EDCI 6390: Special Topics in Curriculum
Doctoral Residency Seminar
Summer I 2019 * June 3 – July 5
MW 6:00-9:45p (Hybrid) * Location TBD

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Office hours:
Mondays and Wednesdays 3:00-4:00pm and 6:00-7:00pm
And by appointment

Course Description
This course orients curriculum and instruction doctoral students to the ways in which scholars situate themselves to become influential and productive members in academia and/or their respective disciplinary environments. Class sessions focus on the use of knowledge bases; high quality professional development experiences; the critical analysis of research in education and related disciplines; and the identification of researchable questions in the field of curriculum and instruction.

Course Objectives and Outcomes
Students in this course will:
- Develop informed research-based perspectives regarding various issues in curriculum and instruction.
- Write critical reviews of research in curriculum and instruction to demonstrate the role of a good consumer of extant research.
- Articulate original research ideas, accept feedback from colleagues, and provide feedback to colleagues.
- Comprehend the research process, as well as the expectations for a productive career in academia and/or in their respective environments.
- Become familiar with procedures related to IRB protocols, proposal writing, data collection and analysis, dissertation defense, conference paper or poster presentations, and submission for publication.
- Begin the process of creating an electronic database of articles related to research interests.
- Identify appropriate venues for networking and for the dissemination of original research.
- Engage in university teaching experiences.

Evaluation and Assignments
Grades will be determined according to the following assignments:

1) Class Attendance and Participation 10
2) Reading Discussion 20
The following course requirements will be explained in detail at the beginning of the course. There are many assignments; however, this is a hybrid course, so you will have plenty of what would be class time to work on assignments. Many are assignments that can be completed in a day or two. The idea is to give you an idea of the real life of a scholar!

1) **Class Attendance and Participation**
Due to the nature of this course, active student participation is essential to overall successful class performance. It is important that students attend class regularly and be fully present, engaging in all class discussions and activities. 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 all assignments.

2) **Reading Discussion**
Each student will lead the seminar group in an interactive discussion and activity based on a reading assignment chosen by the instructor. Readings will come from the textbooks assigned for the course. Each student is expected to read the assignment in its entirety and actively participate in the discussion.

3) **Professional Organization Activity**
Locate 3-5 professional organizations that you could join, attend conferences hosted by, and possibly perform service activities for. You should look for state, regional, and national/international organizations. Include the name of each organization, a brief paragraph on the scope of the organization (aims, audience), and a brief paragraph on why you chose it. See course schedule for due date. See Blackboard for rubric.

4) **Journal Identification Activity**
Identify 3-5 journals which would be appropriate places to send manuscripts you will write. Include the name of each journal, a brief paragraph on the scope of the journal (aims, audience), and a brief paragraph on why you chose it. See course schedule for due date. See Blackboard for rubric.
5) Reference Database
Begin a reference database using a standard system. Learning how to record, organize, and reference materials will make your life somewhat easier! Using either RefWorks or EndNotes, or another database referencing system (Mendeley, Zotero, etc.), begin preparing a bibliography of reference materials that are either of interest to you or you could use in writing a paper for a course. List at least 10 sources here by the due date. See course schedule for due date. See Blackboard for rubric.

6) APA Modules
This assignment requires you to complete an online tutorial to learn (more) about APA formatting. You must submit a screenshot of your completion record for each module. See course schedule for due dates for modules.

7) Teaching Experience or Observation
If you are a reading student (or have a reading master’s) you will work in the reading clinic for two sessions observing undergraduate students while they tutor. The clinic meets in the ECDC library from 11:00a-12:00p on the following dates: June 12, 13, 17, 18, 19, 20, 24, and 25. I will have a sign-up Google Doc for you.

If you are a C&I student (nursing, math, science, etc.) or are unable to work in the reading clinic, you will choose two class sessions to observe and or teach in your discipline (one hour each). You must receive instructor approval first.

8) Critical Issues in Research
Identify three critical issues in your respective area and write two paragraphs about each issue. Talk to people in your field. Use Google Scholar and type in a topic. Check out newspapers and recent publications. One place to look would be in journal author guidelines (journals in your field) to see if they have calls for thematic issues. Also check the websites of associations that you subscribe to and are a member (or potential member) of. You do not have to take a position on the issue – just clearly outline the issue and the sides of the issue. See course schedule for due date. See Blackboard for rubric.

9) Research Handbook Chapter Reviews
Identify a handbook of research in your area and select two chapters and write a summary/critical reaction of each. Each is to be a 2-3 page report, starting with the APA citation and including a summary of the major points of the chapter and your reaction to the content of the chapter. See course schedule for due date. See Blackboard for rubric.

10) Research Scholar
Identify one scholar (someone not at TAMUCC) in your respective field of study; review this person’s curriculum vita. Cite and explain the significance of three publications listed on the vita. See course schedule for due dates. See Blackboard for rubric.

11) Professional Presentation
You will prepare a presentation about a topic of self-selected interest that fits with the goals of one of the professional organizations that you searched for previously. The presentation should be one that could be delivered as a session in a 30-minute time frame.

You must choose one of the following to address:

- a summary of original research you have already completed.
- a review of extant research about an issue of interest to you.
- a research-based instructional or curricular strategy in which you are interested.

You will create the following:

- an outline, or flow map that provides step-by-step details of the session were it to be delivered in its entirety. What specifically would take place, what information would be addressed, and what would be the sequence in which it all happens?
- a detailed handout that would be distributed to session attendees.
- a proposal to present the session at a professional conference (use sample proposal template attached to this assignment in Blackboard).

See class schedule for due date. See Blackboard for rubric.

12) First Five Minutes

Based on the professional presentation assignment, each student will deliver their first five minutes of their professional presentation to seminar colleagues. The seminar group will create a rubric in class at the beginning of the semester for reviewing these five-minute presentations. You will sign up for a class time to deliver your first five minutes. See class schedule for due date.

13) CITI Training

Complete CITI training. Go to this website and register (it’s free).
https://about.citiprogram.org/en/homepage/
Social & Behavioral Research – Basic/Refresher course only.
See course schedule for due date.

14) Curriculum Vita

You will submit a recent curriculum Vita (CV). There will be a template provided for your use.
See class schedule for due date. See Blackboard for rubric.

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.

Letter grades will be determined by the following scale:

A=92-100%
B=83-91%
C=74-82%
D= 66-74%

Required Textbook and Resources:
APA Manual (6th Ed.)


**Recommended Reading**


**Class Schedule (TBD)**

**Late work**

No coursework will be accepted late without instructor approval. For each week an assignment is late, a letter grade will be dropped.

**Cell Phone/Electronic Device Usage**

Cell 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.

**Classroom/Professional behavior**
Professional decorum is expected.

**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 Website 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.