**Trinity western universITY**

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**Course Syllabus**

**LDRS 591 Scholarly Inquiry (3 sem. hr.)**

**Spring 2017**

**January 23-February 3**

**Instructor:** David Williaume, PhD

**Contact Info:** David.Williaume@twu.ca

**Office Hours:** as announced on MyCourses

**Time:** TBA

**Place:** TBA

**Prerequisites:** None

**COURSE DESCRIPTION**

LDRS 591 provides an overview of the process, critical analysis, and associated skills required for scholarship and research. This course is designed for learners who may have little experience in the area of research, and will provide introduction to scholarly inquiry and various research approaches being used in the field of leadership to the end that learners may become discriminating consumers of research. Course themes include focus on APA formatting, location and evaluation of scholarly literature, and processes leading to the creation of a graduate level synthetic review of precedent literature. The course combines theoretical/conceptual understandings with applied practice, and is challenging for most learners.

**COURSE LEARNING OUTCOMES**

On completing this course, students should be able to:

1. Appraise and evaluate the research process based upon the values and ethical standards of servant leadership.

2. Demonstrate critical thinking and analytic skills characteristic of a rigorous approach to scholarship.

3. Distinguish between Boyer’s Scholarship of Application, Integration, Teaching, and Discovery.

4. Evaluate potential research questions based upon problems in the leadership domain and distinguish among appropriate methods whereby to address these questions.

5. Conduct a thorough review of scholarly literature using library and internet search skills.

6. Critique research studies using skills of critical-analytic thinking.

**STUDENT LEARNING OUTCOMES**

The course learning outcomes are aligned to the upper three domains of Bloom’s and Fink’s Taxonomy as well as TWU Student Learning Outcomes (SLO). The course learning outcomes are framed in terms consistent with the upper three domains of Bloom’s taxonomy. It is assumed that as learners encounter new material, the lower three categories of remembering, understanding and applying will be ongoing and provide the foundation to engage in the upper three domains. Bloom’s taxonomy is a useful frame to operationalize the elements of foundational knowledge, application and integration in Fink’s Taxonomy of Significant Learning. Course learning outcomes align as follows:

|  |  |
| --- | --- |
| **DOMAINS** | **LEARNING OUTCOMES for this course aligned to Bloom, Fink, & TWU SLO** |
| **Bloom’s Taxonomy** | |
| **Creating** | 2; 3; 4; 5; 6 |
| **Evaluating** | 1; 2; 3; 4; 5; 6 |
| **Analyzing** | 1; 2; 3; 4; 5; 6 |
| **Applying** | Underlie 1; 2; 3; 4; 5; 6 |
| **Understanding** | Underlie 1; 2; 3; 4; 5; 6 |
| **Remembering** | Underlie 1; 2; 3; 4; 5; 6 |
| **Fink’s Taxonomy of Significant Learning** | |
| **Foundational Knowledge**  Understanding and remembering information and ideas that provide the foundation for other kinds of learning. | Underlie 1; 2; 3; 4; 5; 6 |
| **Application**  Engage in new kinds of action including skills acquisition, thinking critically, creatively and practically, and managing projects such that other kinds of learning become useful. | Underlie 1; 2; 3; 4; 5; 6 |
| **Integration**  Connecting ideas, people and realms of life in new ways such that the learner is empowered. | 1; 2; 3; 4; 5; 6 |
| **Human Dimension**  Learning about oneself and others such that human significance and other kinds of learning become manifest. | 1; 2; 3; 4; 5; 6 |
| **Caring**  Developing new feelings, new interests and values such that further learning is motivated and energized. | 1; 2; 4; 5; 6 |
| **Learning How to Learn**  Learning to become a better learner, inquire about a subject, and become a self-directed learner, such that effective future learning is enabled. | 2; 3; 4; 5; 6 |
| **TWU Student Learning Outcomes (SLO)** | |
| **Knowledge and Its Application**  a depth of understanding of leadership within the learner’s chosen field of study and leadership learning supported by application of experiential learning | **See Foundational Knowledge, Application and Integration in Fink’s Taxonomy of Significant Learning above.** |
| **Cognitive Complexity**  critical and creative thinking, quantitative reasoning, communication, research and information literacy | **See Application and Integration in Fink’s Taxonomy of Significant Learning above.** |
| **Inter- and Intra-personal Wellness**  an awareness of self, personal purpose and personal leadership calling within the context of sectors and communities in which learners work, live and study | **See Human Dimension, Caring and Learning How to Learn in Fink’s Taxonomy of Significant Learning above.** |
| **Spiritual Formation**  discovery of your own deep and personal spiritual foundation | **See Caring in Fink’s Taxonomy of Significant Learning above.** |
| **Social Responsibility and Global Engagement**  resources, skills and motivation to become engaged global citizen | **See Human Dimension, Caring and Learning How to Learn in Fink’s Taxonomy of Significant Learning above.** |
| **Leadership**  the skills to become creative, collaborative, informed, competent and compassionate leaders who influence their sectors and areas of specialization | **See all aspects in Fink’s Taxonomy of Significant Learning above.** |

**REQUIRED TEXT(S)**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)*.* Washington, DC: Author.

Houghton, P. & Houghton, T. (2009). *APA: The easy way!*(2nd ed.). Flint, MI: Baker College

Plano-Clark, V., Creswell, J. (2015). *Understanding research: A consumer’s guide* (2nd ed.)*.* Boston, MA: Pearson.

**COURSE ACTIVITIES/REQUIREMENTS**

## In-Class Presentations and Individual Daily Engagement

**Due Date:** Daily

**Instructions:**

Students will be asked to make in-class presentations, both individually and in small groups. The objective of these presentations is to provide an opportunity for you to help us to collectively understand aspects and applications of the course content.

Students will be evaluated on the basis of your personal engagement each day. Individual daily participation will be based on (a) physical presence in class and (b) level of engagement in large-group and small-group discussions and learning activities. Absence from class will result in an engagement mark of 0 for that day. Substantive engagement consists of active listening and/or verbally responding and engaging in whole-group conversation as well as actively participating in small-group conversations.

## Assignment #1: Preliminary Assessment Reflection and Response

**Due Date:** Day 2, beginning of class.

**Instructions:**

The objective of this assignment is to provide you the opportunity to reflect and respond on the results of the assessments you engaged in either prior to or at orientation, and connects directly to the processes you will engage in in the LDRS 697/698 capstone and throughout this program. Specifically I will ask you to

1. Review and reflect on the results of the assessments assigned to be completed prior to or at orientation.
2. Write a short (1500 word) reflective response to the following:

a. What do these measures mean to you as you practice leadership in your professional context?

b. What new understandings about yourself—either confirming or disconfirming previously held self-perceptions—have you gained? Be sure to reference any other personality inventory assessments you may have completed.

1. Briefly reflect on how these assessments intersect (or connect) with the nine leadership competencies (found in the LIP manual under competencies 3.1-3.9) for you specifically. Full assignment details are provided on MyCourses.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Assignment #2: APA

**Due Date:** Day 4, beginning of class.

**Instructions:**

The objective of this assignment is to reinforce important APA conventions that we have discussed in class. You will be asked to demonstrate important APA conventions regarding page setup, quotations, citations, and References entries. Details of this assignment will be provided in class.

## Assignment #3: Literature Review Search

**Due Date:** Day 5, midnight.

**Instructions:**

The objective of this assignment is to help you to locate and organize the literature sources necessary to write a graduate-level literature review demonstrating critical thinking and analytical skills. This is assignment is closely related to the Formal Literature Review assignment. In this assignment you will demonstrate your scholarly inquiry learning by locating and organizing the literature base that you will use in writing a graduate-level literature review. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Assignment #4: Formal Literature Review

**Due Date:** Day 10, midnight

**Instructions:**

In this assignment you will demonstrate your scholarly inquiry learning by writing a graduate-level literature review. This literature review will be represent your analysis and synthesis of the literature located and organized in the Literature Review Search assignment. This assignment is a precursor to three of the assignments that you will address in LDRS/MAEL 697/698. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #1: Introductions to Research Reports

**Due Date:** Day 4, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the introduction of a scholarly report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #2: Methods and Results of Quantitative Research Reports

**Due Date:** Day 5, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the methods and results sections of a quantitative research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #3: Methods and Results of Qualitative Research Reports

**Due Date:** Day 6, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the methods and results sections of a qualitative research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #4: Conclusions to Research Reports

**Due Date:** Day 7, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the conclusions section of a research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #5: Bringing It All Together

**Due Date:** Day 9, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on issues that impact how you use research in your leadership practice. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

**DETERMINATION OF FINAL GRADE**

|  |  |  |
| --- | --- | --- |
| Day | Assignments  to be delivered by Learners | % of grade |
| 2 | Assignment #1: MLQ & HPI Reflection | 10% |
| 3 | Assignment #2: APA Assignment | 10% |
| 4 | Reflection Brief #1 | 5% |
| 5 | Assignment #3: Literature Review Search | 15% |
| 5 | Reflection Brief #2 | 5% |
| 6 | Reflection Brief #3 | 5% |
| 7 | Reflection Brief #4 | 5% |
| 9 | Reflection Brief #5 | 5% |
| 10 | Assignment #4: Formal Literature Review | 30% |
| 1-10 | Individual Daily Participation | 10% |
|  | TOTAL | 100% |

**GRADING SYSTEM**

TWU’s standard grading system may be found in the academic calendar for the current year.

In an effort to ensure consistency in the MALEAD/MAEL assignment of grades and to inform graduate students of assessments of the quality of work at the graduate level, the following interpretation of grades in assignments and courses offers a guideline.

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **%** | **Grade**  **Point**  **Value** | **Meaning in Graduate Work *Note:*** *For assignments that meet criteria in several categories, instructors will assign an average grade.* |
| **A+** | 95-100 | 4.3 | Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable. |
| **A** | 90-94 | 4.0 | Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use. |
| **A-** | 85-89 | 3.7 | Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage. |
| **B+** | 80-84 | 3.3 | Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage. |
| **B** | 75-79 | 3.0 | Competent development of position, but possibly with some gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws. |
| **B-** | 70-74 | 2.7\* | Unimpressive development of position. Position not completely consistent with personal vision *or* references and resources not taken fully into account *or* examples are basic or not completely convincing *or* lacking acceptable insight and analytic and evaluative ability. Style and language usage with weaknesses (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies. |
| **C** | <70 | 2.0 | Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. *This grade is a failing grade at the graduate level, and students receiving a “C” course grade are required to re-take the course.* |

**\*Note: a grade of “B-“carries a GPA of 2.7; learners require a composite GPA of 3.0 to graduate.**

**Other Designated Grades**

**INC** = **Incomplete**. A grade may be incomplete if assignments remain outstanding in a course or if the instructor has not yet submitted a grade. If assignments remain outstanding at the end of a course, students must obtain and complete an incomplete grade form from Enrollment Services.

**W** = **Withdrew**. This grade is assigned for students withdrawing during the first half of the course.

**WP /WF** = **Withdrew passing / Withdrew failing**. These grades are assigned to students withdrawing during the second half of a course. Grades are not computed into the cumulative GPA. A student may withdraw from a course only because of severe extenuating circumstances and if approval is granted by the Program Director and the Dean of Graduate Studies. Updated: April 30, 2012 Kirk Mitchell

**PROPOSED COURSE OUTLINE**

## Day 1 — Learning Integration Project (LIP) Introduction and Introduction to Research

## Day 2 — Accessing Scholarly Literature

## Day 3 — APA 6 Style

## Day 4 — Introductions of Research Reports

## Day 5 — Methods and Results of Quantitative Research Reports

Day 6 — Methods and Results of Qualitative Research Reports

## Day 7 — Conclusions of Research Reports; Mixed Methods

## Day 8 — Action Research

Day 9 — Bringing It All Together

## Day 10 —Learning Integration Project (LIP) Introduction, Part 2

**Academic Integrity and Avoiding Plagiarism at TWU**

As scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see [academic calendar](file:///C:\Users\David\Documents\TWU%20MA-L\TWU%20Current\MA%20Lead%20Admin\6.%202016-2017\Syllabi%20templates\University%20Homepage%20%3e%20Academics%20%3e%20Academic%20Calendar%20%3e%20Academic%20Information%20%3e%20Academic%20Policies%20%3e%20Academic%20Dishonesty%20and%20Plagiarism)). Learning what constitutes plagiarism and avoiding it is the student's responsibility. Two resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke and are freely available for viewing at the URLs below:

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3>   (Google Slide presentation offering more comprehensive information)

**STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/default.html>.

**CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the [University Homepage > Campus Notification (in the page footer) > Class cancellation policy](http://www.twu.ca/campus/campus-notification.html).

**ATTENDANCE POLICY**

Students are expected to be in attendance and engaged on a daily basis for face to face intensive classes, and individual daily engagement contributes to the overall course grade.

Students in ten week online courses are expected to participate in discussion forums and group assignments as directed in MyCourses. Forum participation is a significant part of the course final grade.

**LATE ASSIGNMENTS POLICY**

Late assignments may result in a lowered assignment grade.

**PROGRAM GRADE SUBMISSION POLICY**

ALL course work must be submitted for final grading within 7- 10 days following the course end date. The instructor has to submit grades to the Registrar within 14 days of the course end date. In extenuating circumstances, a provision is made for an INC to be entered pending final assignment of a course mark. Details are provided at <https://www.twu.ca/graduate/new-incomplete-grade-contract.pdf>.