EDUC 5358 Introduction to Applied Research and Professional Writing
Texas A&M University—Corpus Christi
College of Education

Course Syllabus—FALL 2015

Instructor: Dr. Carmen Tejeda-Delgado
Office: Faculty Center #245
Office Phone: 361.825.2860; Cell phone: 361.728.5840
Email: Carmen.tejeda-delgado@tamucc.edu (for the purposes of this course, we will ONLY e-mail one another via Blackboard Messages in our Blackboard course shell)
Office Hours: Mondays & Wednesdays: 9-1p.m. @ TAMU-CC FC 245
Virtual/Online: (*SKYPE will need to be downloaded by each student onto personal computer, tablet, phone or other smart electronic)
(via Blackboard & *Skype – use my cell number and name to SKYPE (361.728.5840 or search “Carmen Delgado”))
Fridays: By appointment only

KUH’S HIGH IMPACT EDUCATIONAL PRACTICES:

This course’s teaching and learning practices has been widely tested and has been shown to be beneficial for college students from many backgrounds. Below is a brief description of the high-impact practice related to this course, which educational research suggests increases rates of student retention and student engagement. Capstone Course and Project (Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well)

Class Meeting: This class is 80% online. All assignments in the Timeline will be done A-synchronized, but MUST be submitted by the DUE DATE. One assignment (Library field trip) will be done by face-to-face meeting in the library at The TAMU-CC campus (January 27th – See course timeline). Additional face-to-face meetings may be requested by each student at the discretion of the professor in order to review progress of work and assignments, etc.

Program Assistant: Mari Gonzalez 361-825-5581

**Please remember that I am at Montclair Elementary School for my field-based course, EDCI 4608, on Tuesdays and Thursdays from 7:00a.m. – 3:30p.m. If you can’t meet during my official office hours, please contact me for an appointment. Text or E-mail is probably the best way to contact me, but feel free to call me and leave a message, or send me a text. I may ask that you send me an e-mail if I feel it is something we may handle better via e-mail rather than text, but text me first.
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.

Required Reading:

✓ Assigned readings where appropriate

Recommended Reading:


Additional Resources:

- [http://ritter.tea.state.tx.us/perfreport/acis/index.html](http://ritter.tea.state.tx.us/perfreport/acis/index.html) AEIS accountability system for getting information about schools, districts, groups, etc.
- [http://citationmachine.net/](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](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.

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 inquiry projects;
3. Evaluate literature and references to substantiate the applied inquiry project;
4. Apply basic descriptive statistical concepts and procedures; (as appropriate and applicable)
5. Justify and defend the research questions and design.

Course Requirements:

The student will be expected to:
1. Log into class DAILY;
2. Read weekly announcements which may include, but not be limited to necessary modifications, important information, etc.
3. Participate in class discussions via discussion board responses;
4. Be responsible for any information and materials missed when not logged in daily;
5. Complete and submit readings and assignments as assigned (typed format);
6. Complete an Institutional Review Board application (approval not required);
7. Review and synthesize research articles;
8. Work, in pairs, to develop an applied inquiry project for a classroom or other education project.
9. Submit a video presenting the inquiry project in detail. (Ex. Like a proposal)

**Course Assignments: See Appendix 1**

**Course Evaluation Summary:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Sub-Topic Literature Review</td>
<td>251 – 281 = B</td>
</tr>
<tr>
<td>30</td>
<td>Statistics Sets (2) worth 15 points each</td>
<td>220 – 250 = C</td>
</tr>
<tr>
<td>130</td>
<td>Inquiry Project</td>
<td>189 – 219 = D</td>
</tr>
<tr>
<td>30</td>
<td>Inquiry Project Pres. Video</td>
<td>&lt;189 = F</td>
</tr>
<tr>
<td>60</td>
<td>Reading Responses (5 @ 12pts. Each)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>IRB application form &amp; consent forms (student, teacher &amp; parent)</td>
<td></td>
</tr>
<tr>
<td>312</td>
<td>TOTAL</td>
<td></td>
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</table>

**Special Notes:**

- Completed rubrics MUST be submitted with each assignment

- All assignments should be submitted at a graduate-level standard of excellence.
- Please type all assignments, using **American Psychology Association (APA) 6th Edition format/style**. The following helpful instructions are only a few elements of APA 6th Edition format/style. You are responsible for adhering to the APA 6th Edition format.
  - 1-inch-margins top, bottom, left, and right.
  - Times New Roman, 12-pt font
  - Double space lines of text, with 0 spaces before and after lines
  - Indent all paragraphs.
  - Flush-length style, right margin uneven/ragged
  - Do not divide words at the end of a line.
  - Use hanging indent for the references
  - [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) (This is a link to free online tutorial from APA)

- 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 and/or the student learning outcomes
- Students will be required to attend the Writing Center (CASA) prior to submitting written assignments. A receipt of submission to CASA must be included at the bottom of the final Inquiry Project assignment. 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 SafeAssign or Turnitin (see plagiarism note)
- Assignment not submitted on time will NOT be considered for a grade.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

**NO INCOMPLETE GRADES WILL BE GIVEN**
**Tentative Course Schedule (Subject to Change)**

While information and assurances are provided in this course syllabus and calendar, it should be understood that various events could necessitate changes. The professor will inform students of any changes to the syllabus and calendar as soon as possible.

**IMPORTANT ASSIGNMENT NOTE:**

***ALL ASSIGNMENTS DUE ARE DUE BY MIDNIGHT ON THE SUNDAY OF THE WEEK THEY ARE DUE***

*Follow the pattern of the “Due” and “A-synchronized” for every week, unless otherwise indicated by professor.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
</tr>
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</table>
| 1    | DUE: Syllabus Quiz (*BY MIDNIGHT SUNDAY*)<br>A-synchronized:  
• Housekeeping/Introductions via Student Lounge/Course Overview-syllabus  
• Review the Textbooks & Assignments  
• Review BB9 access  
• Review sample final projects (schedule appointment to pick up at FC 245)  

Also, please remember that your computer accounts (Island accounts—same as BB) must be in working order so you can log in on the computers. Students can check on this by visiting IT’s Account Recovery web page, [https://passwords.tamucc.edu](https://passwords.tamucc.edu). |
| 2    | Day 2: Face-to-Face Orientation at TAMU-CC Library, Room 109 (teaching lab on first floor) from 4:20 p.m. – 7 p.m.  
A-synchronized:  
• Chapter 1 – What is teacher research and where do I start?  
• Chapter 7: How do I pull it all together?  
• Review Article 7 handout |
| 3    | • DUE: Reading Response(RR) 1: Chapter 1 & Chapter 7 (*BY MIDNIGHT SUNDAY*)  
A-synchronized:  
• Chapter 2 – How do I frame my questions? |
| 4    | • DUE: RR2: Chapter 2 Reading Response & Main Research Topic along with at least 3 relative Research Questions (No grade – only start working on these with your partner(s) and e-mail what you have to me, *BY MIDNIGHT SUNDAY*)  
• Chapter 2 - Continued (REVIEW this chapter to give you an idea as to how to frame your research questions. This should be done with your partner.)  
• Chapter 3: What will my research design look like? |
| 5    | • DUE: SubTopic Lit Review (Main Research Question and 5 sub-topic headings) and GET STARTED ON WRITING YOUR LIT REVIEW UP!!! (Submit ONLY to Me via e-mail (only by one member of your group)) & RR3: Chapter 3 Reading Response (*BY MIDNIGHT SUNDAY*)  
• Chapter 4: How do I collect my data? |
| 6 |   | **DUE: Data collection instruments** developed No grade – only Credit or NO Credit will be earned) & **Research Design** (start looking into this in the book for added assistance – Don’t forget to click on RESOURCES under Chapter 3 on Black board for a blank Research Design Template & RR4: Chapter 4 Reading Response (**BY MIDNIGHT SUNDAY**)

- Chapter 4: How do I collect my data? (Continued) |
|---|---|---|
| 7 |   | **DUE:** First Draft of Web (or another form of graphic organizer & Outline & Examples of Data Collection Instruments (not just a list of them) – updated as appropriate (ex. showing how and when the instruments will be administered) No grade – only Credit or NO Credit will be earned) (**What is the “Web and Outline?”** Basically, I would like to see how and when you plan to administer your instruments and to what audience in the form of a Web (like a graphic organizer). You can use a different type of graphic organizer if you choose. (**e-mail ****BY MIDNIGHT SUNDAY**

The Outline is just **ROUGH DRAFT** of your Table of Contents (see pp. 10-11 in your syllabus)

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- START WORKING ON Descriptive Statistics 1-3 (Answer questions at end of chapter – USE CALCULATOR – This assignment is not due until next week) Problem Sets 1 & 2

- Keep working on project and all facets we have worked on upto this point of the course

*Contact Dr. Kamiar Kouzekanani to set up an appointment if needed.
Title: Professor
Dept: College of Education
Office: FC 223
Phone: (361) 825-2318 |
| 8 |   | **DUE: Descriptive Statistics 1-3, Problem Sets** (e-mail **BY MIDNIGHT SUNDAY**)

<table>
<thead>
<tr>
<th>9</th>
<th>SPRING BREAK!</th>
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</thead>
</table>
| 10 | **DUE: Descriptive Statistics 4-6** (e-mail **BY MIDNIGHT SUNDAY**)

- Group Work
- Chapter 5: How do I analyze my data?
Chapter 5 Reading Responses |
<table>
<thead>
<tr>
<th>11</th>
<th>• <strong>DUE:</strong> RR5: Chapter 5 Reading Response &amp; Data collected to date <em>(BY MIDNIGHT SUNDAY)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>• Computer Time to complete Research</td>
</tr>
<tr>
<td>13</td>
<td>• <strong>DUE:</strong> IRB FORM (electronic version (1st draft) to Professor Via E-mail –MUST FOLLOW THE PROTOCOL ON THE TAMU-CC IRB WEBSITE. NO OTHER FORMAT WILL BE ACCEPTED. USE THE CONSENT FORMS ON THE TAMU-CC WEBSITE AS WELL- SEE MORE DETAILS BELOW) No grade – only Credit or NO Credit will be earned) <em>(BY MIDNIGHT SUNDAY)</em></td>
</tr>
<tr>
<td>14</td>
<td><strong>DUE:</strong> Rough Draft of completed project to Critical Friend Time <em>(Be sure you have provided feedback to one another BEFORE you submit final version on week 16!)</em> <em>(BY MIDNIGHT SUNDAY)</em></td>
</tr>
<tr>
<td>15</td>
<td>FINISH UP PROJECT &amp; SUBMIT TO CASA. MEET WITH PROFESSOR AS NECESSARY</td>
</tr>
</tbody>
</table>
DUE: Final Projects - VIA E-MAIL TO PROFESSOR (Revised and Edited Version based on Critical Friends and all other feedback). This draft will be submitted to SafeAssign or Turnitin. (AUDITOR WILL SUBMIT, NOT STUDENT) (CASA receipt required to indicate your paper was submitted for editing purposes- PAPERS NOT SUBMITTED TO CASA WILL NOT BE ACCEPTED)

DUE: Inquiry projects presentation **VIDEO or Multi Media presentation should accompany your Inquiry Project (Prezi, Voice Thread, JING, Kaltura, VOICE OVER POWER POINT or other video type platform can be used to create video). Final version will be uploaded to Teachertube or TAMU System Repository BY COURSE AUDITOR (BY MIDNIGHT FRIDAY)

Presentation/Multi Media:

You should develop a presentation to share with colleagues in your school and/or district that includes. Take the time to Explore presentation tools (such as Voice Thread, Google docs, JING, Kaltura, Power Point with Voice over) that will make the information you share with your colleagues visually appealing and engaging. If you choose to create a PowerPoint, make your you record your voice over it. Or, you may wish to review the websites listed below (and any others you may wish to review) and explore the presentation possibilities:

The resources below are examples of tools to create visually appealing and engaging presentations:


You may also choose to include your presentation as part of your Inquiry project rather than a separate attachment. If that’s the case, be sure to **provide the URL for your power point or Prezi presentation as Appendix A in your Word document.** Remember the presentation should include the key points you identified throughout your Inquiry Project This assignment will be graded using the modified Application rubric.

**If you are working in a team, only ONE project is required to be submitted.**
EDUC 5358 ASSIGNMENTS

IMPORTANT NOTE: Completed rubrics MUST be submitted with each assignment

READING RESPONSE

For each chapter assigned in the Hubbard and Power text, you will generate a one-page, single-spaced typed reading response and submit it on Blackboard under the appropriate Discussion Board Thread (no attachments: therefore, please type it up in a word or otherwise document and copy your final version into the BB discussion thread in order to avoid accidental deletions, etc. that may occur when working directly in the BB shell). These responses will be shared and read by your group members and serve as the basis for possible small group discussions of the readings as deemed by professor, as well as Socratic Dialogue. See the Reading Response Guide Sheet for suggestions on writing your Reading Responses. Please use the Reading Response Rubric as your guide and submit it (with your own self rating) as page 2 along with the Reading Response. This is essentially a reflection of your reaction to the readings. The key words are reflection/reaction – ABSOLUTELY no summary as all your peers will have already read what you are writing about. If the response is submitted after the due date or after the discussion, 0 points will be earned. Reading responses MUST be submitted by the due date for grading and to give your peers sufficient time to read and reflect.

SUB-TOPIC LITERATURE REVIEW

For each one of the subcategories of research questions, find 3 relevant refereed journal articles and synthesize the information into a well-written, cohesive, and succinct review of the literature. To be graded and receive credit for this assignment, an electronic copy MUST be submitted to your professor via BlackBoard (see timeline for due dates). Be sure to ALSO submit your RESEARCH DESIGN and the completed rubric attached as the last page of the paper. You should make use of the Writing Center (CASA) as appropriate and each other as critical friends PRIOR to turning in your assignment.

NOTE: Paper must be error free to receive full credit.

Summaries of articles taken from non-refereed journals will need to be redone and the maximum number of points that can be earned will be 15.

INQUIRY PROJECT:

***IMPORTANT NOTES 1-3***

1. Keep in mind that you are NOT ACTUALLY going to be conducting the research on a group of students. However, this Inquiry Project basically consist of EVERYTHING you would do to PREPARE to conduct the research. Please do a little research on "dissertation proposals", which are the first three chapters of a complete dissertation. A PROPOSAL is BASICALLY WHAT YOU ARE DEVELOPING FOR THE PURPOSES OF THIS INQUIRY PROJECT - THE FIRST THREE CHAPTERS OF A DISSERTATION, OTHERWISE KNOWN AS A "PROPOSAL."

2. Therefore, you will NOT have a RESULTS section in your paper because you would have had to actually implemented the design to have results :). Hope that makes sense. Many of you have borrowed an Inquiry Project example. You will notice that the design was actually implemented with a group or
groups of students; therefore, a results section was appropriate to include in those projects, but not in this one.

3. You will still include every other section that I have indicated in the syllabus (*See below)

**INQUIRY PROJECT HARD COPY:**

This assignment is the major portion of your grade. You must be able to demonstrate that you have the skills to design an inquiry project, conduct a literature review that undergirds the essence of the study, frame research questions appropriately, develop data collection instruments that relate to the research questions, triangulate the data to answer the questions with integrity (at professor’s special request only), and discuss and relate research and purpose of your research topic as it relates to the review of the literature and your future teaching practices. Team members **MUST** work collaboratively. *It is HIGHLY recommended that team members meet in person to ensure all aspects of the assignment are being met.* Individual team members can take the lead on parts of the assignment **BUT all team members must contribute equally; failure to do so will result in 50% reduction of the final project grade.** The following components will be graded according to a rubric. You MUST submit to SafeAssign or Turnitin (professor will inform) on the due date, as well as mail a FINAL HARDCOPY to professor if you wish to have your paper scored and considered for a course grade. Mail final hardcopy to:

Dr. Carmen Tejeda-Delgad
Department of Teacher Education
College of Education
Faculty Center 245
6300 Ocean Drive, Unit 5818
Corpus Christi, Texas 78412-5818

**Failure to do mail or deliver hard copy to professor will result in failing the course. Additionally, the final product submitted MUST be submitted (electronically) to CASA. They will provide you with an e-mail confirmation, which you will copy and paste onto your project as an appendix. The e-mail will be your receipt from CASA indicating you submitted your paper for review by them…THIS IS A REQUIREMENT. NO EXCEPTIONS.**

**INQUIRY PROJECT MULTI- MEDIA PRESENTATION (VIA VIDEO PRESENTATION: EX. POWERPOINT, PREZI, GOOGLE DOC, ETC.):**

Team members will present their inquiry topics in a manner similar to that used for the American Educational Research Association Annual Meeting.

Using Power Point, Prezi or other, (as if you were presenting at a formal conference):

1. Contextualize your study (why is it important to you)
2. Share the gist of the study
3. Share the methodology (who, what, when, where)
4. Share the findings ((hypothetical and possible findings)
5. Share the significance
6. Share the limitations (what would have worked better, what would you do differently next time, what limited the findings in your study)
   1. Be prepared to answer questions professor and students may send back to you

*The final Inquiry Project will include the following elements:

A. Title + required text
B. Author’s Name (Byline) and Institutional Affiliation
C. Author Note

II. Abstract (APA, 2010, pp. 25-27)
III. Table of Contents
IV. Graphic Organizer
V. List of Tables and Figures
VI. List of Appendices

   A. Introduce the problem.
   B. Significance of the study. Explore the background and why it deserves examination.
   C. State the primary research question and the related subtopics

VIII. Review of the literature
   A. Cohesive, integrated, well-written synthesis of the literature that undergirds the study.
   B. Cite a minimum of 15 sources from refereed journals
   C. Use a consistent style of citation--APA

IX. Methodology [APA, 2010, p. 29-32; Must be explicit and comprehensive enough that procedures are clear and replicable]
   A. Describe the Research Design (reference Research Design in Appendix)
   B. Describe the Participants and the procedures for human subject protection
   C. Describe the research interventions (training, materials, program implementation, etc.) (APA 2010, pp. 31-32)
   D. Describe the data collection activities – a minimum of three (one from each category)
   E. Describe the data analysis procedures, use of statistics, coding, etc.

X. Discussion (APA, 2010, pp. 35-36). (Hypothetical)
   A. Address the Significance of the Study:
      1. What implications will this study have for you in your teaching, or for the school, or the profession at large?
      2. Applications: “How might the hypothetical or possible findings be applied in practice”
   B. Limitations: What do you foresee as some limitations of your study?
   C. Future research: What are some areas you would recommend for future studies regarding this research line? (APA, 2010, p. 36).

XI. References (APA, 2010, p. 37; pp. 193-224). You will have a minimum of 15 references.

XII. Appendices (APA, 2010, p. 39)

XIII. Mechanics

XIV. Overall presentation

INSTITUTIONAL REVIEW BOARD (IRB) FORM
The research project for this course is for a course grade, only. Data and results are used for learning assessment in this course according to the established grading criteria and data and results are not to be used for any other purpose. Data and results may not be used for any other purpose outside of this course.

Concerns

Anytime research is being conducted there are ethical concerns, often legal concerns too, that must be addressed. With regard to courses/programs that have a student research component to them, two major concerns are raised:

1. Research bias: Conducting research on one’s students (subordinates or other relationally close subjects) may lead to results that are biased, therefore, how useful or accurate are the data?
2. Coercion: This is the greater issue. Because research may be done on one’s own students, etc., there is no opportunity for them to opt out. There is no opportunity for parents/guardians to have the children opt out.

Coursework Research

In short, from the TAMU-CC perspective, TAMU-CC students are permitted to conduct research on their own students, or in their own classrooms, or in their own school districts or designated educational area. They do not have to be CITI certified through CITI training and they do not have to submit an IRB protocol for prior approval to conduct a course/program assigned research project. The following conditions must be present to do so:

1. The project must be a requirement of a course/program;
2. The project must be for a course/project grade, such as A through F, or Pass/Fail;
3. The actual research is an activity conducted under established or regularly accepted educational settings, such as, but not limited to instruction, techniques, curricula, classroom management.

Results

Results from a TAMU-CC students’ research as part of a course/program requirement can be used only for the following:

1. The results may be used for the course/program grade;
2. The results may be used for a course/program presentation as part of the require of the course/program grade;
3. Assessment of the course/program research project may be conducted by a faculty team as part of assignment, course/program, and/or degree quality;
4. The research results may not be used for another purpose other than course/program grade, such as publication(s), formal or informal presentations, any public venue outside the classroom intent of the assignment in which the data were obtained as part of the course/program grade.
5. Once the data are collected, TAMU-CC students and faculty may not request that the data be used for research publication(s), presentations, or other venues after the data were collected for a course/program grade.

One way to look at the assignment is through FERPA—only those who have a need to know may be included in the distribution of the results.
Further Use of Data and Results (System Repository) and IRB

Departments may choose to warehouse students’ research data and use it for publication, presentations, or other venues. The following conditions must apply though:

1. Data must be de-identified;
2. Data must be stored in a protected system, such as a password protected computer;
3. To use the data for research, researchers must be CITI certified and submit an IRB protocol with TAMU-CC’s IRB office and/or other IRB offices if application (such as a school district);
4. If a student and faculty member are CITI certified and the course/program research project was previously IRB approved through the TAMU-CC IRB office and/or other IRB offices, such as through Corpus Christi ISD prior to data collection, the data can be used for further use, including publication(s), presentations, and reports.

The research conducted under the auspices of this course at Texas A&M University -- Corpus Christi, will require completion of an IRB Form **BUT NOT AN APPROVAL.** Protocols can be downloaded in PDF format at [http://research.tamucc.edu/compliance/export_controls_forms.html](http://research.tamucc.edu/compliance/export_controls_forms.html)
or
[http://research.tamucc.edu/compliance/irb_forms.html](http://research.tamucc.edu/compliance/irb_forms.html)

NOTE: TRY BOTH LINKS...SOMETIMES ONE LINK DOES NOT WORK...YOU SHOULD KEEP TRYING, THOUGH, AS IT WILL WORK.

**While IRB approval is NOT a requirement of this course, ALL students will be REQUIRED to:**

1. complete an IRB Protocol form (see website)
2. develop a parental/teacher & student consent form (see website)
3. develop a consent/assent/information form (as applicable – see website)

The final IRB product to be submitted to the professor (as part of the Inquiry assignment, VIA E-MAIL, BY END OF WEEK...SEE TIMELINE FOR DUE DATE & ONE PER GROUP!):

1. the IRB Protocol Form
2. the appropriate consent forms
3. all appendices referred to in the document including research design, data collection instruments, etc
4. the scoring rubric which will be the last page of the document.

**If you have questions, PLEASE do not contact Erin Sherman, ask your professor**
ACCESSING BLACKBOARD

EDCI 5308 will be a 100% online course using the BlackBoard 9 version. This is a new version for the entire campus and, as such, I ask that you remain flexible and open to learning new technology as we work out the learning curve kinks, the system kinks and the user kinks.

To get you started, please:
1. Use your Active Directory (Computer labs/Wi-Fi) account credentials to log in to 9.1.
2. If you have not established these, or are in need of resetting them, please perform the following steps.

Step 1: Go to “newuser.tamucc.edu” and click Computer Labs and Wireless Access
Step 2: Fill in the boxes with the requested information in the required format
Step 3: Click Submit
Step 4: You will see your user id and temporary password, which you should write down carefully to avoid errors.
NOTE: YOU MUST NOW WAIT 5 MINUTES FOR THE ACCOUNT TO ACTIVATE
Step 5: You will see: “Please go to https://islander.tamucc.edu/pcu
Step 6: Follow the directions to change your Computer Labs and Wireless Access password.”
Step 7: Click on the link and carefully follow the required password creation protocols.

Should you require additional assistance, please contact one of the CTS Computer Labs in CCH 201 or CI 227 or to the IOL Helpdesk at (361)825-3059.

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 sign in to our class daily (A-synchronized). Professor will monitor daily activity. Students must be prepared by having adequately read assignments in enough depth to actively contribute to class discussions via Blackboard. You are personally responsible for all material required for this class, even when you miss an announcement or information for not signing in daily. You will need to make your own arrangements for information that may have been conveyed on a day that you were unable to sign in. Lecture notes can be found on our Blackboard shell.

I. University Policies
A. Student Affairs
   1. Home Page: http://falcon.tamucc.edu/~students/
   3. Online Catalog: http://catalog.tamucc.edu/
   4. E-mail Account
      a) Per University policy, I will be using your Islander e-mail account to contact you, so if it is not your primary e-mail account, please have your Islander and BlackBoard e-mail accounts forwarded to your preferred e-mail account.
      b) http://sail.tamucc.edu/PDF/Islander_email.pdf

II. Disability Services
A. 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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and
employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws
and regulations. The student has the responsibility of informing the course instructor of any disabling condition that
will require modifications to avoid discrimination.
B. http://disabilityservices.tamucc.edu

III. Academic Honesty
A. University students are expected to conduct themselves in accordance with the highest standards of academic
honesty.
B. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit
possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the
work of another as one's own work.)

IV. Classroom Conduct
A. Students and faculty each have responsibility for maintaining an appropriate learning environment.
B. Faculty have the professional responsibility to treat students with understanding, Dignity and respect, to guide
classroom discussion and to set reasonable limits on the manner in which students express opinions.
C. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic
setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions.
D. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other
speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical
threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to
refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to
disciplinary action.

V. Statement of Civility
A. Texas A&M University-Corpus Christi has a diverse student population. Our goal is to provide you with a high
quality educational experience that is free from repression. You are responsible for following the rules of the
University, city, state and federal government.
B. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of
gender, ethnic/racial origin, religious background, age, sexual orientation or disability.
C. Behaviors that infringe on the rights of another individual will not be tolerated.
D. http://studentaffairs.tamucc.edu/handbook.html Student Code of Conduct

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 toward 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.

Texas A&M University considers academic honesty to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and faculty of Walden recognize the necessity and accept the responsibility for academic honesty. A student who enrolls at the University thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the school or academic program and, in turn, the Faculty Member.

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://advising.tamucc.edu/grade_appeals.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
***Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Classroom Access

Classroom access is strongly recommended for students enrolled in this teacher education degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

2. Clear central idea carefully and coherently developed with intended emphasis
3. Correct grammar; no persistent mechanical errors
4. Neat appearance with evidence of having been carefully proofread
5. Academic integrity and honesty
6. Full documentation of research work
7. References cited using APA style (except in Discussion postings in online classrooms). A Pocket Guide to APA Style is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: http://www.apastyle.org/

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014.

COURSE BIBLIOGRAPHY****


Sources that are highlighted in yellow are “On Reserve” at Bell Library.

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.