EDCI 5304.002 Applied Research and Professional Writing  
Texas A&M University—Corpus Christi  
College of Education  

Course Syllabus—Spring 2012

Instructor: JoAnn Canales, Ph.D.  
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Email: joann.canales@tamucc.edu  
Office Hours: By appointment  
Class Meeting: OCNR 115 Wednesday 4:20 p.m. – 6:50 p.m.

Course Description:

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology. Beginning with Fall 2010, this course will only be offered in the fall and spring semesters.

Required Reading:

✓ Assigned readings where appropriate

Recommended Reading:


Additional Resources:

http://ritter.tea.state.tx.us/perfreport/aeis/index.html AEIS accountability system for getting information about schools, districts, groups, etc.
Course Objectives:

As part of this course, the student will:
1. Recognize salient issues to be addressed in the classroom to improve curriculum, instruction, and/or assessment.
2. Examine, select and utilize appropriate resources, materials, and data collection instruments to implement research projects;
3. Evaluate literature and references to substantiate the applied research project;
4. Apply basic descriptive statistical concepts and procedures;
5. Apply concepts of tests and measurements to the classroom environment; and
6. Justify and defend the research questions and design.

Course Requirements:

The student will be expected to:
1. Attend class regularly AND punctually;
2. Participate in class discussions;
3. Be responsible for any information and materials missed when absent;
4. Complete readings and assignments as assigned (typed format);
5. Complete an Institutional Review Board application;
6. Review and synthesize research articles;
7. **Work individually, or in pairs,** to develop and implement a qualitative research study for a classroom or other education project.
8. Prepare and present an oral presentation of the research project

Course Evaluation Summary:  

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Sub-Topic Literature Review</td>
<td>282 – 312 = A</td>
</tr>
<tr>
<td>30</td>
<td>Statistics Exam</td>
<td>251 – 281 = B</td>
</tr>
<tr>
<td>130</td>
<td>Research Project</td>
<td>220 – 250 = C</td>
</tr>
<tr>
<td>30</td>
<td>Research Project Pres.</td>
<td>189 – 219 = D</td>
</tr>
<tr>
<td>72</td>
<td>Reading Responses</td>
<td>&lt;189 = F</td>
</tr>
<tr>
<td>15</td>
<td>IRB application form</td>
<td></td>
</tr>
<tr>
<td><strong>312</strong></td>
<td><strong>TOTAL</strong></td>
<td></td>
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</tbody>
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Special Notes:

✓ All assignments should be submitted at a graduate-level standard of excellence.
✓ Assignments turned in for a grade must be typed and in APA 6th Ed. style (Example: double-spaced, 0 space before and after each line, 1 inch margins, 12 point font).
✓ See APA 6th Ed. Manual for additional style/format requirements.
✓ Please type all assignments, using American Psychology Association (APA) 6th Edition format/style. The following helpful instructions are only a few elements of APA 6th Edition format/style. You are responsible for adhering to the APA 6th Edition format.
   - 1-inch-margins top, bottom, left, and right.
   - Times New Roman, 12-pt font
   - Double space lines of text, with 0 spaces before and after lines
   - Indent all paragraphs.
   - Flush-length style, right margin uneven/ragged
   - Do not divide words at the end of a line.
   - http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx (This is a link to free online tutorial from APA)
✓ Points will be deducted for misspelled words, errors in mechanics, errors in paragraph formation, etc.
✓ Additional assignments may be required if they will benefit the course objectives.
✓ Assignments and due dates may be modified at the discretion of the instructor if they will benefit/enhance the outcomes of the course.
✓ Students needing assistance with writing will be required to attend the Writing Center prior to submitting written assignments. Failure to do so will result in the lowering of the final grade by one letter grade. Students who already know that they have issues with writing are encouraged to enroll in ENGL 5376.210
✓ Designated assignments to be submitted to SafeAssign that are not submitted in time will NOT be considered for a grade.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED
NO INCOMPLETE GRADES WILL BE GIVEN

Class Attendance Policy:
As a graduate student completing the capstone course towards your master’s degree, your presence in class is critical to your success, as well as the success of your peers. Your active participation requires that you attend regularly and punctually and are prepared by having adequately read assignments in enough depth to actively contribute to class discussions. You are personally responsible for all material discussed in class, even if you are absent. You will need to make your own arrangements for material covered during the time you are absent from class. Lecture notes are not provided.

COURSE BIBLIOGRAPHY****


**** Sources that are highlighted in yellow are “On Reserve” at Bell Library.

****Also used in this course will be journals in the various disciplines that report on research in education, e.g., Journal of Research in Science Teaching, School Science and Mathematics.
I. University Policies
   A. Student Affairs
      1. Home Page: http://falcon.tamucc.edu/~students/
      3. Online Catalog: http://catalog.tamucc.edu/
      4. E-mail Account
         a) Per University policy, I will be using your Islander e-mail account to contact you, so if it is not your primary e-mail account, please have your Islander and BlackBoard e-mail accounts forwarded to your preferred e-mail account.
         b) http://sail.tamucc.edu/PDF/Islander_email.pdf

II. Disability Services
   A. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute 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. The 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.
   B. http://disabilityservices.tamucc.edu

III. Academic Honesty
   A. University students are expected to conduct themselves in accordance with the highest standards of academic honesty.
   B. 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.)

IV. Classroom Conduct
   A. Students and faculty each have responsibility for maintaining an appropriate learning environment.
   B. Faculty have 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.
   C. 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.
   D. 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.

V. Statement of Civility
   A. 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.
   B. 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.
   C. Behaviors that infringe on the rights of another individual will not be tolerated.
   D. http://studentaffairs.tamucc.edu/handbook.html Student Code of Conduct
Tentative Course Schedule (Subject to Change)

While information and assurances are provided in this course syllabus and calendar, it should be understood that various events could necessitate changes. The professor will inform students of any changes to the syllabus and calendar.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
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</table>
| 1    | Jan 11 | - Housekeeping/Introductions/Course Overview-syllabus  
      |       | - Review the textbook & Assignments  
      |       | - Review BB9 access  
      |       | - Review sample final projects  
      |       | - 5:45p.m. Library, 2nd Floor Computer Lab  
      |       | L.I.C. II – Denise Landry-Hyde, Read pp. 166-169 |
| 2    | Jan 18 | - **DUE:** 2-3 sentence observation, Read Chapter 1; Chapter 7 Reading Response  
      |       | - Sharing insights from well-remembered events –Questions raised and observations  
      |       | - Chapter 1 – What is teacher research and where do I start?  
      |       | - Chapter 7: How do I pull it all together?  
      |       | - Review Article 7 handout |
| 3    | Jan 25 | - **DUE:** Chapter 2 Reading Response  
      |       | - Chapter 2 – How do I frame my questions? |
| 4    | Feb 1  | - **DUE:** Chapter 3 Reading Response; Research Questions  
      |       | - Chapter 2 - Continued  
      |       | - Chapter 3: What will my research design look like? |
| 5    | Feb 8  | - **DUE:** SubTopic Lit Review – submit to SafeAssign & hard copy  
      |       | - **DUE:** Chapter 4 Reading Response & Research Design  
      |       | Chapter 4: How do I collect my data? (Continued) |
| 6    | Feb 15 | - **DUE:** Data collection instruments developed  
      |       | Chapter 4: How do I collect my data? (Continued) |
| 7    | Feb 22 | - **DUE:** Research Design, First Draft of Web & Outline & Data Collection Instruments  
      |       | - Descriptive Statistics 1-3 (Answer questions at end of chapter - Bring calculator)  
      |       | - Problem Sets 1 & 2 |
| 8    | Feb 29 | - Descriptive Statistics 4 – 6 (Bring calculator) |
| 9    | Mar 7  | - Statistics Exam  
      |       | - Group Work |
| 10   | Mar 14 | - Group Work |
| 11   | Mar 21 | - **DUE:** Chapter 5 Reading Response & Data collected to date  
      |       | - Chapter 5: How do I analyze my data? |
| 12   | Mar 28 | - Computer Time to complete IRB |
| 13   | Apr 4  | - **DUE:** IRB FORM  
      |       | - Individual Time with Dr. Canales |
| 14   | Apr 11 | - **DUE:** Rough draft of completed project – Critical Friend Time** |
| 15   | Apr 18 | - **DUE:** Final Projects – Submit to SafeAssign  
      |       | - **DUE:** Celebration/Research projects presentation—AERA style |
| 16   | Apr 25 | - **DUE:** Celebration/Research projects presentation—AERA style |

**If you are working in a team, EACH of you bring a copy so you can pair up with someone.**

Option: Depending on the number of projects to be presented, the final due date for projects may be adjusted.