



EDCI 659.41B & EDCI 659.15W, EDUCATIONAL INQUIRY
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Tami Morton
Office Location: Sowers Education South 216
Course Classroom: Metroplex Center, Metroplex Classroom
University Email Address: Tami.Morton@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Fang, Z. (2021). *Demystifying Academic Writing: Genres, Moves, Skills, and Strategies* (1st ed.). Routledge. <https://doi-org.proxy.tamuc.edu/10.4324/9781003131618>

Permalink:

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/7i396/alma991006741127706041

Peterson, D. S., & Carlile, S. P. (Eds.). (2022). *Improvement science as a tool for school enhancement : Solutions for better educational outcomes*. Myers Education Press.

Permalink:

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/7i396/alma991006741127706041

Winner, W. E. (2013). *A handbook for analytical writing: Keys to strategic thinking*. Springer International Publishing AG.

Permalink:

<https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=1180182>

Optional Texts and/or Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association: ISBN: 9781433832161

The syllabus/schedule are subject to change.

Course Description

This doctoral level class has a focus on writing in the professional realm by providing multiple opportunities to write, read, and collaborate. A strong emphasis throughout the course will be on the development of participants as researchers and writers.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will seek out, read, analyze, and critique various types of academic writing.
2. Students will post reactions to online discussions and respond to classmates' reactions.
3. Students will engage in writing/revision/editing and peer-feedback on writing.
4. Students will complete a professional vita.
5. Students will develop or find a system to organize potential literature and selection criteria for inclusion of sources.
6. Students will complete a mini literature review on potential research topic.

COURSE REQUIREMENTS

This class is hybrid, so students are permitted to attend either the synchronous meeting or the face-to-face for attendance. All students are required to attend each session and participate and share in all course discussions. Class will be held, once every two weeks on Mondays from 5-8 at the Metroplex campus. See the course outline for dates. In this 3-hour doctoral class, students are expected to spend at least 6 hours studying, reading, and writing each week.

COURSE ASSESSMENTS

Discussion Question Responses & Replies

In each module, students are asked to read and analyze pertinent discussion questions, that do not have a right or wrong response, however, cater to individual experiences, opinions, and knowledge. Students are expected to respond to each discussion question with an original response, then respond to at least one other participant reply. Rubric will be provided.

Problem of Practice Essay

Students are asked to write a 300-500 word essay describing a problem of practice of inquiry. This formal piece of writing will present an argument analysis on a specific topic relating to your current or past school district. Rubric will be provided.

Group Chapter Presentation

Class members will be organized into groups of 3-5 and will present a chapter from one of our resources. Presentation must be 15-20 minutes and provide audience with an engaging, chapter synopsis. Rubric will be provided.

Article or Chapter Review

The syllabus/schedule are subject to change.

Students will be responsible for writing a critical review of an article or book chapter. Academic book reviews are recognized as those written by scholars. The book review will be 500-700 words of a scholarly writing important for your problem of practice inquiry. Rubric will be provided.

Annotated Bibliography

Students will provide evidence of an annotated bibliography of books and resources pertaining to your scholarly interests. The bibliography must be contained in a citation management tool such as EndNotes, RefNotes, or Zotero and include 30 citations. All citations must include a brief summary, noting its importance. Rubric will be provided.

Mini Literature Review

Students will write a 800-1000 mini literature review for the problem of practice inquiry. A literature review is a survey of scholarly sources that provides an overview of a topic. Literature reviews are a collection of the most relevant and significant publications regarding that topic to provide a comprehensive look at what has been said on the topic and by whom. The basic components of a literature review include: a description of the publications; a summary of the publication's main points; a discussion of gaps in research; an evaluation of the publication's contribution to the topic.

This project is considered mini because it only requires 8-10 references. It will still include each of the components mentioned above. Rubric will be provided.

GRADING

All assignments will be assessed using the following scale and will be held to standards appropriate for doctoral level studies. Additional grading information will be available on rubrics developed in class.

A = excellent/outstanding B = good/commendable C = developing F = unsatisfactory

A = All objectives met. All course requirements completed with the highest degree of quality, initiative, and impact - exceptional quality. Continually demonstrated the highest degree of professionalism, dedication, responsibility, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

B = All objectives met. All course requirements completed with high quality. Demonstrated highest to high degree of professionalism, dedication, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

C = All objectives met. All course requirements met with substantial to minimal degree of quality. Demonstrated a high/substantial degree of professionalism, dedication, and initiative including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

F = Less than 80% of objectives met with minimal degree of quality. May have demonstrated deficiencies in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality. You won't even notice that you got paid today huh

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

This course is face to face and will use E-College mainly for document sharing & discussions based on class activities.

Interaction with Instructor Statement: The instructor is available before and after class. If contacting between classes, the preferred method of communication is via university email: Tami.Morton@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Specific Procedures: Class will meet on Mondays as indicated in the Tentative Schedule above from 5:00 – 8:00 starting on August 26. Students are responsible for their own learning and are expected to be in class and actively involved in all class activities.

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). **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or

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those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

Class Date	Class Topic	Class Readings	Academic Writing Assessments
8/26	Introduction What is Educational Inquiry?		Discussion Question Responses
9/9	What is Problem of Practice; Locally & Globally Improvement Science introduction <ul style="list-style-type: none"> • Group Presentation Guidelines Descriptive Writing Strategies & Examples	Fang, Ch 1 & 5 Chisolm, Introducing Students to Peer Review of Writing Patterson et al, Chapter 1	Discussion Question Responses
9/23	Research Skills/Library Help/ APA Formatting Problem of practice brainstorming Group Chapter Presentations	Fang, Ch 6	Discussion Question Responses
10/14	Share Problem of Practice Essay Introduce Mini Literature Review Critical Writing Strategies & Examples Group Chapter presentations	Fang, Ch 7	Discussion Question Responses Problem of practice essay due
10/28	Share Article Review Analytical Writing Strategies & Examples Group Chapter presentations	Winner, Ch 2 & 4	Discussion Question Responses Article or Book Chapter Review Due
11/18	Reflective Writing Strategies & Examples		Discussion Question Responses

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			Annotated Bibliography due
12/16	Personal Conferences & Reflections		Final Reflection Due Final Mini Literature Review Due

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