ECED 5349 is a Hybrid Course:
ECED 5349 uses Blackboard as a teaching and learning environment. All ECED 5349 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires ECED 5349 students to have their normal NET ID to log into the course on Blackboard.

Since ECED 5349 is a hybrid online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every few days for announcements, assignment due dates, and/or assignment directions.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

**Begin this course by reading the syllabus very carefully.** You can access the schedule, assignments, discussions, and assessments in this course.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

**Email:**
Use the "Islander email" tool on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class.

It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here's why: if you contact me through the Islander email tool in Blackboard, the message includes
course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question.

I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class with the exception of weekends.

Normally, I will not read or respond to mail before 9:00 AM on Monday or after 5:00 PM on Friday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date.

Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state "confidential" in the subject line in your email to me.

Devices:
I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as those devices are unreliable and content is often lost.

I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

Office Phone: 361-825-3328
If you choose to leave a message, include the course number, your full name, your phone number, and your message in a clear, strong voice. I assure you I will call you back as soon as I get the message as long as I know who I am calling and why.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. Course Description
Students will implement and complete their capstone proposal. This may be a thesis or project, and must focus on some aspect of early childhood education and culminate in a formal written paper.

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 5349:

A. Standard 6: Becoming a professional
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.
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.
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.
B. Graduate students will produce a portfolio consisting of experiences, projects and originally designed products.

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 article reviews = 10 points each
B. Final research project & presentation to class = 160 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  

C. Late assignments will be accepted for one half credit unless the professor has deemed the situation to be beyond the student's control.

D. 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 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.

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


Article Review Assignment

During the semester you will be reviewing 10 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 unless this is critical research or gives an historical perspective. Be sure the research articles are primary research.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-0</td>
<td>The review of the article is written in appropriate graduate level quality.</td>
</tr>
<tr>
<td>4-0</td>
<td>The review critically analyzes the article with rigor.</td>
</tr>
<tr>
<td>2-0</td>
<td>Correct grammar and citations are used.</td>
</tr>
</tbody>
</table>

NAEYC Standard(s):  6c and 6e
Quantitative Study

The following is a checklist of items for possible inclusion in a quantitative research study adapted from *Handbook in Research and Evaluation for Education and the Behavioral Sciences*.

Chapter 1: The Problem (10 points possible)
- Introduction
  - Problem background (educational trends, issues, concerns)
  - Purpose of study (What are the practical outcomes?)
  - Questions to be answered
  - Theoretical framework
  - Importance of study (This may not be necessary due to overlap with purpose)
  - Definition of terms (Terms used in the study.)
- Scope and delimitations of study

Chapter 2: Review of Literature (40 points possible)
- Overview of study
- History of topic
- Research studies pertaining to topic
- Acquaint reader with need for study
- Summary of literature reviewed

Chapter 3: Methodology or Procedures (10 points possible)
- Description of methodology to be used (How will you analyze the data?)
- Pilot studies (If used. If you are replicating a study, you won’t be conducting a pilot study.)
- Selection of sample population (How are selecting the participants?)
- Instruments used to collect data (Be specific in your description.)
- Manner in which data was collected
- Data analysis to be used
- Summary

Chapter 4: Findings (40 points possible)
- When appropriate tables can be used to present data.
- Discuss findings presented in tables.
- Address each question, if used.
- Information is presented in factual manner.
- Summary of chapter

Chapter 5: Summary, Conclusions, Recommendations (40 points possible)
- Summary of first three chapters and findings in chapter 4
- Conclusions (So what?!!! Discuss the importance of the project.)
- Recommendations (What should be done? What types of research needs to be collected next?)
References: A.P.A., 6th edition, format (10 points possible)
Appendices

Grammar and Mechanics (10 points possible)

Reference List

NAEYC Standard(s): 6a, 6b, 6c, 6d, and 6f
Qualitative Study Rubric

Chapter 1: Introduction (10 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 (10 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)

Grammar and Mechanics (10 points possible)
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=mQWAUrCPFsaeKQftrtC4BA&usg=AFQjCNG33K-HjION1JxBiDE4KaZfY5DBxw&sig2=uHiQrEwLezRHBhZBz3roA
## 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; Class online. See Blackboard for directions.</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. Class online. See Blackboard for directions.</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. Class online. See Blackboard for directions.</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”; NAEYC videos of research; Turn in 5th article review</td>
</tr>
<tr>
<td>13</td>
<td>“The final push”; Staying committed to research. Class online. See Blackboard for directions.</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>
</tr>
</tbody>
</table>