

**EDCI 595.8TE – Research Literature and Technology**  
**COURSE SYLLABUS: Fall 2015 – Spring 2016**

According to the State of Texas HB 2504, this course syllabus must be submitted in advance of when the course is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

**Instructor:** Carole Walker, Ed D, Professor

**Office Location:** EdSouth 126

**Office Hours:** 8:30 – 11:00 a.m. Tuesdays and Thursdays (Commerce)  
12:00 - 1:00 p.m. Selected Wednesday, University Center Dallas

**Office Phone:** 903.886.5335

**Office Fax:** 903.886.5581

**University Email Address:** carole.walker@tamuc.edu

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook Required:*

- Shagoury, R., & Power, B.M. (2012). *Living the Questions: A Guide for Teacher-Researchers* (2<sup>nd</sup> ed.). York, Maine: Stenhouse Publishers, ISBN 978 1 57110 846 3

*American Psychological Association (APA) Resource*

- There are several online reference sources for using APA formatting and citations in documents. The APA style is typically used to cite sources in education papers. However, there is little writing support in these online sources; they primarily provide suggestions for formatting the paper, citing references within the paper and compiling a list of references. A good example is

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Course Description from the Catalog:** This course provides a review of significant research studies produced by investigators in the student’s major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal report of a research problem.

**Student Learning Outcomes (SLOs):** At the conclusion of this course, the teacher-researchers enrolled will be able to

1. Identify and elaborate on the basic components of a classroom action research study
2. Write research questions and associated sub-questions to be used in formulating a research proposal
3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)
4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing
5. Submit a research proposal for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric
6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric
7. Submit an abstract that summarizes the action report study.
8. Present a summary of the research findings to an audience of peers at a poster session

## COURSE REQUIREMENTS

The Texas A&M-Commerce Graduate School requires all students in a master's degree program to satisfactorily complete six hours of 518 (a thesis) or three hours of 595 (research methods). The Graduate Catalog states: *Completion of the 595 course must result in a product available for reference in the department for a minimum of three years.* The product in EDCI 595 is a research proposal and final research report.

### **Instructional / Methods / Activities Assessments**

This course is made up of a series of assignments and assessments (i.e., research question(s), rationale, research plan, review of the literature, data collection, data analysis, findings, bibliography, etc.) to assist you in achieving the learner outcomes. This course is web-supported. It will be largely conducted through 10 face-to-face meetings over the course of two semesters. It consists of a series of activities and assessments to scaffold achieving the course outcomes / objectives (SLOs).

During the two semesters, our focus will include:

- reading the text,
- determining a research topic,
- searching the literature to determine *best practice* regarding the topic,
- reporting conclusions drawn from the lit review
- preparing the *References* sections
- writing a research proposal including research questions,
- conducting the research
  - collect sets of data that promise to inform the research questions,
  - analyze each of the data sets,
  - draw conclusions from the analyses,
  - report how the research was carried out
  - report what conclusions were supported by the data analyses
  - next steps for sharing the findings and
  - suggest areas for further research
- submitting it for evaluation
- sharing the findings in a poster session for classmates, mentors, colleagues, and family

Much of our work will occur within cooperative research groups as well as with a research partner. Please thoughtfully consider of the following points: Managing the small group work is a series of design challenges: deciding the size and makeup of the groups, the assignments, and the time allocations. I will be guided by the goal of *full participation* by each person. Further, I will strive to make use of the preparation you have made for the class work, particularly the notes you have made. In that way, you will recognize early on that your preparation counts.

Below are more specific details about each of the 595 SLOs :

### **Preparation and Participation.**

Read widely. Question deeply. Listen intently. Affirm collegially. Share enthusiastically.

**40 points, 5 for each of the first eight class sessions**

- SLO 1. Identify and elaborate on the basic components of a classroom action research study including obtaining consent to carry out the study from the school principal, the students' and their parents

One of the most important aspects of the course is to learn how to write a proposal to conduct action research in the classroom or other learning environments and use that knowledge to write a final report of how the research was conducted and the findings of the study.

- SLO 4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing

Editing your research partner's work using these prompts:

- *I really like the way you. . .*
- *I wish I knew more about. . .*
- *I'd like to use your idea about. . .in my own paper*

- SLO 2. Write research questions and associated sub-questions to be used in formulating a research proposal

Systematically identify one or more teaching challenges that you are experiencing in your mentor's classroom. Write research questions and associated sub-questions to be the focus of your action research study. The questions will determine the sets of data to be collected to inform the questions as well as the data strategies for analyzing the data sets.

- SLO 3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)

This is one of the major sections of the action research proposal and paper. It reports how the classroom intervention that is the focus of the action research study aligns with *back practice* for student engagement and achievement. Direct quotes from at least 10 scholarly sources will be woven in to the narrative. The direct quotes will be cited following the APA style format. A *References* section will be prepared.

- SLO 5. Submit a research proposal for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric

The research proposal is the plan for carrying out the action research study. It includes but is not limited to the following: cover page, origin of the question, review of the literature, research question and sub-questions, data collection, data analysis, timeline, references, *informed consent* letters

#### Assessment Method

- Online discussion questions and prompted in-class reflections that cite compelling ideas from Living the Questions.
- Self-assessment of level of engagement, quality of participation.
- Feedback from the instructor corroborating or perhaps changing the student's assessment.

#### **Action Research Paper.**

The story of how the study was carried out and a report of the findings.

**40 points**

- SLO 6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric

Write a scholarly report of the action research study. The paper will follow APA format. The final report will be filed in the Department of Curriculum & Instruction for a period of three years, as required by the Graduate School.

Assessment Method. The 2016 Action Research Report Rubric will be applied to determine the grade the researcher has earned.

- SLO 7. Submit an abstract that summarizes the action report study.

An abstract is a brief summary of the contents of the final paper. It should be brief (150-200 words), specific concise. Teacher researchers will provide copies of the abstract for those attending the poster presentation.

Assessment Method. The researcher may earn up to five of 40 points for the abstract when the rubric is applied.

### Action Research Poster

A graphic presentation of the questions, data sets, analyses of data, findings, next steps.

**20 points**

- SLO 8. Present a summary of the research findings to an audience of peers at a poster session

On the final night of class a poster session will be held to which the researchers invite their mentors, other colleagues, parents of their students, family, and friends. A poster session provides the opportunity for presenting the findings from the study and receiving feedback from those attending. Trifold boards like those often used in science fairs will be used to display research results.

Assessment Method. The 2016 Action Research Poster Rubric will be applied to determine the grade the researcher has earned.

### Grading

The instructor and students will apply three rubrics for assessing the quality of three components of EDCI 595: 1) class participation, 2) the written action research report, and 3) the presentation of the action research study to the class. The final grade in this course is based on a performance assessment made by applying the rubrics on all of the requirements and expectations for the class. Participation will count for 40 percent of the grade; the written research report, 40 percent; the presentation of the results, 20 percent.

#### Grading Considerations

A = 90 – 100 %      B = 80 - 89 %      C = 70 - 79 %      D = 60 - 69 %      F = 59 % or below

Product	Points You Can Earn	Percentage of Your Grade
Class Preparation and Participation	40 points Up to 5.0 for the 1 <sup>st</sup> 8 classes	40 %
Action Research Paper	40 Points	40 %
Presentation of Research Results (Poster and browsing copy of the paper)	20 Points	20%

Individual assignments as graded on a scale of from 3 (highest grade) to 0 (lowest grade) based on the following criteria:

**3 = Exceptional – Exceeds Minimum Expectations in All Areas Addressed (= A+):** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

**2 = Above Average – Meets Minimum Expectations and the Majority of Areas Addressed and Exceed Expectations in Some Areas (= A).** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

**1 = Adequate In some Areas and Inadequate in Other Areas (= <A or not an A yet).** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

## TECHNOLOGY REQUIREMENTS

**Internet Connection.** An internet connection is necessary. Internet access / connection– high speed recommended (not dial-up)

**Word Processor.** MS Word is the recommended word processor for eCollege

**Operating Systems.** Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

**Browser Testing.** It is strongly recommended that you perform a *Browser Test* prior to the start of your course. To launch a browser test, login in to eCollege, click on the *myCourses* tab, and then select the *Browser Test* link under Support Services.

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu).

## COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:** I value collegial relationships with my students. Contact information follows:

**Instructor:** Carole Walker, Ed. D.

**e-mail:** [carole\\_walker@tamu-commerce.edu](mailto:carole_walker@tamu-commerce.edu)

**US Mail:** C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

**Office:** Education South 126 (Commerce)

**Telephone:** 903.886.5335

**FAX:** 903.886.5581

**Office Hours:** 8:30 – 11:00 a.m. Tuesdays and Thursdays (Commerce)

12:00 - 1:00 p.m. (other times by appointment) Selected Wednesday, University Center Dallas

**Questions about the course, assignments, syllabus, etc.** Contact me via university e-mail any time.

The *Virtual Office* feature on eCollege is still another way to share your questions, concerns, and better ideas with me.

### **E-mail Correspondence.**

All e-mails from me will be sent to you myLeo email account. Please check regularly.

All e-mail to me should always be sent through the A&M Commerce e-mail system.

**eCollege Support:** Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**Chat Support:** Click on *Live Support* on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the *Help* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Course Specific Procedures:** Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

### **University Specific Procedures**

**Appeal of Final Grade.** (13.99.99 R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)/

**Procedure Statement.** The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

**Reason for Procedure.** This procedure outlines the grade appeal process to be initiated by students challenging grades, faculty members, department heads, and deans of the colleges, so that all involved understand their respective roles.

#### **Procedures and Responsibilities.**

1. Students who believe their grade to be unfair must first discuss the matter with the instructor.
2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall file a written appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in the above procedure statement. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor in writing within 10 days.
3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and 13.99.99.R0.05 Student Appeal of Instructor Evaluation.

**Requests for Special Accommodations.** Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

**ADA Statement.** 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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

**Student Conduct.** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Withdrawal Policy.** Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

**Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *Academic dishonesty* includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>;

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## COURSE OUTLINE / CALENDAR

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|--|---|
| Week 1 August 31                                 | <ul style="list-style-type: none"> <li>• Introduction to the course, textbook, action research</li> <li>• SLO 1. Basic Action Research Study Components</li> <li>• SLO 7. <i>Faux</i> Abstract and <i>Informed Consent</i> Letters</li> <li>• Researcher: M.B. Rowe <i>Wait Time Studies</i></li> </ul> |
| Week 2 September 16                              | <ul style="list-style-type: none"> <li>• <i>Why Teacher Research</i></li> <li>• SLO 4 Research Partners</li> <li>• SLO 6 Research Report Introduction</li> <li>• Researcher: Gloria Ladson-Billings <i>The Dreamkeepers</i></li> </ul>  |
| Week 3 October 7                                 | <ul style="list-style-type: none"> <li>• <i>Questions Evolving</i></li> <li>• SLO 2 Research Questions</li> <li>• Researchers: Rosenthal and Jacobsen <i>Pygmalion in the Classroom</i></li> </ul>  |
| Week 4 November 4                                | <ul style="list-style-type: none"> <li>• <i>Citing a Tea Bag: When Researchers Read</i></li> <li>• SLO 3 Literature Review, including References</li> <li>• Theorist: Phillip Schlechty. <i>Working on the Work</i></li> </ul>  |
| Week 5 December 3                                | <ul style="list-style-type: none"> <li>• <i>Research Design</i></li> <li>• SLO 5 Action Research Proposal</li> <li>• Theorist: Ron Berger <i>Austin's Butterfly</i></li> <li>•</li> </ul>   |
| Weeks 6 January 6                                | <ul style="list-style-type: none"> <li>• <i>Harvesting Data</i></li> <li>• SLO 6 Research Report. Data Collection</li> <li>• Theorist: Henry Levin <i>The Accelerated Schools Project</i></li> </ul>  |
| Week 7 February 3                                | <ul style="list-style-type: none"> <li>• <i>What Likes What? Data Analysis</i></li> <li>• SLO 6 Research Report. Data Analysis</li> <li>• Researchers: Papay et al <i>Does an Urban Teacher Residency Increase Student Achievement? Early Evidence From Boston</i></li> </ul>                           |
| Week 8 March 2                                   | <ul style="list-style-type: none"> <li>• <i>Honest Labor: Writing Up Research</i></li> <li>• SLO 6 Research Report. Conclusions. Next Steps</li> <li>• SLO 7 Abstract</li> <li>• Researcher: Robert Slavin. <i>Success for All</i></li> </ul>   |
| Week 9 April 6<br><b>Final Draft of AR Paper</b> | <ul style="list-style-type: none"> <li>• <i>Sustaining Research: Building and Extending Research Communities</i></li> <li>• SLO 6 Summative Assessment and Peer Review of the 595 AR reports</li> </ul>   |
| Week 10 May 5<br><b>Posters/Reception</b>        | <ul style="list-style-type: none"> <li>• Presentations of 595 AR Results to Peers and Others</li> </ul>   |
- **Disclaimer:** The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not attend class, check eCollege or their email assume responsibility for missing alterations to the course.