Texas A&M University-Corpus Christi  
Curriculum And Instruction Research Seminar  
EDCI 5389, SEC. 001  
Spring 2011  
Monday 4:20-6:50 p.m. — ECDC 219C

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ECDC 241  
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Office Hours  
Monday: 1:00 pm to 3:00 pm  
Wednesday: 1:00-4:30 p.m.  
Saturday: 7:30 a.m. - 8:00 a.m.  
And by appointment

I. Course Description  
This is designed as the culminating course in the interdisciplinary Curriculum and Instruction master's degree. Covered in the class are historical and current trends in research, the critical examination of selected research studies, and a self-analysis of personal and professional interests and needs. The course calls for students to integrate and use information from previous graduate classes with information presented in this class to develop, implement, and defend an action-based research project.

II. Rationale  
This course provides students with the opportunity to demonstrate their understanding of pedagogy, research, and issues related to their field of study. Students will design and complete a research study on a self-selected topic. The results of the study will be presented to a panel of faculty members. The experience of designing and conducting research will prepare students to evaluate instructional materials, programs, and systems used in school settings.

III. State Adopted Proficiencies/TExES competencies (COE)  
N/A  
IV. TExES Competencies  
N/A

V. Course Objectives and Outcomes  
A. Students will be able to:  
B. Identify an appropriate research question  
C. Develop a viable research design  
D. Collect and analyze research data  
E. Synthesize research and findings to create an effective presentation  
F. Produce a written report on research.

VI. Course Topics  
A. Characteristics of good research  
B. Components of a research study
C. Data collection and analysis
D. Documenting research appropriately

VII. Instructional Methods and Activities in the Course
A. Lecture
B. Hands-on activities
C. Peer conferencing
D. Individual research
E. Individual conferences

VIII. Evaluation and Grade Assignment
A. Methods of Evaluation
   1. The signature assignment for this course is a major capstone project in which you pose a question regarding an issue in curriculum and instruction, conduct research on the question, and find answers to your question.
   2. Your findings will be presented orally accompanied by PowerPoint to a panel of university faculty members.
   3. Assignments related to the research study will be completed throughout the semester.
   4. The capstone paper must be approved by course professor and another faculty member from C&I before the course professor approves the final paper for graduation.
   5. Timeline Assignment details are provided in the Assignments section of BlackBoard9.1

B. Grading Scale (points)
   Timeline Assignments (4) 40
   Individual conferences, required 50
   Oral presentation of project 50
   Complete research paper 100
   Total Possible Points 240

   Attendance: Minus 10 points for each absence

   Grades:
   A = 92% - 100%  B = 84% - 91%  C = 76%
   - 83%  D = 68% - 75%
IX. Course schedule and Policies

A. Tentative Course Schedule - topic dates may change based on the demands of the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>Jan. 16</td>
<td>Course requirements Intro to research</td>
<td>Timeline #1</td>
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<td></td>
<td>Timeline planning</td>
<td>CH: 1-3, APA2-3</td>
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<td>Jan. 23</td>
<td>Developing topics</td>
<td>CH: 3-4</td>
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<td></td>
<td>Review of literature</td>
<td>CH: 1-3, APA2-3</td>
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<td>Jan 30</td>
<td>Previous presentations</td>
<td>CH: 3-4</td>
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<td>Planning research</td>
<td>CH: 1-3, APA2-3</td>
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<td>Feb. 6</td>
<td>IRBs</td>
<td>Timeline #2</td>
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<td>Collecting data</td>
<td>CH: 5-6</td>
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<td>Individual conferences</td>
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<td>Feb. 13</td>
<td>Analyzing findings</td>
<td>Timeline #3</td>
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<td>Individual conferences</td>
<td>CH: 7-8, APA 1</td>
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<td>Feb. 20</td>
<td>Progress reports</td>
<td>APA2-3</td>
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<td>Feb. 27</td>
<td>Progress reports</td>
<td>Timeline #4</td>
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<td>APA 3-5</td>
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<td>March 5 -</td>
<td>Individual conferences</td>
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<td>March 26</td>
<td>Presentation and writing Q&amp;A</td>
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<td>April 2</td>
<td>Presentation and writing Issues</td>
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<td>April 9</td>
<td>Pulling it all together</td>
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<td>April 16</td>
<td>Practice presentations</td>
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<td>April 23</td>
<td>Practice presentations</td>
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<td>April 30</td>
<td>Practice presentations</td>
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<td>May 3, 4,</td>
<td>Presentations to faculty</td>
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B. Course Policies

Attendance/tardiness
Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.

Late work and Make-up Exams
Full credit will not be given for late assignments or unexcused missed conferences. Because this is a capstone course, there can be no extensions for the final presentation or the final written report.

Extra Credit
Extra credit is not an option for this course.

Cell Phone/Electronic Device Usage
Cell phones and other electronic devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

Academic Integrity/Plagiarism.
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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of 'F' to work in question; assigning grade of 'F' for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. March 30, 2012 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations *
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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
X. Textbooks
The textbooks adopted for this course are:

XI. Bibliography