ECED 5346
Practicum in Research Methods and Experimental Design in Early Childhood Education
Summer I, 2012

Instructor: Dr. Jana Sanders
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Office Hours: Monday = 11:45-1:45
              Tuesday = 11:45-1:45
              Wednesday = 11:45-1:45
          Washington, DC: American Psychological Association

Readings as assigned by the professor.

Course Description: This course will review basic information and tools for utilization of experimental methods, including basic statistics, experimental design and proposal writing. This course is designed to assist students in preparation for ECED 5349, Capstone in Early Childhood Education in which they will be responsible for conducting a self-generated research project. Prerequisites: Introduction to Research (EDFN 5301) or consent of the instructor.

Student Learner Outcomes:
By the end of the semester the student will:

a. write an effective chapter 1 including: an introduction; statement of the problem; importance of the study; and definition of terms;
b. write a succinct review of literature that is pertinent to the study;
c. write an effective chapter three describing the research methodology; design; selection of subjects; instrumentation; data collection; processing of data;
d. write a bibliography in correct A.P.A. style; and
e. write critiques of research articles.

Course Requirements:
All students will:

a. be prompt and attend class;
b. be prepared for each class;
c. select a research topic for their capstone;
d. develop and write chapter one of a research project;
e. develop an overview of a review of literature;
f. develop and write chapter three of a research project;
g. critique assigned research articles;
h. write a bibliography in A.P.A. format.

Evaluation Procedures:

The following evaluation procedures will be used:

a. chapter 1 = 20 points  
b. chapter 2 = 140 points  
c. chapter 3 = 40 points  
d. bibliography = 10 points  
e. research article reviews = 15 points  
f. Late assignments will be accepted for 1/2 credit  
g. Grading scale:  
   92%-100%=A  
   82%-91%= B  
   72%-81%= C  
   62%-71%= D

Attendance:

According to the TAMU-CC catalog, attendance is expected. Due to the interactive nature of this class, excessive absences will result in lowering of the student’s final grade ten percentage points. As is customary, ONE absence will be granted. If a student misses more than two class meetings, they should make an appointment with the professor. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

Non-discrimination Policy
Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm
Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

Disabilities

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”

http://disabilityservices.tamucc.edu

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

In other words, you must your turn cell phone to vibrate or ‘off’ and no emailing or text messaging will be tolerated. If you cannot abide by these classroom rules you will be asked to leave.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm

Chapter 1
Rubric

Name ________________________________

1. **Introduction** (20) points possible ____________ points received

   Was the introduction clear & concise? Did the introduction relate to the topic? (3 pts. Possible)

   Was the statement of the problem comprehensible? (3 points possible)

   Was the purpose of the study to the point? (3 points possible)

   Were the definition of terms pertinent and relevant to the research? (3 points possible)

   Was A.P.A. format correct? (3 points possible)

   Were the mechanical and grammatical errors? (2 points possible)

   Was the chapter graduate quality? (3 points possible)