

Course Title	Directed Research
Course Prefix & Number	ADED 597
Course Discipline	Adult Education
Instructor's Name	Jim Berger, Ph.D.
Semester and Year	Fall, 2018
Instructor's Office Number	3080 Gary Ransdell Hall, EALR
Instructors Telephone Numbers	(270)745-3892 (W) (270)495-5118 (H) No later than 9 p.m. CDT <b>STRICTLY ENFORCED</b> Skype: DrBerger1969
Instructor's E-mail Address	<a href="mailto:Jim.Berger@wku.edu">Jim.Berger@wku.edu</a>
Office Hours	Monday, Tuesday, Thursday, and Friday 1:00 to 3:00 p.m., or by appointment.
Course Description	Adult educational theories, models, and approaches and their use in practice.
Course Rationale	This course has been developed to provide instructors of adults methodology and practices used to conduct research with adults. Students will learn various approaches to establishing a research plan. Emphasis will be placed on how to organize and conduct a research project with adult learners.
Prerequisite(s):	none
400/Graduate Difference	none
Texts	Creswell, J. W. (2013). <i>Research Design: Qualitative, Quantitative, and Mixed Methods. (4th Ed.)</i> . Thousand Oaks; Sage Publication. Potential Articles posted to Blackboard.
Course Objectives & Outcomes	A) Students will be able to identify methods for gathering data B) Students will be able to describe the major steps involved in a research project C) Students will be able to analyze data for results D) Students will be able to write up data in the form of a research report.
Course Disposition(s) Statement	The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.  The teacher believes that all children can learn at high levels and persists in helping all children achieve success.  The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

	<p>The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.</p> <p>The teacher is a thoughtful and responsive listener.</p> <p>The teacher values planning as a collegial activity.</p> <p>The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.</p> <p>The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.</p>
Critical Student Performances	Final Project
Instructional Methods and Activities	The course will include but is not limited to the following instructional methods and activities: Online lecture, quizzes, online presentations, outside work, papers, interviews, and online discussions.
Special Instructional Materials	<p>Access to the Internet and Blackboard. Access to both Microsoft Office Suite (97 or later) and printers.</p> <p>Adobe Acrobat Reader</p> <p>(<a href="http://www.adobe.com/products/acrobat/readstep2.html">http://www.adobe.com/products/acrobat/readstep2.html</a>)</p>
Course Topics	
Adult Education Standards Addressed	<p>1.1 Develops and maintains a knowledge base in adult learning and development.</p> <p>2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p> <p>2.3 Provides opportunities for learners to use personal experience as a context for applying knowledge.</p> <p>2.4 Provides opportunities for learners to use personal experiences as a context for applying knowledge.</p> <p>2.6 Encourages collaborative learning and respect among learners through sharing ideas, asking questions, responding to others' comments.</p> <p>2.9 Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.</p> <p>2.10 Creates a physical and interpersonal climate that is conducive to learning.</p> <p>3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction).</p> <p>3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.</p> <p>3.7 Manages learning activities in a technology-enhanced environment.</p> <p>4.3 Uses community resources to expand teaching and learning</p>

<p>Grading/ Evaluation</p> <p><b>Please note:</b> Grades for each assignment are posted under Tools and then My Grades. If there are comments available for the grades, you can click on the grade itself and the comments will show. I try to put comments for all assignments except the discussion board.</p>	<p style="text-align: center;">Grading Scale</p> <table> <tr><td>A</td><td>= 90.0 – 100%</td></tr> <tr><td>B</td><td>= 80.0 – 89.9</td></tr> <tr><td>C</td><td>= 70.0 – 79.9</td></tr> <tr><td>D</td><td>= 60.0 – 69.9</td></tr> <tr><td>F</td><td>= &lt; 60.0</td></tr> </table> <p>Grading Procedures – The course grade will be calculated as follows:</p> <table> <tr> <th><u>Assignments</u></th><th><u>Points</u></th></tr> <tr> <td><b>Problem Statement</b></td><td><b>10</b></td></tr> <tr> <td><b>Prospectus</b></td><td><b>20</b></td></tr> <tr> <td><b>Internal Review Board</b></td><td><b>20</b></td></tr> <tr> <td><b>Final Project</b></td><td><b>50</b></td></tr> </table> <p><b><u>Problem Statement</u></b> For this assignment, you will need to identify an issue related to adult education and your area of expertise. You will need to type up a brief statement of your problem, sample, and methodology. More details can be found on Blackboard.</p> <p><b><u>Prospectus</u></b> For this assignment, you will need to turn in a more detailed summary of your research project, a prospectus if you will. This tells us what you will be doing and how. This will need to include the problem, sample, and methodology. This will be no more than five pages long and will need to include any interview or survey instruments you devise or plan on using. <b>YOU WILL NOT BE ABLE TO BEGIN CONDUCTING THE RESEARCH UNLESS YOU HAVE THIS TURNED IN.</b> Once you have gotten my approval, you may begin collecting data but not until then. More details can be found on Blackboard.</p> <p><b><u>Internal Review Board</u></b> For this assignment, you will need to complete our documents for approval by the Internal Review Board. In order to begin research, one must be approved by the Human Subjects Review Board. It is a stringent process and I will provide you with the documents. More details can be found on Blackboard.</p> <p><b><u>Final Project</u></b> For this assignment, you will need to write your paper with the results. You will need to describe the problem, how you intended to research the problem, what others have done, the results of your study. Be sure to tie your results to what you found in the literature. The paper should be about twenty pages long and formatted in APA Style. Be sure to turn in the paper by the first day of exams for the semester. More details can be found on Blackboard.</p> <p><b>You can resubmit any assignment except the Final Project. However, if you resubmit, the highest grade you will receive is a ‘B’ for that</b></p>	A	= 90.0 – 100%	B	= 80.0 – 89.9	C	= 70.0 – 79.9	D	= 60.0 – 69.9	F	= < 60.0	<u>Assignments</u>	<u>Points</u>	<b>Problem Statement</b>	<b>10</b>	<b>Prospectus</b>	<b>20</b>	<b>Internal Review Board</b>	<b>20</b>	<b>Final Project</b>	<b>50</b>
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	<p><b>assignment. You will have only two weeks from the time your assignment is graded to the deadline to resubmit. If comments are made on how to improve the assignment, you need to provide those at the time of resubmission.</b></p> <p><b>Assignments MUST be turned in on time. Late assignments will not be accepted without a valid excuse (e.g. doctor's excuse, death in the family). Failure of technology is not an excuse. Be sure to work on functioning machinery and give yourself plenty of time to complete and turn in the assignment. Points will be taken off for each misspelling, grammatical error, omission, or other typographical error in each assignment. Please be sure to proofread your assignments before you submit them as they are a reflection of your efforts and work ethic. Assignments developed for other classes will not be accepted in this one. You are to do these assignments for this class and this class only.</b></p>																		
Course Schedule and Policies	<p style="text-align: center;"><b>Tentative Schedule</b></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Week Starting</b></th> <th style="text-align: left;"><b>Activities</b></th> </tr> </thead> <tbody> <tr> <td>8/27</td> <td> Introduction to Students, Instructor, Course, BlackBoard. <ul style="list-style-type: none"> <li>• Sign Course Contract and e-mail to me.</li> <li>• <b>Problem Statement Due Monday, 9/3 by 4:00 p.m. Let me know if you would like to talk about your problem before you submit your assignment.</b></li> </ul> </td> </tr> <tr> <td>9/3</td> <td> Prospectus Document <ul style="list-style-type: none"> <li>• <b>Prospectus Document due by next Monday 9/10 at 4:00 p.m.</b></li> </ul> </td> </tr> <tr> <td>9/10</td> <td> Internal Review Board Documents <ul style="list-style-type: none"> <li>• <b>Internal Review Board due by Monday, 9/24 at 4:00 p.m.</b></li> </ul> </td> </tr> <tr> <td>10/15</td> <td> Time to begin research – upon approval. <ul style="list-style-type: none"> <li>• <b>Midpoint Evaluation due by Monday, 10/22 at 4:00 p.m.</b></li> </ul> </td> </tr> <tr> <td>11/12</td> <td>Data collection should be done by now.</td> </tr> <tr> <td>11/19</td> <td>Data analysis should be complete by now. Begin writing your final project. Include what you had in your prospectus. Be sure to identify changes you made to the process and other literature you used or found.</td> </tr> <tr> <td>12/3</td> <td>Continue writing your paper. <b>Final Project due by Monday, December 10<sup>th</sup> at 4:00 p.m.</b></td> </tr> <tr> <td>12/10</td> <td><b>Final Project due by Monday, December 10<sup>th</sup> at 4:00 p.m.</b></td> </tr> </tbody> </table>	<b>Week Starting</b>	<b>Activities</b>	8/27	Introduction to Students, Instructor, Course, BlackBoard. <ul style="list-style-type: none"> <li>• Sign Course Contract and e-mail to me.</li> <li>• <b>Problem Statement Due Monday, 9/3 by 4:00 p.m. Let me know if you would like to talk about your problem before you submit your assignment.</b></li> </ul>	9/3	Prospectus Document <ul style="list-style-type: none"> <li>• <b>Prospectus Document due by next Monday 9/10 at 4:00 p.m.</b></li> </ul>	9/10	Internal Review Board Documents <ul style="list-style-type: none"> <li>• <b>Internal Review Board due by Monday, 9/24 at 4:00 p.m.</b></li> </ul>	10/15	Time to begin research – upon approval. <ul style="list-style-type: none"> <li>• <b>Midpoint Evaluation due by Monday, 10/22 at 4:00 p.m.</b></li> </ul>	11/12	Data collection should be done by now.	11/19	Data analysis should be complete by now. Begin writing your final project. Include what you had in your prospectus. Be sure to identify changes you made to the process and other literature you used or found.	12/3	Continue writing your paper. <b>Final Project due by Monday, December 10<sup>th</sup> at 4:00 p.m.</b>	12/10	<b>Final Project due by Monday, December 10<sup>th</sup> at 4:00 p.m.</b>
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	<b>Have a great break!</b>
Plagiarism Policy	To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Students must give the author(s) credit for <b>any</b> source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an 'F' for this class and possible dismissal from the university. <b>DON'T DO IT!!! I HAVE FAILED STUDENTS BEFORE!</b>
Attendance Policy	Participation is mandatory in an online class! Make sure you do not go "missing" as this will severely affect your grade. <b>At the earliest moment when you detect you are having trouble, contact me to talk about it.</b> It is especially important that you keep in touch with me during this web-based course. I will not accept assignments late without a valid excuse. I will not accept as an excuse that you could not find access to a working computer. You know you are taking an online course and, therefore, must arrange for computer access prior to taking this class.
Title IX Policy	<p>Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding  <a href="#">WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070)</a></p> <p>and</p> <p><a href="#">Discrimination and Harassment Policy (#0.2040)</a></p> <p>Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.</p> <p>Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and <b>MUST</b> report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.</p>
Bibliography/Reference/Websites	<a href="#">Jim Berger's Suggestion Box -</a> <a href="http://www.wku.edu/~jim.berger/Suggestion.html">http://www.wku.edu/~jim.berger/Suggestion.html</a> <a href="#">Blackboard</a> - <a href="http://blackboard.wku.edu">http://blackboard.wku.edu</a> <a href="#">Jim Berger's web page</a> - <a href="http://www.wku.edu/~jim.berger/">http://www.wku.edu/~jim.berger/</a>

	<a href="http://www.wku.edu/library/">WKU Library website - http://www.wku.edu/library/</a> <a href="http://www.kyvl.org">KY Virtual Library Website - http://www.kyvl.org</a>
Disability Accommodations Statement	<p>In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at <a href="mailto:sarc.connect@wku.edu">sarc.connect@wku.edu</a>. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.</p> <p>However, if you are having difficulty with the materials or assignments, do not hesitate to contact me. If you are not comfortable talking to me personally, use the above mentioned Suggestion Box.</p>

## Course Contract

I, Dr. Jim Berger, promise the following to meet student expectations:

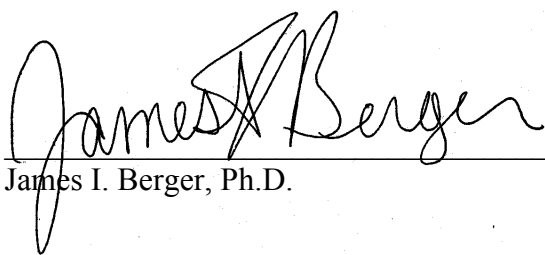
- a completed syllabus with clear descriptions of the class schedule and assignments
- timely beginnings and endings of a class
- consistent office hours posted in the syllabus and on my office door
- graded and returned papers/assignments within two weeks
- discussion of grading procedures, assignments and rubrics

I, \_\_\_\_\_, a student in ADED 597, agree to:

- be prepared for discussion/activities
- discuss class concerns early on in the semester
- participate and be involved during class
- turn in assignments on time
- keep the lines of communication open
- be academically truthful
- proofread all work before I hand it in
- ask if I have a question, regardless of how silly or mundane I may think it is.
- Read the syllabus thoroughly and to make sure to clarify any questions with the instructor before the question becomes a crisis.

We, jointly, agree to the following:

- I will not make other students/teacher feel uncomfortable by inferring stereotypes or using disrespectful jokes or remarks.
- I will listen to my classmates/teacher and not interrupt others.
- I will be respectful when disagreeing with someone.
- I will step in politely if I notice others being hurtful or disrespectful to others.



James I. Berger, Ph.D.

8/27/2018

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

Please scan and e-mail to: [jim.berger@wku.edu](mailto:jim.berger@wku.edu)