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

Course Syllabus—Spring 2016

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

Class Meeting: This class is 100% online. All assignments in the Timeline will be done Asynchronized, 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 (see Course Timeline)

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 AEIS accountability system for getting information about schools, districts, groups, etc.
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 - 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;
5. Apply concepts of tests and measurements to the classroom environment; and
6. 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 and implement an applied inquiry project for a classroom or other education project.
9. Submit a video presenting the inquiry project.

Course Assignments: See Appendix 1

Course Evaluation Summary:  Grading Scale:

✓ 12/16/15
<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Sub-Topic Literature Review</td>
<td>282 – 312</td>
</tr>
<tr>
<td>30</td>
<td>Statistics Exam</td>
<td>251 – 281</td>
</tr>
<tr>
<td>130</td>
<td>Inquiry Project</td>
<td>220 – 250</td>
</tr>
<tr>
<td>30</td>
<td>Inquiry Project Pres. Video</td>
<td>189 – 219</td>
</tr>
<tr>
<td>72</td>
<td>Reading Responses</td>
<td>&lt;189</td>
</tr>
<tr>
<td>15</td>
<td>IRB application form</td>
<td></td>
</tr>
<tr>
<td>312</td>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

Special Notes:

- 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 that are not submitted in time will NOT be considered for a grade.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

**NO INCOMPLETE GRADES WILL BE GIVEN**

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). Students must be prepared by having adequately read assignments in enough depth to actively contribute to class discussions. 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.
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.
I. University Policies
   A. Student Affairs
      1. Home Page: http://falconf.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
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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
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| 1    |      | • Housekeeping/Introductions via Student Lounge/Course Overview-syllabus  
|      |      | • Review the Textbooks & Assignments  
|      |      | • Review BB9 access  
|      |      | • Review sample final projects  
|      |      | • **Library Orientation via WebEx (tentative) see announcements or e-mail for further details**  |
|      |      | 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    |      | • Chapter 1 & Chapter 7 Reading Responses  
|      |      | • 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:** Chapter 1 & Chapter 7 Reading Responses  
|      |      | • Chapter 2 – How do I frame my questions?  |
| 4    |      | • **DUE:** Chapter 2 Reading Response;  
|      |      | • Research Questions [start working on these with your partner(s)]. **These are actually due by Friday, but still this week!**  
|      |      | • Chapter 2 - Continued (really 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 – HARD COPY (Submit ONLY to Me via e-mail (only by one member of your group))  
|      |      | • **DUE:** Chapter 3 Reading Response & 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. YOU MUST SUBMIT YOUR RESEARCH DESIGN THIS WEEK AS WELL]  
|      |      | Chapter 4: How do I collect my data?  |
| 6    |      | • **DUE:** Data collection instruments developed  
|      |      | • **DUE:** Chapter 4 Reading Response & Research Design (ONLY IF YOU ARE LATE WITH YOUR RESEARCH DESIGN – POINTS may BE DEDUCTED AT THIS POINT)  
|      |      | Chapter 4: How do I collect my data? (Continued)  |
7 | DUE: **First Draft of Web & Outline & Data Collection Instruments** (Some of you have asked 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.

3. The Outline is just **ROUGH DRAFT** of your Table of Contents (see pp. 10-11 in your syllabus). I'm sorry...I should have been more clear here.

- )
- Descriptive Statistics 1-3 (Answer questions at end of chapter – USE CALCULATOR)
- Problem Sets 1 & 2

8 | **SPRING BREAK**

9 | **Start of second part of course (WO2 on BB)**
- Descriptive Statistics 4–6
- Group Work
- Chapter 5: How do I analyze my data?
- Chapter 5 Reading Responses

10 | • Group Work (tentative)
- Statistics Exam

11 | • **DUE:** Chapter 5 Reading Response & Data collected to date

12 | • Computer Time to complete Research

13 | • **DUE:** IRB FORM (electronic version (1st draft) to Discussion Board Box)

14 | **DUE:** Rough Draft of completed project – Critical Friend Time **(Be sure you have provided feedback to one another)**

15 | • **DUE:** Final Projects (Revised and Edited Version based on Critical Friends and other feedback). This draft will be submitted to SafeAssign or Turnitin.(professor will submit to Turnitin) —AERA style (CASA receipt required to indicate your paper was submitted for editing purposes)
- **DUE:** Inquiry projects presentation **VIDEO or Multi Media presentation should accompany your Inquiry Project** (Voice Thread or other video type platform can be used to create video). Final version will be uploaded to Teachertube or TAMU System Repository.

**If you are working in a team, only ONE project is required to be submitted.**
REFOCUSING OUR LENSES

As you go about the business of life, take time to examine and reflect on your everyday sights, sounds, and feelings. Try on your “empathy shoes” and look at things through the eyes of others, e.g., children, senior citizens, animals. As the teachers did in pages 9 – 12 in the Hubbard and Power text, jjk26,m