needs of those we serve. Please view the [Mason Diversity Statement](#) for more information.
- Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. Students must adhere to the guidelines of the Mason Honor Code (see <http://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 the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu>).
- Students are invited to share their name and gender pronouns with the instructor and how best to address you in class and via email. I use she/her for myself, and you may address me as “Regina Biggs” or “Dr./Professor Biggs.”
- 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assignment 1: Critique of Research Article (30 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 (30 points)

Dimension	Criteria Level			
	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	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: 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 10 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 ten (10) 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 2: 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 3: 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.
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)

Dimension	Criteria Levels			
	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