EDCI 5389: Curriculum and Instruction Research Seminar  
Spring 2017  
T 7:00-9:30p | ECDC 238

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Wednesdays 1:00p-4:00p  
And by appointment

I attempt to reply to email and voicemails within 48 business hours.

Course Description
This is designed as the culminating course in the interdisciplinary Curriculum and Instruction master’s degree. Covered in the class are historical and current trends in research, the critical examination of selected research studies, and a self-analysis of personal and professional interests and needs. The 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 research project.

Rationale
This course provides students with the opportunity to demonstrate their understanding of pedagogy, research, and issues related to their field of study. Students will design and complete a research study on a self-selected topic. The results of the study will be presented to a panel of faculty members. The experience of designing and conducting research will prepare students to evaluate instructional materials, programs, and systems used in school settings.

Course Objectives and Outcomes
This course is designed to enable students to:
A. Identify an appropriate research question  
B. Develop a viable research design  
C. Collect and analyze research data  
D. Synthesize research and findings to create an effective presentation  
E. Produce a written report on research.

Course Topics
The major topics to be considered are:
A. Characteristics of good research  
B. Components of a research study  
C. Data collection and analysis
D. Documenting research appropriately

**Instructional Methods and Activities**
Methods and activities for instruction include:

A. Lecture
B. Hands-on activities
C. Peer conferencing
D. Individual research
E. Individual conferences

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings.

1. The signature assignment for this course is a major capstone project in which you pose a question regarding an issue in curriculum and instruction, conduct research on the question, and find answers to your question. Your findings will be presented orally accompanied by PowerPoint to a panel of university faculty members. Assignments related to the research study will be completed throughout the semester.

2. Timeline Assignments will consist of component parts of your final paper. You will be developing the various parts of your paper throughout the course. This paper is too big to be created at the last minute. Details on Timeline Assignments are provided in the Assignments section of BlackBoard.

3. There will be activities that will be completed in class and will be graded. These are not posted on BlackBoard. They will be introduced and completed in class.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>40</td>
<td>Timeline Assignments</td>
</tr>
<tr>
<td>60</td>
<td>Class participation/attendance</td>
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<tr>
<td>50</td>
<td>Oral presentation of project</td>
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<tr>
<td>100</td>
<td>Complete research paper</td>
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<td><strong>250</strong></td>
<td><strong>Total Possible Points</strong></td>
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**Evaluation and Grading Scale**
Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Please see rubrics for all assignments at the end of this syllabus and on Blackboard. Late assignments will automatically have points deducted at the discretion of the professor.

Final grades are calculated as a percent of total points earned:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%
Required and Recommended Readings

Required texts:


Recommended Resources:


Tentative Class Schedule - TBD

Notes: Chapter readings and assignments are to be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

University Policies and Procedures

Classroom Attendance and Participation

Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the
final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

**Consequences for not attending class regularly:**
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.
One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.
Please refer to The TAMUCC web page [http://catalog.tamucc.edu/content.php?catoid=6&navoid=177](http://catalog.tamucc.edu/content.php?catoid=6&navoid=177) for additional information.

**Late Work and Make-Up Exams**
Points will be deducted each day an assignment is late.
It is up to the discretion of the professor whether or not work may be made up for credit.

**Extra Credit**
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the entire meeting. Dates of meetings will be provided in class.

**Cell Phone/Electronic Device Usage**
Unless we are using devices as class resources, mobile 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.

**Preferred Method of Scholarly Citations**
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.). See Blackboard menu tab, *Helpful Links*, for a CASA resource.

**Classroom/Professional Behavior**
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

**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 Driftwood 101.

**Veterans**
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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane 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.