I. PURPOSE AND DESCRIPTION OF COURSE

This course is designed to introduce students to multiple methodological perspectives and help them develop their research design skills. The contents of the course will help Ph.D. students prepare for their preliminary and comprehensive examinations and dissertation proposals.

The ontological, epistemological, and methodological issues in designing a research project will be discussed in the first part of the class. In the rest of the semester, the assumptions of and issues in quantitative, qualitative, and mixed methodologies and research designs will be discussed.

You should read assigned readings before the class time each week and participate actively in class discussions. You will also write book review essays and a research design proposal during the semester. You will present and discuss the contents of a methodology book and your research proposal in the class.
II. BOOKS AND OTHER READING MATERIALS

A) Required Books


B) Style Manual for All Class Papers


You can find quick answers to your questions about the APA style at the following links:

- Psychology with Style—A Hypertext Writing Guide: [http://www.uwsp.edu/psych/apa4b.htm](http://www.uwsp.edu/psych/apa4b.htm)
- The University of Illinois at Urbana Champaign, The Center for Writing Studies, APA Style Resources: [http://www.cws.illinois.edu/workshop/writers/citation/apa/](http://www.cws.illinois.edu/workshop/writers/citation/apa/)

C) Other Books and Journals

Please see the document “PADM 575 Books and Other Reading Materials.”
III. ASSIGNMENTS AND EVALUATION

Ricucci Book Review Essay

You will write a book review essay on the Ricucci book, *Public Administration: Traditions of Inquiry and Philosophies of Knowledge*, after we complete our class discussions on it (see the schedule). This essay should be 10-15 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size).

In this essay, you should summarize the contents of the book and discuss which tradition(s) of inquiry is(are) close to your view of the world. You may also include in your discussions the contents of the articles we will cover in the class; this is not required, but their inclusion can help enrich your discussions.

You may or may not have thought about these different traditions of inquiry before. It is essential that you develop clear understandings of them and represent their content accurately in your essay. We will use part of the class time to clarify and discuss the traditions to help you understand them better and develop your own positions on them. You do not have to commit yourself to a particular tradition of inquiry in your essay, but it is important that you understand clearly the philosophical assumptions behind them and at least begin formulating your thoughts about them.

You will need to take a clearer position vis-à-vis these traditions of inquiry later in the course, as you select particular methodologies to focus on (see below). By the time you reach the dissertation stage in the PhD program, you should have a quite clear position on these traditions and your position should be reflected in your research design.

You will submit this book review essay electronically through turnitin.com. I will post the submission instructions at the ANGEL course web site.

Presentation on a Methodology Book of Your Choice and Book Review Essay

You will pick a methodology book from the list in the document “PADM 575 Books and Other Reading Materials,” present its contents in the class (see the schedule), and write a review essay on it. The purpose of this presentation and essay writing is to learn about a particular methodology beyond what is covered in the Creswell book. Pick the book carefully, depending on your methodological preferences, and ask for my approval before you start reading it. This book review essay should be 10-15 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size).

Your presentation of the book in the class will be evaluated by your classmates. The arithmetic average of their evaluations will be part of your final grade (see the grade
distribution). I will not evaluate your presentation separately, but my assessment of your presentation will be part of my overall evaluation of your class participation (see the grade distribution).

You will submit this essay electronically through turnitin.com.

**Research Design Proposal**

You will also prepare a research design proposal on a topic of your choice in public management, public policy/policy analysis, or organization theory. The objective of this exercise is to help you prepare for your preliminary and comprehensive examinations and dissertation. You should talk with me before selecting your topic.

**Guidelines for the Design Proposal:**

1. The contents of the Creswell book, the class discussions, and the book you selected for the second review essay should be the bases of developing the research design proposal.

2. The proposal should have two components: (1) a discussion of the topic and research question(s)—including why this topic and research question(s) are important and what are the theoretical issues underlying them—and (2) a research design that would help answer the research question(s). The first component should be supported with a basic review of relevant literature. This literature review does not need to be extensive, however. The main focus of the research design proposal should be on the second component: research design.

3. The research design proposed in the paper should be compatible with the research question(s) you asked in the first part of the paper. The design should also be methodologically coherent. In other words, the methods you chose should be consistent with your epistemological and methodological assumptions. We will cover these epistemological and methodological issues when we discuss the Riccucci book in the class.

4. The three approaches described in the Creswell book—quantitative, qualitative, and mixed approaches—provide a good framework for articulating a methodologically coherent research design, but, depending on your preferences you may need to be more specific in your discussions. For instance a research design based on feminist methodology or action research would need to be more specific than what Creswell’s tripartite classification suggests.

5. The design you describe in the paper should also be elaborate. You must read books and/or articles in addition to the ones we will discuss in the class and incorporate the
5

contents of them into your paper, as mentioned above.

6. I recommend that you read the sample student proposals at the course website carefully, before writing yours. Note that there is a sample proposal for each of qualitative, quantitative, and mixed-method research designs at the website. There is another proposal written by a Penn State PhD student.

7. Written proposals should be 20–30 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size).

8. Use the items in the document “PAOM 575 RESEARCH DESIGN PROPOSAL CHECK LIST” (course website) to double-check the contents of your proposal before submitting it.

9. You will submit your written proposal electronically through turnitin.com at the end of the semester (see the schedule).

Class Presentations of Research Design Proposals

You will present your proposal in the class (see the schedule). I and the other students in the class will comment on and critique these presentations with the purpose of improving them. Although these presentations do not need to be formal, they should be as organized, coherent, and elaborate as possible. Your presentation will affect my overall evaluation of your class participation (see the grade distribution).

Writing Style

In all class papers (essays and the research proposal), you should use the editorial and citation styles of the American Psychological Association (both styles are described in detail in the APA style manual (Publication Manual of the American Psychological Association). Also you should read my “Guidelines for Writing Class Papers” (posted at the course website). I will discuss writing and style issues in the class. I will assume that you are familiar with the basic style guidelines. If you have any questions, first look up the “Guidelines for Writing Class Papers” and APA style manual and then ask me.

All assignment and project papers should be written clearly, coherently, and concisely. All papers must be paginated properly. They should be divided into appropriate sections, with clear section headings. (See the APA style manual for the appropriate uses of section headings.)

In research proposals, appendices must be used sparingly. When used, appendices must include only the material (tables, figures, lists, etc.) that cannot fit into the main body of the text.
and that are necessary to explain or illustrate one or more points made in the main text. When used, the length of an appendix must be kept to a necessary minimum. The material in an appendix must be referred to and discussed in the main text. If the requirements mentioned in this paragraph are not met in a paper, I will deduct points from your grade.

Academic Integrity

I will enforce the academic integrity policies of the Pennsylvania State University at Harrisburg (see http://phpscripts.psu.edu/dept/iit/hbg/academics/Policies/g8.php). You should have a clear understanding particularly of the definitions of the following terms and avoid committing the defined acts:

**Plagiarism:** The fabrication of information and citations; submitting others' work from professional journals, books, articles, papers, electronic sources of any kind, or the submission of any products from commercial research paper providers regardless of what rationales a vendor uses; submission of other students' papers or lab results or project reports and representing the work as one's own; fabricating, in part or total, submissions and citing them falsely. Note: Copying and pasting any materials from the World Wide Web is plagiarism.

**Acts of Aiding and Abetting:** Facilitating acts by others; unauthorized collaboration of work; permitting another to copy from an exam; permitting another to copy from a computer program; writing a paper for another; inappropriately collaborating on home assignment or exam without permission or when prohibited, etc.

**Submitting Previous Work:** Submitting a paper, case study, lab report or any assignment that had been submitted for credit in a prior, or concurrent, class without the knowledge and permission of the instructor(s).

**Failure to Cite Electronic Resources Regardless of the Source:** All electronic resources must be cited in every report, paper, project, portfolio, or any other document submitted for evaluation by an instructor.

The issues of academic integrity are also discussed in the document “Guidelines for Writing Class Papers.” I will discuss these issues in the beginning of the class (see the schedule).

Policies Regarding the Protection of Human Subjects

Although I do not expect students to conduct empirical studies for this class, and therefore there is no need for an Institutional Review Board (IRB) or Office of Research Protections (ORP) review, the following information may be important for those exceptional cases that may require reviews. If there is any possibility that you will conduct an empirical
study (broadly defined; ask me about the broad definition) in the preparation of your research proposal, you may need to obtain the approval of Penn State’s ORP or IRB. I will clarify issues regarding the ORP and IRB approvals in the class. However, if there is any need for clarification regarding the procedures you should follow in preparing your research proposals, you should consult with me and/or the Penn State Office of Research Protections officials. The information about empirical studies that involve “human subjects” (interviews, surveys, or even secondary data analysis.) can be found at the Penn State Office of Research Protections (ORP) at http://www.research.psu.edu/orp/areas/humans/policies/index.asp.

Normally, class projects are exempt from Institutional Review Board (IRB) reviews (see the policies on this at http://www.research.psu.edu/policies/research-protections/irb/irb-policy-1). However, you must keep in mind that you should not present or publish the findings/results of your class project outside the class any time in the future. If there is a possibility that you may use your results outside the class any time in the future, you should submit a proposal for IRB approval BEFORE YOU BEGIN THE EMPIRICAL PART OF YOUR PROJECT. If there is any need for clarification regarding the procedures you should follow in your project, you should consult with me and/or the experts at the University Park (814-865-1775).

**Email and ANGEL as Communication Media**

I will use email and ANGEL (Penn State’s course management system) to communicate with students and post announcements about the class. I expect that you have full access to email and ANGEL. Penn State makes email accounts available to all students and allows them automatic access to ANGEL once they sign up for a class. It is your responsibility to activate your Penn State email account and link it to your personal accounts (if you use separate personal accounts). I also expect that your accounts are set up properly to receive class-related email messages. For ANGEL related questions, you may contact Carol A. McQuiggan, Instructional Designer and e-Learning Support Specialist, Penn State Harrisburg, at (717)948-6542 or cam240@psu.edu.

When you send email messages to me, please be as specific as possible in the subject lines and main texts of your messages. Because I am concerned about computer viruses, I may not respond to messages that are not properly labeled in their subject lines or are not specific enough in their main texts.

**Grade Distribution and Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riccucci book review essay</td>
<td>20</td>
</tr>
<tr>
<td>Selected methodology book review essay</td>
<td>20</td>
</tr>
<tr>
<td>Research proposal</td>
<td>50</td>
</tr>
<tr>
<td>Instructor’s evaluation of class participation</td>
<td>10</td>
</tr>
<tr>
<td>Classmates’ evaluation of methodology book presentation</td>
<td>5</td>
</tr>
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</table>
I will use the following point–grade conversion table to assign your grades in the assignments and the paper and the final grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Lower Point</th>
<th>Letter Grade</th>
<th>20%</th>
<th>25%</th>
<th>30%</th>
<th>35%</th>
<th>40%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>93</td>
<td>A</td>
<td>18.6</td>
<td>23.3</td>
<td>27.9</td>
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<td>37.2</td>
<td>46.5</td>
</tr>
<tr>
<td>90-92</td>
<td>90</td>
<td>A-</td>
<td>18.0</td>
<td>22.5</td>
<td>27.0</td>
<td>31.5</td>
<td>36.0</td>
<td>45.0</td>
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<tr>
<td>87-89</td>
<td>87</td>
<td>B+</td>
<td>17.4</td>
<td>21.8</td>
<td>26.1</td>
<td>30.5</td>
<td>34.8</td>
<td>43.5</td>
</tr>
<tr>
<td>83-86</td>
<td>83</td>
<td>B</td>
<td>16.6</td>
<td>20.8</td>
<td>24.9</td>
<td>29.1</td>
<td>33.2</td>
<td>41.5</td>
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<tr>
<td>80-82</td>
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<td>B-</td>
<td>16.0</td>
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<td>28.0</td>
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Deferred Grades

You may request a deferment of your final grade for the course, only if you have a legitimate reason (e.g., personal or family emergencies, unusual personal hardships, or job-related obligations). I will determine if the reason is acceptable. See the Penn State deferred grade policies at [http://www.psu.edu/dept/oue/aappm/G-3.html](http://www.psu.edu/dept/oue/aappm/G-3.html).

Students with Disabilities

The official Penn State policy is as follows:

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, you may contact your instructor or Lynne Davies at (717) 948-6025 (Student Activities, Room: W117).

Attendance Policy

Class attendance is crucial for a successful completion this course. If you have a legitimate excuse not to attend a class session, please inform me as soon as it is possible, preferably before the class session. Although I do not take class attendance, because this is participatory class, your attendance will affect your participation grade.
IV. SCHEDULE, TOPICS, AND READING ASSIGNMENTS

[I may make changes in the following schedule to accommodate students’ needs or in the cases of unexpected developments, such as emergencies and school closings. I will notify you of the changes as soon as it becomes feasible.]

January 10: Organizational meeting, introduction, and discussion of writing guidelines
Required Readings: Course syllabus
“Guidelines for Writing Class Papers” (course website)

Section I: Traditions of Inquiry

January 17: Intellectual heritage, paradigms, identity crisis, & search for truth
Required Readings: Ricucci, chapters 1, 2, 3, & 4
Recommended Readings: The books on “Philosophy of Science and Epistemology”
in the document “PADM 575 Books and Other Reading Materials”

January 24: Theory building in different traditions
Required Readings: Ricucci, chapters 5, 6, 7, & 8
Recommended Readings: The books on “Philosophy of Science and Epistemology”
in the document “PADM 575 Books and Other Reading Materials”

January 31: Review of traditions and looking into future
“Seven Dimensional Scaffold” (document at the ANGEL course website)
Recommended Readings: The books on “Philosophy of Science and Epistemology”
in the document “PADM 575 Books and Other Reading Materials”

Section II: Designing Research
February 7: Selecting a Research Design and Literature Review
Required Readings: Creswell, chapters 1 & 2
Recommended Readings: The books on “General Methodological Issues and Multiple Perspectives” and “Literature Reviews” in the document “PADM 575 Books and Other Reading Materials”
Suggested readings for these chapters by Creswell (course website) Tutorials relevant for these chapters (course website)
Bring to class: A hardcopy or electronic copy of the study design activities that are relevant for these chapters

RICCUCCI BOOK REVIEW ESSAY IS DUE.

February 14: The Use of Theory, Writing Strategies, and Ethical Considerations
Required Readings: Creswell, chapters 3 & 4
Recommended Readings: The books on “Reading & Writing Research,” “Writing Dissertations and Theses,” and “Writing Proposals” in the document “PADM 575 Books and Other Reading Materials”
Suggested readings for these chapters by Creswell (course website) Tutorials relevant for these chapters (course website)
Bring to class: A hardcopy or electronic copy of the study design activities that are relevant for these chapters

February 21: Introduction, Purpose, Research Questions, & Hypotheses
Required Readings: Creswell, chapters 5, 6, & 7
Recommended Readings: The books on “Reading & Writing Research,” “Writing Dissertations and Theses,” and “Writing Proposals” in the document “PADM 575 Books and Other Reading Materials”
The document “Hypothesis formulation Guidelines” (course website)
Suggested readings for these chapters by Creswell (course website) Tutorials relevant for these chapters (course website)
Bring to class: A hardcopy or electronic copy of the study design activities that are relevant for these chapters

February 28: Quantitative Methods
Required Readings: Creswell, chapter 8
Recommended Readings: The books on “Quantitative Methods (General)” in the document “PADM 575 Books and Other Reading Materials”
Suggested readings for this chapter by Creswell (course website) Tutorials relevant for this chapter (course website)
Bring to class: A hardcopy or electronic copy of the study design activity that is relevant for this chapter

March 6: SPRING BREAK
March 13: Qualitative Methods
Required Readings: Creswell, chapter 9
Recommended Readings: The books on “Qualitative Methods (General)” in the document “PADM 575 Books and Other Reading Materials”
Suggested readings for this chapter by Creswell (course website)
Tutorials relevant for this chapter (course website)
Bring to class: A hardcopy or electronic copy of the study design activity that is relevant for this chapter

Section III: Selected Methodology Book Presentations

March 20: Mixed Methods
Required Readings: Creswell, chapter 10
Recommended Readings: The books on “Mixed Methods Research” in the document “PADM 575 Books and Other Reading Materials”
Suggested readings for this chapter by Creswell (course website)
Tutorials relevant for this chapter (course website)
Bring to class: A hardcopy or electronic copy of the study design activity that is relevant for this chapter

March 27: Selected Methodology Book Presentations
April 3: Selected Methodology Book Presentations
April 10: Presentation and Discussion of Research Design Proposals
SELECTED METHODOLOGY BOOK REVIEW ESSAY IS DUE.
April 17: Presentation and Discussion of Research Design Proposals
April 24: Presentation and Discussion of Research Design Proposals
May 1: RESEARCH DESIGN PROPOSAL IS DUE.