Course Description
This course 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 an audience of faculty members, undergraduate and graduate students, and peers. The experience of designing and conducting research will prepare students to evaluate instructional materials, programs, and systems used in education settings.

Course Objectives and Outcomes
This course is designed to enable students to:
• identify an appropriate research question or questions;
• develop a viable research design;
• collect and analyze research data;
• synthesize and discuss findings;
• create an effective presentation; and
• produce a written report on the research.

Course Topics
The major topics to be considered are:
• Characteristics of action research
• Components of an action research study
• Data collection and analysis
• Documentation of research

**Instructional Methods and Activities**
Methods and activities for instruction include:
• Lecture
• In-class discussion
• Peer conferences
• Individual research execution
• Conferences with the instructor

**Evaluation and Grade Assignment**
Grades will be determined according to the following:
- Oral presentation of project  50
- Complete research paper           100
- Timeline Assignments (7)  70
- Class participation/attendance 30
- **Total Possible Points**                       250

**Assignments:**
The following course requirements will be explained in detail during class meetings.

**Complete Research Paper and Oral Presentation of Project:**
The signature assignment for this course is a capstone project in which you pose a question or questions regarding an issue in curriculum and instruction and/or reading instruction, conduct research on the question(s), and find answers to your question(s). Your findings will be presented orally to university faculty members, undergraduate and graduate students, and peers. Assignments related to the research study will be completed throughout the semester.

**Timeline Assignments:**
Timeline Assignments will consist of written components of your final paper. You will develop the various parts of your paper throughout the course. This project is too large to be created all at once and at the last minute. Details of Timeline Assignments, as well as rubrics, are provided in the Assignments section of Blackboard.
- Timeline Assignment 1: Topic and research question(s)
- Timeline Assignment 2: Methods
- Timeline Assignment 3: Literature Review
- Timeline Assignment 4: Findings
- Timeline Assignment 5: Discussion and Conclusion
- Timeline Assignment 6: Introduction
- Timeline Assignment 7: Abstract

Assignments are scored based on completion of assigned task, accuracy, content, and grammar, spelling, and punctuation conventions. Grades are contingent upon the completion and quality of assigned work and are based on the evaluation by the professor. Late work will not be accepted, unless prior approval of the instructor is obtained.

Letter grades will be determined based upon the following scale:

EDCI 5389 Syllabus * Dr. Bethanie C. Pletcher
A=92-100%
B=83-91%
C=74-82%
D=66-74%

Class Attendance and Participation:
- You are strongly encouraged to be fully present and actively engaged during face-to-face class sessions and individual conference meetings. Points will be deducted for each class session and individual conference missed.
- Cell phones must be kept out of view for the duration of each face-to-face class session and individual conference meeting.
- Refrain from sidebar conversations and use technology only to assist with your learning during class sessions.
- Practice kindness when responding to classmates’ questions and comments.

Required Textbook and resources:


Recommended Resources:

**Course Schedule** – TBD two weeks prior to the start of the course

**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 course of action. 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 officially dropped from the course.

**Professional Behavior**
Professional decorum is expected. See above under Classroom Attendance and Participation.

**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.