Course Syllabus—Fall 2011

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Office Hours: By appointment
Class Meeting: CS 103 Wednesday 4:20 p.m. – 6:50 p.m.

PLEASE NOTE: This is a web-enhanced course. Blackboard will be utilized for dissemination of information, submitting and grading assignments, etc. It is imperative that you log onto the URL below and familiarize yourself with this venue.

URL: http://bb9.tamucc.edu

Username: “A” Number (also known as Banner ID)
Password: See below

1. First time user here at TAMUCC (not Del Mar or any other campus), then your password is defaulted to your birthday using full month, day and year. (i.e. Jan 1 1984 would be 01011984)
2. There are excellent Blackboard tutorials at http://iol.tamucc.edu. See the "How-to Guides" in the left hand menu of the Island On Line site.
3. Helpdesk at 361-825-2825 for assistance in getting logged in. (Andres Rodríguez)

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://citationmachine.net/ - Takes discreet information regarding references and puts it into the appropriate citation format, e.g., APA, MLA, etc

http://webapps.calvin.edu/knightcite - Takes discreet information regarding references and puts it into the appropriate citation format, e.g., APA, MLA, etc.; however, it only works on a PC.

http://www.perrla.com – Program that helps individuals write papers in APA style (cost $25.00)

**Check for Refereed Journals**


**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 AGAINST Grade sheet</th>
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<tbody>
<tr>
<td>220 – 250 = A</td>
</tr>
<tr>
<td>189 – 219 = B</td>
</tr>
<tr>
<td>158 – 188 = C</td>
</tr>
<tr>
<td>127 – 157 = D</td>
</tr>
<tr>
<td>&lt;127 = F</td>
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**Grading Scale:** DOUBLE CHECK

- 30 points Mini Lit Review
- 30 points Statistics Exam
- 120 points Research Project
- 30 points Research Project Pres.
- 30 points Reading Responses
- 10 points IRB application form

**Total 250 points**

**Special Notes:**

- Assignments turned in for a grade must be typed and in APA style (1½ space, 1 inch margins, 12 point font). **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 TurnItIn 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***


***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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
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| 1    | Aug 25 | • Housekeeping/Introductions/Course Overview-syllabus  
      |         | • Review the textbook & Assignments  
      |         | • Review Article 7 handout  
      |         | • Review sample final projects |
| 2    | Sept.1 | • **DUE:** 2-3 sentence observation, Chapter 1 Reading Response  
      |         | • **DUE:** Chapter 7 Reading Response  
      |         | • Sharing insights from well-remembered events –Questions raised and observations  
      |         | • Read “Real Story” (I will read)  
      |         | • Chapter 1 – What is teacher research and where do I start?  
      |         | • Chapter 7: How do I pull it all together? |
| 3    | Sept.8 | • **DUE:** Chapter 2 Reading Response  
      |         | • Chapter 2 – How do I frame my questions?  
      |         | • Library, Room 109 – Denise, read pp. 166-169 |
| 4    | Sept.15| • **DUE:** Chapter 3 Reading Response; Research Questions  
      |         | • Chapter 3: What will my research design look like? |
| 5    | Sept.22| • **DUE:** Chapter 4 Reading Response & Research Design & Graphic Organizer  
      |         | • Chapter 4: How do I collect my data? |
| 6    | Sept.29| • **DUE:** Data collection instruments developed  
      |         | • Chapter 4: How do I collect my data? (Continued) |
| 7    | Oct.6  | • **DUE:** Research Design & Data Collection Instruments  
      |         | • Descriptive Statistics 1-3 (Answer questions at end of chapter - Bring calculator)  
      |         | • Problem Sets 1 & 2 |
| 8    | Oct.13 | • **DUE:** Mini Lit Review – submit to Turn It In & hard copy. Also submit Graphic Organizer and outline  
      |         | • Descriptive Statistics 4 – 6 (Answer questions at end of chapter Bring calculator) |
| 9    | Oct.20 | • **DUE:** Statistics Exam  
      |         | • Individual Meetings with students |
| 10   | Oct.27 | • **DUE:** Chapter 5 Reading Response & Data collected to date  
      |         | • Chapter 5: How do I analyze my data? |
| 11   | Nov.3  | • Computer Time to Complete IRB Form |
| 12   | Nov.10 | • **DUE:** IRB FORM & Rough Draft of completed project – Critical Friend Time*  
      |         | • Course Evaluation |
| 13   | Nov.17 | • Individual Meetings with students |
| 14   | Nov.24 | • Writing Day |
| 15   | Dec. 1 | • **DUE:** Final Projects  
      |         | • **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.