EDCI 5304 Applied Research and Professional Writing
Texas A&M University—Corpus Christi
College of Education

Course Syllabus—Spring, 2009

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Office Hours: Tuesday 9-12 a.m. By appointment
Class Meeting: CCh 115 Wednesday 4:20 p.m. – 6:50 p.m.

Course Description:
This course is designed to emphasize the finding, interpreting, and using 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 applying research.

Required Reading:
✓ Assigned readings where appropriate

Recommended Reading:

Additional Resources:
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.

http://www.perrla.com – Program that helps individuals write papers in APA style (cost $25.00)
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 research projects;
3. Evaluate literature and references to substantiate the applied research 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. Attend class regularly AND punctually;
2. Participate in class discussions;
3. Be responsible for any information and materials missed when absent;
4. Complete readings and assignments as assigned (typed format);
5. Complete an Institutional Review Board application;
6. Review and synthesize research articles;
7. Work individually, or in pairs, to develop and implement a qualitative research study for a classroom or other education project.
8. Prepare and present an oral presentation of the research project

Course Evaluation Summary: Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Mini Lit Review</td>
<td>220–250 = A</td>
</tr>
<tr>
<td>30</td>
<td>Statistics Exam</td>
<td>189–219 = B</td>
</tr>
<tr>
<td>120</td>
<td>Research Project</td>
<td>158–188 = C</td>
</tr>
<tr>
<td>30</td>
<td>Research Project Pres.</td>
<td>127–157 = D</td>
</tr>
<tr>
<td>30</td>
<td>Reading Responses</td>
<td>&lt;127 = F</td>
</tr>
<tr>
<td>10</td>
<td>IRB application form</td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>TOTAL</td>
<td></td>
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</tbody>
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Special Notes:

✓ Assignments turned in for a grade must be typed and in APA style (1 ½ space, 1 inch margins, 12 point font). **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.
✓ Students needing assistance with writing will be required to attend the Writing Center prior to submitting written assignments. 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 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 attend regularly and punctually and are prepared by having adequately read assignments in enough depth to actively contribute to class discussions. You are personally responsible for all material discussed in class, even if you are absent. You will need to make your own arrangements for material covered during the time you are absent from class. Lecture notes are not provided.

COURSE BIBLIOGRAPHY***


***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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments</th>
</tr>
</thead>
</table>
| 1    | 1.14 | ● Housekeeping/Introductions/Course Overview-syllabus  
     |      | ● Review the textbook & Assignments  
     |      | ● Review sample final projects |
| 2    | 1.21 | ● **DUE:** 2-3 sentence observation, Chapter 1 Reading Response  
     |      | ● Sharing insights from well-remembered events –Questions raised and observations  
     |      | ● Read “Real Story”  
     |      | ● Chapter 1 – What is teacher research and where do I start?  
     |      | ● Review Article 7 handout |
| 3    | 1.28 | ● **DUE:** Chapter 2 Reading Response  
     |      | ● Chapter 2 – How do I frame my questions?  
     |      | ● Library, Room 109 – Denise, read pp. 166-169 |
| 4    | 2.4  | ● **DUE:** Chapter 3 Reading Response; Research Questions  
     |      | ● Chapter 3: What will my research design look like? |
| 5    | 2.11 | ● **DUE:** Chapter 4 Reading Response & Research Design  
     |      | ● Chapter 4: How do I collect my data? |
| 6    | 2.18 | ● **DUE:** Data collection instruments developed  
     |      | ● Chapter 4: How do I collect my data? (Continued) |
| 7    | 2.25 | ● **DUE:** Chapter 5 Reading Response & Data Collection Instruments  
     |      | ● Chapter 5: How do I analyze my data? |
| 8    | 3.4  | ● **DUE:** Chapter 7 Reading Response; Research Design & Data Collection Instruments  
     |      | ● Chapter 7: How do I pull it all together? |
| 9    | 3.11 | ● **DUE:** First Draft web & outline of literature  
     |      | ● Descriptive Statistics 1 - 3 (Answer questions at end of chapter - Bring calculator)  
     |      | ● Problem Sets 1 & 2 |
| 10   | 3.18 | SPRING BREAK |
| 11   | 3.25 | ● **DUE:** Mini Lit Review – submit to Turn It In & hard copy with completed rubric  
     |      | ● Data collected (bring what’s been collected)  
     |      | ● Descriptive Statistics 4 – 6 (Bring calculator) |
| 12   | 4.1  | ● Statistics Exam  
     |      | ● Computer Time to Complete IRB Form |
| 13   | 4.8  | ● **DUE:** IRB FORM & Rough Draft of completed project – Critical Friend Time  
     |      | ● Course Evaluation |
| 14   | 4.15 | ● Group Work Time |
| 15   | 4.22 | ● Writing Day |
| 16   | 4.29 | ● **DUE:** Celebration/Research projects presentation—AERA style |