I. Course Description:
This is designed as the culminating course in the graduate reading concentration. Covered in the class are: historical and current trends in literacy research, the critical examination of selected reading research studies, and a self analysis of personal and professional interests and needs. This 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 reading/literacy research project.

II. Rationale:
This course is designed to provide graduate students in the Masters of Reading degree an opportunity (1) to become familiar with key reading research studies; and 2) to design, conduct, and defend a classroom inquiry study.

III. State Adopted Proficiencies:
A. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful experiences for all students.
B. The teacher as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TeXES Objectives:
759-004 Understand models and dimensions of the reading process.
759-025 Understand the various approaches to reading instruction
759-040 Understand Research in Reading

V. Course Objectives and Outcomes
1) Students will demonstrate ability to design an action research project.
2) Students will conduct an action research study or comparable project.
3) Students will present their research to an open form.
4) Students will show an understanding of basic aspects of major reading research.
5) Students will write a paper and prepare it for publication in a peer-reviewed journal.
In order to pass this course, students will need to:
1) Participate in class discussions and activities
2) Complete assigned readings and submit write up of each week’s assigned readings
3) Secure instructor approval for action research project.
4) Conduct and submit a review of the literature on that topic.
5) Conduct a presentation of their project to an audience consisting of class members, invited faculty and others (i.e., principals, etc.)
6) Turn in a completed paper that describes and presents the project.

Department Objective

Students will successfully conduct and present a research study for their capstone project.

VI. Course Topics

Overview of literacy research
Past research projects completed by TAMUCC students
Action based research
Descriptive Research in Literacy
Experimental Research in Literacy
Qualitative Research in Literacy
Landmark Literacy Research
Student projects

VII. Instructional Methods and Activities

Activities will consist of a series of lectures, student discussions, and student presentations.

VIII. Evaluation and Grading Procedures:

A. Methods and Percentage of Final Course Grade Each Assessment

These requirements will be weighted as follows:
Attendance (each absence will lower 1 point)  50
Participation, readiness, reader responses  50
List of Reputable References  10
Completed written research paper (outlined in Rubric)
Introduction  20
Theoretical Framework  20
Literature Review  20
Methods  20
Results: 20
Discussion: 20
Oral presentation of paper (outlined in Rubric): 30

B. Grading Scale
Final Grades:
A = 100%-92%
B = 91%-84%
C = 83%-76%
D = 75%-68%
F = 67% or below

*No coursework will be accepted late. In-class points are not available to those who do not attend.

Grades will be assigned according to the professional level of the final submissions.

A = Excellent—All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.

B = Good—All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average—The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing—The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing—The work is inadequate or incomplete

IX. Course Schedule and Policies (see attached) [develop each semester as outlined and attach to syllabus]
A. Tentative course schedule (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies (includes policies related to attendance, late assignments, make-up tests)

Class attendance and participation: In order to socially construct knowledge, I need all class participants to be present in class and actively involved in the course discussions. There are no such things as excused absences. Absences and lateness will affect your grade. There is a high positive correlation between
consistent, punctual attendance and higher course grades. Punctuality and attendance count toward your grade. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence. On time and present are the requirements. Class attendance is mandatory and absences will impact your course grade. After the second absence, your grade will be lowered one letter grade for each additional absence. It is your responsibility to collect any missed handouts. I do not make repeat performances. If you are absent, ask a classmate for the notes. However, if you have a question about course material,

Late work and Make-up Exams

No coursework will be accepted late. In-class points are not available to those who do not attend.

Cell Phone/Electronic Device Usage

Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set 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 failing grade.

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. April 1, 2012 is the last day to drop a class with an automatic grade of “W” this term.

Required methods of scholarly citations: 6th ed. APA format

Classroom/professional behavior
Professional decorum is expected in this pre-service teacher course.

**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](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.

*Required by SACS

_Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10._

**Textbooks**

The required textbooks adopted for this course are:


Various articles as directed by instructor

**XI. Bibliography**

_The knowledge bases that support course content and procedures include:_


### IX. TENTATIVE SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (August 25)</td>
<td>Overview of Types of Research (Handouts, Chapters 2 &amp; 3)</td>
<td>Determine topic</td>
</tr>
<tr>
<td>Week 2 (September 1)</td>
<td>Action Research Presentations by former students (Handouts, Chapters 3 &amp; 4)</td>
<td>Research questions/Planning your research table</td>
</tr>
<tr>
<td>Week 3 (September 8)</td>
<td>Individual conferences</td>
<td>Bring drafts of similar research; List of 10-15 reputable sources due; deadline for topic of study approval;</td>
</tr>
<tr>
<td>Week 4 (September 15)</td>
<td>Topic of Individual Study/Methods (professor/doc students available for assistance in class); (Handouts: reading study)</td>
<td>Introductions due</td>
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<tr>
<td>Week 5 (September 22)</td>
<td>Setup/Collecting Data (5-6 weeks)</td>
<td>Methods section due; Begin collecting data for 5-6 weeks</td>
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<tr>
<td>Week 6 (September 29)</td>
<td>Introduction to Significant Research (Descriptive, surveys, other)</td>
<td>Theoretical Framework due; Data collection week 2</td>
</tr>
<tr>
<td>Week 7 (October 6)</td>
<td>Exploring Case Studies; Approval by IRB; Approval of design</td>
<td>Begin working on intro &amp; literature review; Data collection week 3</td>
</tr>
<tr>
<td>Week 8 (October 13)</td>
<td>Individual conferences</td>
<td>Literature Review due; Data collection week 4</td>
</tr>
<tr>
<td>Week 9 (October 20)</td>
<td>Individual Meetings</td>
<td>Data collection week 5</td>
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<tr>
<td>Week 10 (October 27)</td>
<td>Data Analysis/Findings</td>
<td>Data collection week 6 (if applicable)</td>
</tr>
<tr>
<td>Week 11 (November 3)</td>
<td>Individual Meetings</td>
<td>Results section due</td>
</tr>
<tr>
<td>Week 12 (November 10)</td>
<td>Concluding an Academic Paper (Sig. to field/limitations/further study)</td>
<td>Tidy up paper/fill in gaps; Discussion section due</td>
</tr>
<tr>
<td>Week 13 (November 17)</td>
<td>Formatting/Finishing Touches</td>
<td>Final papers due; practice presentations</td>
</tr>
<tr>
<td>Week 14 (November 24)</td>
<td>holiday</td>
<td>Practice presentations</td>
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<tr>
<td>Week 15 (December 1)</td>
<td>Practice presentations/paper approval for defense</td>
<td>Final paper approval; practice presentations</td>
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<tr>
<td>Week 16 (December 9-15)</td>
<td>Presentations/defense</td>
<td>Presentations/defense/paper on display</td>
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</table>