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Office: ECDC 207  
Phone: 825-3328  
Email: jana.sanders@tamucc.edu

I. Course Description
Students will be expected to design a capstone experience, focusing on some aspect of Early Childhood Education. The project should be practical in nature and have immediate benefit to the education of young children. The results shall culminate in a formal written paper. This class is required of all students in the masters degree program in Early Childhood Education.

II. Rationale
Candidates for the Master of Science in Early Childhood Education, engaging in research is a required component for completing the professional degree.

III. National Association for the Education of Young Children (NAEYC) Standards for Graduate Level Professional Development Covered in ECED 5346:

A. Standard 6: Becoming a professional
6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.  
6b: In-depth understanding & thoughtful application of NAEYC Code of Ethical Conduct & other professional guidelines relevant to their professional role.  
6c: Using professional resources, inquiry skills & research methods to engage in continuous, collaborative learning & investigation relevant to practice & professional role.  
6d: Integrating knowledgeable, reflective, & critical perspectives on early education based upon mastery of relevant theory & research  
6e: Engaging in informed advocacy for children & the profession, skillfully articulating & advocating for sound professional practices & public policies.  
6f: Demonstrating a high level of oral, written & technological communication skills with specialization for specific professional role(s) emphasized in the program.

IV. Student Learning Outcomes

A. Graduate students will assume professional leadership roles in Early Childhood Education.
V. Course Objectives

A. Develop an action based class research project;
B. Develop a literature review to support the class research project;
C. Review pertinent research relating to the student’s class research project;

VI. Course Topics

A. Qualitative research;
B. Literature review;
C. Analysis of research; and
D. Engaging in appropriate research in Early Childhood Education.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)
C. Field Experiences

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Research proposal = 50 points
B. Research literature draft = 50 points
C. Research article reviews = 20 points each
D. Final research project & presentation to class = 200 points
   100%-92% (400-368 points) = A
   91%-82% (367-328 points) = B
   81%-72% (327-288 points) = C
   71%-62% (287-248 points) = D
   61%-0% (247-0 points) = F
E. Late assignments will be accepted for one half credit unless the professor has deemed the situation to be beyond the student’s control.
F. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments.

IX. Course Schedule and Policies
See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies

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 failure. See website http://judicialaffairs.tamucc.edu/.

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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior

All students are expected to act in a responsible manner with consideration of fellow students and TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow
continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 CCH 116. See website http://disabilityservices.tamucc.edu/.

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

X. Textbooks

The textbooks adopted for this course are:


IX. Bibliography


Suter, W. N. (2012). *Introduction to educational research: A critical thinking*
Research Proposal Assignment

This semester you will select, design and complete a research project. A quality research plan will be most beneficial to your success. Therefore, you will be submitting a research proposal for this project.

The proposal must include the following:

1. An introduction to the research project;
2. The purpose of the research project;
3. Definitions of terms used in the project;
4. Limitations of the project;
5. Design of the project; and
6. Research procedures to be used.
## Research Proposal Assignment Rubric

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td>10-0</td>
<td>Introduction gave the reader an understanding of the essential base of the project.</td>
</tr>
<tr>
<td>10-0</td>
<td>The purpose of the project is clearly and adequately given.</td>
</tr>
<tr>
<td>5-0</td>
<td>The definitions of terms used in the project are clearly stated and explained.</td>
</tr>
<tr>
<td>5-0</td>
<td>The limitations of the project are unambiguous.</td>
</tr>
<tr>
<td>10-0</td>
<td>The design of the project is well-defined and understandable.</td>
</tr>
<tr>
<td>10-0</td>
<td>The research procedures used are suitable for the project and are clearly stated.</td>
</tr>
<tr>
<td>10-0</td>
<td>The proposal is of graduate level quality.</td>
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</tbody>
</table>
Literature Review Draft Assignment

In every research project, a quality review of pertinent research and literature is necessary. Using the American Psychological Association, 6th edition, format you will examine studies that both support and oppose your project.

The following are the minimum requirements for this assignment:

1. A minimum of 4 research studies reviewed;
2. A minimum of 2 theories that support or detract from the project;
3. A minimum of 6 double-spaced pages; and
4. A bibliography in correct A·P·A· (6th edition) format.
### Literature Review Rubric

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-0</td>
<td>Research studies cited were appropriate for project and discussed in quality, graduate-level style with appropriate citations.</td>
</tr>
<tr>
<td>20-0</td>
<td>Theories cited were appropriate for project and discussed in quality, graduate-level style with appropriate citations.</td>
</tr>
<tr>
<td>2-0</td>
<td>Paper was at least 6, double-spaced, pages</td>
</tr>
<tr>
<td>8-0</td>
<td>The bibliography was in correct A·P·A· (6th edition) format</td>
</tr>
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</table>

**Article Review Assignment**
During the semester you will be reviewing 5 articles that pertain to your class research project. Three articles must be research studies, two others should pertain to your project and the third article can be your choice. The research articles should be as current as possible while the others should have been published within the last 5 years. Be the research articles are *primary* research.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5-0</td>
<td>The review of the article is written in appropriate graduate level quality.</td>
</tr>
<tr>
<td>7.5-0</td>
<td>The review critically analyzes the article with rigor.</td>
</tr>
<tr>
<td>5-0</td>
<td>Correct grammar and citations are used.</td>
</tr>
</tbody>
</table>

**Qualitative Study Assignment**

Chapter 1: Introduction

- Statement of the problem
  - What is the issue, problem or phenomenon that prompts this study?
- Purpose and significance of the study
  - Indicate your intention to try to describe or understand the phenomenon, develop a theory about how the phenomenon works, discover something about the phenomenon or about the subjects with whom you will be interacting
  - Indicate your general approach to investigating the phenomenon
  - Indicate why this study is important
- Grand tour questions & sub-questions
  - State in broad terms the main question you will be trying to answer
  - State some specific questions that you plan to pursue—for example, some key questions you might ask during an interview
- Definitions
Provide general definitions of key concepts in the study

Delimitations & limitations
- Delimitations refers to the boundaries of the study—its limits based on the context in which the inquiry is carried out and the subjects who will be involved
- Limitations refers to potential weaknesses in the study, such as limits resulting from the approach to selecting subjects

Chapter 2: Review of Related Literature

Overview
- Describe how your review is organized, indicating major themes or questions you have pursued.
- Briefly describe how you carried out your search.
- In broad terms, what have others learned that is relevant to your question?

Findings: Present specific findings represented in the literature you have reviewed.
Organize your presentation thematically rather than serially.
- What are the major findings and most significant studies pertinent to your topic?
- What are the most promising methodological approaches to investigating your topic (or evaluating your project)?

Conclusions:
- Summarize major themes and major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
- Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
- Summarize promising methodological approaches to investigation of your topic.
- Conclude by providing some insight into the relationship between the central topic of the literature review and the research project you are pursuing.

Chapter 3: Procedure

Design of the Study
- Describe your general approach to carrying out the study
- Describe important characteristics or features of the design
- Indicate any pertinent assumptions about the research process that are associated with this design
- Indicate why this design is likely to yield useful results

Role of the researcher
- Include statements about past experiences of the researcher that provide familiarity with the topic, the setting, or the informants
- Discuss steps taken to gain access to the setting and to secure permission to study the informants or situation
- Comment about ethical issues such as maintaining confidentiality of data, preserving the anonymity of informants, and using the research for intended purposes

Data collection procedures
- Indicate the type or types of data to be collected and provide a rationale for the data collection
o Identify the parameters for the data collection, such as why you have selected this particular setting and how you will go about selecting informants and the rationale for that selection process
o Describe how you will record data
o Describe the protocol for collecting information including guide questions and probes to elicit informant responses
  ▪ Data analysis procedures
    o Describe how you will go about coding information, sorting it into categories, identifying themes and patterns as well as divergence
  ▪ Methods for verification
    o Describe how you will verify the accuracy of your findings: will you use a triangulation approach, with multiple sources of information? Will you seek to verify your findings with your informants (“member checking”)?
    o Discuss the generalizability of your study—in what ways is it likely to be unique and in what ways might a replication of your study yield different results?

Chapter 4: Findings
  ▪ Overview of major themes
  ▪ Presentation of detailed findings organized by theme

Chapter 5: Conclusions and Recommendations
  ▪ Summarize what you have learned from the study—your interpretation of the meaning of your findings and their implications
  ▪ Indicate needs for further study

Reference List

Appendices

Reference:
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&sqi=2&ved=0CDsQFjAC&url=http%3A%2F%2Fedweb.sdsu.edu%2Fpeople%2Fdkitchen%2FED795_Campus%2FQUAL.doc&ei=mQWAUrCPFsaekQftrtIC4BA&usg=AFQjCN3G33K-HjION1JxBiDE4KaZFy5DBxw&sig2=uhIqRqEwLezRHBhZBz3roA
Qualitative Study Rubric

Chapter 1: Introduction (40 points possible)

- Statement of the problem
  - The issue, problem or phenomenon that prompts this study is clearly stated.
- Purpose and significance of the study
  - The intention to try to describe or understand the phenomenon, develop a theory about how the phenomenon works, discover something about the phenomenon or about the subjects with whom you will be interacting is clearly described.
  - Importance of study is stated
- Grand tour questions & sub-questions
  - State in broad terms the main question you will be trying to answer
  - State some specific questions that you plan to pursue—for example, some key questions you might ask during an interview
- Definitions
  - Definitions of key concepts in the study are listed.
- Delimitations & limitations
  - Delimitations refers to the boundaries of the study—its limits based on the context in which the inquiry is carried out and the subjects who will be involved
  - Limitations of the study are listed.

Chapter 2: Review of Related Literature (40 points possible)

- Overview
- Findings: Specific findings represented in the literature are discussed.
  - Major findings and most significant studies pertinent to the study are reviewed
  - Appropriate methodological approaches to investigating topic are discussed
- Conclusions:
  - Major themes and major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction are discussed
  - Current "state of the art" for the body of knowledge is reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
  - Methodological approaches to investigation of the topic are summarized
  - Conclusion provides insight into the topic of the literature review and the research project.
Chapter 3: Procedure (40 points possible)

- Design of the Study
  - General approach to carrying out the study is described
  - Important characteristics or features of the design is described
  - Indicate any pertinent assumptions about the research process that are associated with the design
  - Reasons this design is likely to yield useful results are discussed
- Role of the researcher
  - Statements about past experiences of the researcher that provide familiarity with the topic, the setting, or the informants are given
  - Steps taken to gain access to the setting and to secure permission to study the informants or situation are discussed
  - Comments about ethical issues such as maintaining confidentiality of data, preserving the anonymity of informants, and using the research for intended purposes are given
- Data collection procedures
  - The type or types of data to be collected and provide a rationale for the data collection are indicated
  - The parameters for the data collection, such as why you have selected this particular setting and how you will go about selecting informants and the rationale for that selection process are identified
  - Data recording procedures are described
  - The protocol for collecting information including guide questions and probes to elicit informant responses are described
- Data analysis procedures
  - Coding of information, sorting it into categories, identifying themes and patterns as well as divergence is described
- Methods for verification
  - Describe how you will Verification the accuracy of findings is described:
    - generalizability of the study is discussed

Chapter 4: Findings (40 points possible)

- Overview of major themes is discussed
- Presentation of detailed findings is organized by theme

Chapter 5: Conclusions and Recommendations (30 points possible)

- Summary of the study and interpretation of the meaning of findings and implications
- Needs for further study

Reference List in A.P.A., 6th edition, format (10 points possible)

Appendices

Reference:
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Yes, you can do this!” Introduction to course, review of syllabi &amp; assignments; primary and secondary sources, A.P.A format, paraphrasing, and research</td>
</tr>
<tr>
<td>2</td>
<td>“Qualitative? Quantitative?” Read &amp; discuss chapters 1-2 in Perry/Henderson textbook; Discussion of qualitative vs. qualitative research</td>
</tr>
<tr>
<td>3</td>
<td>“You want me to what?” Read &amp; discuss chapters 3-5 in Perry/Henderson textbook; Discussion of class research project requirements.</td>
</tr>
<tr>
<td>4</td>
<td>“Time to commit!”; Read &amp; discuss chapters 6-9 in Perry/Henderson textbook; Turn in 1st article review; Turn in draft of research proposal;</td>
</tr>
<tr>
<td>5</td>
<td>“This is it!”; In-class discussion of instructor provided research studies</td>
</tr>
<tr>
<td>6</td>
<td>“Yes, you can finish this!” Turn in 2nd article review; Turn in research proposal</td>
</tr>
<tr>
<td>7</td>
<td>“Analyzing those themes”; discussion of theme analysis</td>
</tr>
<tr>
<td>8</td>
<td>“Who me, biased”; discussion of research bias; Turn in 3rd article review</td>
</tr>
<tr>
<td>9</td>
<td>“Developing an article for publication from your class research project”; Turn in literature review</td>
</tr>
<tr>
<td>10</td>
<td>“Staying in the ‘zone’”; Turn in 4th article review</td>
</tr>
<tr>
<td>11</td>
<td>“Developing a presentation for a professional conference”</td>
</tr>
<tr>
<td>12</td>
<td>“Bring popcorn”; NAЕYC videos of research; Turn in 5th article review</td>
</tr>
<tr>
<td>13</td>
<td>“The final push”; Staying committed to research</td>
</tr>
<tr>
<td>14</td>
<td>“Whew”; Discussion of projects and changes; Turn in final project</td>
</tr>
<tr>
<td>15</td>
<td>“You did it!”; Present projects to class</td>
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</tbody>
</table>