This section of EDCI 595 is 100% online. It is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. We begin on the first official day of classes and end on the final day of classes. All assignments have specific due dates and the penalty for late work is severe. If you are not comfortable with online instruction or you do not have the technology required (see the “Communications” section below), you should drop this section and take it when it is offered face-to-face or when you have the proper equipment.

Only for Those Graduating this Semester

Master’s Comp. Exams. Register by January 21st. If your major is ECE, ELED, C&I, RDG or SED, click on the two links below.

- Comprehensive Exam Info
- Registration Form

Graduation. Apply by January 25th. Click on the link below for information

- Apply for Graduation

INSTRUCTOR

Dr. Elton Stetson
Professor, Department of Curriculum & Instruction
Home Ph: 817-478-1817 (emergencies only)
Advising Hours: Anytime 24/7 via Virtual Office or email.
University Email: Elton.Stetson@TAMUC.edu

Course Catalog Description

EDCI 595: Research Literature and Techniques

Catalog Description: 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.
Required Textbooks

The following textbooks are both required:


Books are available at Amazon.com or the University bookstore at: http://www.amcbookstore.com/CourseMaterials.aspx

Please have the Mertler textbook available the first week of class because you will have reading assignments right away. If your master's degree is in Curriculum and Instruction, you should not rent your textbook because you may be responsible for the content of this course on your master’s comprehensive examination. The APA manual will be needed by the end of Unit 2.

Student Learning Outcomes

By the completion of the course the student should be able to:

1. Identify and elaborate on the basic components of a classroom action research study.
2. Articulate several current and relevant curricular, instructional, and/or behavioral problems for which action research could be an appropriate means for objectively identifying the problem and documenting possible solutions.
3. Propose a research question and associated sub-questions for at least one current and relevant problem and design appropriate methods and means by which those questions can be answered using both quantitative and qualitative research data.
4. Conduct searches of the professional literature addressing the more pertinent issues surrounding the research topic and write a cohesive review of that literature using appropriate citations and references based on the American Psychological Association’s (APA) format.
5. Submit a proposal for an action research study that (a) includes the required components as outlined in the Stetson-Nix Model and (b) meets the expectations as identified in the Action Research Proposal Rubric.
Course Requirements and Assessment Methods

University Policy on Research Competencies

The Graduate School of A&M-Commerce requires all students in a master’s program to satisfactorily complete six hours of 518 (thesis) or three hours of 595 (research methods). “A student’s completion of a 595 course must result in a product available for reference in the department for a minimum of three years” (TAMU-C Graduate Catalog). That product will be the research proposal that you submit at the end of the semester.

The Product in This Course

Research proposals come in a myriad of formats and require many different kinds of information. Because we are in the business of teacher education, the type of research on which we will focus is classroom action research. Classroom means the place where the research is conducted, i.e., classrooms and/or campuses. Action is the activity to be implemented which is designed to solve a problem with the achievement and/or behavior of students in that classroom or on that campus. Research is the plan for collecting data to determine the effects of the activity on the achievement and/or behavior. While there are many different models and formats for writing classroom action research proposals, you will learn the Stetson-Nix Classroom Action Research Model. The four most important points you need to know for now include:

• You will propose a research study but will not conduct the research
• The research you propose is to focus on student achievement and/or behavior.
• If you are teaching, the subjects in your proposal must be your own students
• If you are not teaching, you will create a hypothetical classroom for your research, i.e., one you have worked in the past or a purely fictional classroom.

Pretty simple! So your action research proposal is your plan to hopefully solve a problem in your classroom. If you are a practicing teacher, you are expected to propose an experiment that is designed just for you and your students. You will make this proposal something that would be well worth your time were you required to carry out your experiment. In this course you are required only to propose the study, not carry it out. However, most of the teachers who propose an excellent study do tend to conduct their research sometime in the future.

If you do not have a classroom, a teaching position, or even access to a classroom, your proposal will be conducted in a hypothetical classroom and on a hypothetical campus. I have yet to have a student who could not write a classroom action research proposal as good as the most experienced practicing teacher because they call on their prior experiences as a student teacher, substitute teacher, teaching experiences in prior years, or even the classroom of one of their children.
Course Requirements

Summarized below are the three primary course requirements with an approximation of the percentage each contributes to the overall emphasis in the course.

1. **Read Professional Course Materials and Take 4 Quizzes Over the Materials (31% of the Course Grade).** The main textbook over which you will be tested is the Mertler text. It is important to have your textbook the very first day of class. Quizzes will cover reading assignments, slide presentations, and other identified materials. They are objective, i.e., multiple-choice, true/false, matching, short answer, etc.). You must take quizzes using PC platforms (not MAC).

2. **Complete Several Worksheet Assignments (31% of the Course Grade).** Several short assignments have been created to provide you practice in writing proposals. Expect 4-5 of these assignments though the course of the semester. Assignments could take the form of worksheets, asynchronous threaded discussions, small group discussions, LIVE chats, and other possibilities. These will be determined on needs basis.

3. **Classroom Action Research Proposal (38% of the Course Grade).** The major product in this course is a research proposal which will be submitted and evaluated. You are not required to carry out the research, only to propose it. There are many different models for research proposals but we will use one particular model developed by Dr. Karen Nix and me and you will learn the Stetson-Nix model. The body of the proposal must be at least 10 pages excluding title page, table of contents, and references. Your proposal will be filed in the Department of Curriculum and Instruction for a period of three years, as required by the Graduate School.

Sequence of Events

There are several components covered in this courses that will end in the submission of a classroom action research proposal. During Units 1 and 2 the focus will be on reading the text and identifying the particular topic for your proposal. Unit 3 continues with textbook reading, drafting sections of the proposal, and searching the literature related to your topic. In Unit 4 you will continue your literature reviews, finalize a complete draft of the proposal, and seek feedback from friends and/or good external editors who will find everything wrong they can. In the final unit you will polish your proposal to perfection and submit it for evaluation.

**GRADING POLICIES**

Grading Rubric

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:
5 - Exceptional – **Exceeds Minimum Expectations in All Areas Addressed:** 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.

4 - Above Average – **Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** 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.

3 - Average. **Adequate In some Areas and Inadequate in Others.** 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.

2 – Below Average. **Inadequate in Many Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

1 - Unacceptable. **Inadequate in Most Areas.** Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

0 - Not turned in, tuned in too late or, not accepted by instructor.

**Late Work (Please read carefully)**
All assignments are turned in on time. After a 15 minute grace period, assignments are penalized 40%. After 24 hours late, assignments are penalized 100% and is not accepted or evaluated. There are no exceptions. Please read the details below so there is no question about late work.
Unless otherwise announced, all work is due by midnight on the date stated in the **Schedule of Assignments**. The eCollege clock is the only official clock for documenting when assignments are turned in. The policy is outlined below:

1. All assignments and deadlines are contained in the **Schedule of Assignments**. This is the only official source for assignment due dates and supersedes any other information.

2. Assignments submitted up to and including 15 minutes past the posted deadline are not penalized.

3. Assignments submitted between 16 minutes and 24 hours past the posted deadline carry a 40% penalty. For example, a grade of 5 is recorded as 3; a grade of 4 is recorded as 2.4; a grade of 10 is recorded as 6.

4. Assignments submitted more than 24 hours after the posted deadline are penalized 100%, are not accepted, are not evaluated, and a grade of zero is recorded.

5. Work cannot be made up and extra credit work is not allowed. Technical difficulties of the student’s equipment or internet provider are not excused. When such difficulties occur, students are expected to locate an alternative source for submitting assignments, e.g., neighbor, work place, public library, etc. Technical difficulties caused by the University or eCollege can be excused provided the student obtains documentation from technical support. Students should always have a back-up in mind for unexpected glitches in technology.
Attaching Assignments to the Dropbox
You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Summary of Assignments, weight, and Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>How Many</th>
<th>Point Value</th>
<th>Assigned Weight</th>
<th>Total Possible</th>
<th>Percent Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>3</td>
<td>5</td>
<td>X2</td>
<td>30 Pts.</td>
<td>23%</td>
</tr>
<tr>
<td>Individual assignments</td>
<td>4</td>
<td>5</td>
<td>X2</td>
<td>40 Pts.</td>
<td>31%</td>
</tr>
<tr>
<td>Human Subjects</td>
<td>1</td>
<td>5</td>
<td>X2</td>
<td>10 Pts</td>
<td>8%</td>
</tr>
<tr>
<td>Online Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Proposal</td>
<td>1</td>
<td>5</td>
<td>X10</td>
<td>50 Pts.</td>
<td>38%</td>
</tr>
<tr>
<td>Other as announced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>130 Pts.</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Recording Grades in Grade Book
When assignments are graded and sent back to you, that grade is immediately posted in the grade book inside the eCollege course. To view your grades, go to the course, click on the grade book tab at the top of the page, and you will see your grade for each assignment that has been graded. You will see the following information:
1. Points earned on your assignment. Example: 4/5 Pts means you earned 4 Pts out of a possible 5 Pts.
2. Course Points to Date: Example: 92/115 Pts. Means you have earned 92 Pts thus far out of a possible 115.
3. Course Average to Date: This is the average calculated by dividing the total points earned to date by the total possible points possible to date. Example: 92/115 = 80%.

Determining Your Final Grade in the Course
Your final grade in this course is based on your performance on all of the requirements and expectations for the class. At the end of the term a percentage score is computed automatically by dividing (a) the total points you earned on all of your assignments by (b) the total points possible in the course. This percentage score is then converted to a letter grade based on the following scale:
### Percentage Score & Final Grade

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>81% - 90%</td>
<td>B</td>
</tr>
<tr>
<td>71% - 80%</td>
<td>C</td>
</tr>
<tr>
<td>61% - 70%</td>
<td>D</td>
</tr>
<tr>
<td>0% - 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

### Communications

**NOTE:** It is very important to go online 2-3 times each week to: (1) read new announcements, (2) check your MyLeo-Mail, (3) review assignments, (4) check the Schedule of Assignments, and (5) communicate as needed with your instructor and class members.

#### Questions about course, syllabus, and assignments

You should post all of your questions about the syllabus, requirements, or assignments in Virtual Office any time 24/7. I will respond as soon as I see them—typically within 24 hours. **Do not email me about these issues as I will return them and ask you to post them in Virtual Office.** It is important that post in Virtual Office because (1) your concerns are probably concerns of other students in the class and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

#### Submitting assignments

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

#### Announcements

Announcements are posted often in the course. When you go to the course, you should first read any announcements that have been posted since you were last in the class.

#### Email Correspondence

**From me to you:** Email from me is sent to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.
From you to me: If you have a personal or confidential issue to discuss, click on the "email" tab in eCollege, click on my name to place it in the address box, and send your message. You can also email any or all students in the class if you like. Since I have 100 or more students in my classes, please end your message with your first and last name so I know who you are.

Emergencies
Call me at Home: 817-478-1817

Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course.

1. **Internet connection** – high speed internet connection needed. Dial up connections are so slow that students tend to get timed out on a regular basis. This tends to be too frustrating for use in online courses.

2. **Microphone and Speaker Capabilities.** One features of this class is called LIVE where you can enter a chat room and talk live with me or other students. I never require everyone to come to LIVE at the same time because some students live in different time zones or work during the day while others work at night. However, I may be available on occasion if you wish to come and chat about the course or other issues. This is strictly voluntary, never required, and I always post an announcement in advance.

   If you only care about coming to LIVE to listen, all you need are your computer speakers. If you wish to also participate by talking Live, you will also need a microphone. Some of you have microphones built into your computers. If not, go to a local provider and purchase an inexpensive headset that has both earphones and a microphone so you can have hands free access to LIVE. I bought mine for $15.00.

3. **System Requirements**

<table>
<thead>
<tr>
<th>Windows Users</th>
<th>Mac OS User</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 7, XP or Vista</td>
<td>Mac OS X or higher (in classic mode)</td>
</tr>
<tr>
<td>56K modem or higher</td>
<td>56K modem or higher</td>
</tr>
<tr>
<td>Soundcard &amp; Speakers</td>
<td>Soundcard &amp; Speakers</td>
</tr>
<tr>
<td>Firefox, Chrome or Microsoft Internet Explorer</td>
<td><strong>Apple Safari</strong></td>
</tr>
</tbody>
</table>
4. **Browser Requirements**

<table>
<thead>
<tr>
<th>Windows Users</th>
<th>Mac OS User</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mozilla Firefox</td>
<td>Apple Safari</td>
</tr>
<tr>
<td>Google Chrome</td>
<td>Google Chrome</td>
</tr>
<tr>
<td>Microsoft Internet Explorer</td>
<td>Mozilla Firefox</td>
</tr>
</tbody>
</table>

5. **Word processor.** Microsoft **WORD** is the preferred word processor. **Do not use Word Perfect or Microsoft WORKS.** If WORD is not possible, you can convert most documents to Rich Text Format (RTF) which is a universal word processor that is recognized by most operating systems. **I will only accept documents in WORD or Rich Text Format (RTF).**

6. **Power Point Capability.** There are a number of lessons that include Power Point slide presentations with audio voice-over. Therefore you need Power Point capabilities.

7. **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 ‘My Courses’ tab, and then select the “Browser Test” link under Support Services.

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**Login and Trouble Shooting**

**Logging Into the Course.** This course is delivered through eCollege, the official Learning Management System used by A&M-Commerce. You should go to the class on the first possible date it is available. Follow these steps:

1. Go the main TAMU-Commerce website: [http://www.tamu-commerce.edu/home/](http://www.tamu-commerce.edu/home/)
2. Scroll to the gold band at the bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register.
4. At the top of the page, click on the “eCollege” link.
5. Click on “My Courses” tab located at the top-left of the page.
6. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on EDCI 595 to get to the home page of our class.
You should print the trouble shooting information below and keep available on your desk in case you are unable to access the course.

**Trouble Shooting.** Texas A&M University-Commerce provides 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 Button:** 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.).

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**Course and University Policies & Procedures**

**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).

**Academic Honesty**
This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include, but are not limited to: a) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; b) turning in another person’s work, in part or in whole, as your own; c) copying from professional works without citing them; and d) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an “F” in the course, and/or brought before a higher level of governance for possible dismissal from the university.

**Students with Disabilities:**
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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Appeal of Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation, Effective September 1, 1996. Revised May 30, 2011)
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.

1. Students who believe their grade is 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 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 section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.

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 remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.
## Tentative List of Assignments By Units

This list is strictly tentative and not official. The official list of assignments will be available the first day of class in a document titled the Schedule of Assignments.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Weeks</th>
<th>Tentative Assignments</th>
</tr>
</thead>
</table>
| 1    | 1-3    | Submit Student Information Sheet  
Lessons #1: The Research Model used in this class  
Chapters 1-3 in textbook  
Worksheet 31: Brainstorming Research Ideas  
Worksheet #2: Writing Main Research Questions  
Quiz #1: Chapters 1-4 |
| 2    | 4-6    | Textbook Chapters 4 & 5  
Lesson #3: Drafting Research Questions  
Worksheet #3: Writing Sub-questions  
Lesson #4: Drafting the Introduction, Problem Statement, and Subjects to Include in the Study  
Quiz #2: Chapters 4 & 5 |
| 3    | 7-10   | Lesson #2: Conducting Literature Reviews  
Textbook Chapters 6 & 7  
Lesson #5: Drafting the Research Design  
Lesson #6: Drafting the Data Collection and Analysis  
Quiz #3: Chapters 6 & 7 |
| 4    | 11-13  | Worksheet #4: Sample Data Collection & Analysis Statement  
Lesson #7: Drafting the Collaboration and Reference Sections  
Lesson #8: Pulling it all Together  
Quiz #4: Completing the Protection of Human Subjects Online Training Course |
| 5    | 14-16  | Submit Research Proposal |