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 describing their papers.
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.

Students’ successful conduct of research project

Students will successfully conduct and present a research study for their capstone 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:**

These requirements will be weighted as follows:

- Attendance (each absence will lower 1 point) 10
- Participation and readiness (write ups of readings worth 2 point each) 20
- Completed written research paper (outlined in Rubric) 40
- Oral presentation of paper (outlined in Rubric) 30

Final Grades:  A =100%-94%, B =93%-87%, C =86%-79%, D =78%- 72%
### IX. TENTATIVE SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1 (8/22)</td>
<td>Overview of types of research (Handouts, Chapters 2 &amp; 3)</td>
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<tr>
<td>Week 2 (8/29)</td>
<td>Action Research Pres. by former students (Handouts, Chapters 3 &amp; 4)</td>
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<td>Week 3 (9/05)</td>
<td>Kinds of studies (Handouts, surveys)</td>
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<td>Week 4 (9/12)</td>
<td>Topic of individual study/methods (professor/doc students available for assistance in class); (Handouts: reading study)</td>
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<td>Week 5 (9/19)</td>
<td>Setup/Collecting Data (5-6 weeks)</td>
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<td>Week 6 (9/26)</td>
<td>Introduction to Significant Research (Descriptive, surveys, other)</td>
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<td>Week 7 (10/03)</td>
<td>Exploring case studies; Approval by IRB; Approval of design</td>
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<tr>
<td>Week 8 (10/10)</td>
<td>Further Investigation of Significant Research</td>
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<td>Week 9 (10/17)</td>
<td>Individual Meetings</td>
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<tr>
<td>Week 10 (October 24)</td>
<td>Data Analysis/Findings</td>
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<td>Week 11 (10/31)</td>
<td>Individual Meetings</td>
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<tr>
<td>Week 12 (11/7)</td>
<td>Concluding an Academic Paper (Sig. to field/limitations/further study)</td>
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<td>Week 13 (November 14)</td>
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<td>Week 14 (November 21)</td>
<td>Practice presentations/approval for defense</td>
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<tr>
<td>Week 15 (11/28)</td>
<td>Practice presentations/approval for defense</td>
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<td>Week 16 (December 3-7)</td>
<td>Presentations/defense</td>
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### X. Textbook
None required. However, the students will need to be familiar with the APA style manual (6th edition). You should consider buying this book. In addition, a series
of handouts (articles) will be passed out for reading during the semester. Also selected works will be on reserve at the Bell Library.

XI. Bibliography Of Selected References


