EDCI 5710 Curriculum & Instruction Inquiry I Syllabus

Fall 2016

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Class Location: Online
Office Hours: Tuesdays & Thursdays, 10:00 a.m.—12:00 p.m. & 2:00–3:00 p.m.; other days/times by appointment, schedule an appointment in person or by Skype.

Required Textbook

Note: These resources will be used throughout the entire Master’s program. Please do not sell back these resources at the end of this course.


Course Description

Introduction to critical reflection and inquiry through action research. Development of basic skills as consumers of educational research and as teacher-researchers. Admission procedures are completed and degree plan developed.

Course Objectives

1. Students will design an action research plan that includes purpose of research, related literature review, and proposed methods and analysis
   1.1 Develop appropriate and relevant research topics
      1.1.1 Identify a research topic
      1.1.2 Write research questions
      1.1.3 Write hypotheses
   1.2 Review literature related to a research topic
      1.2.1 Use library databases and other online resources to find articles
      1.2.2 Evaluate research design and methods of research studies
      1.2.3 Synthesize related literature
   1.3 Design research methods and data analysis plan
      1.3.1 Discuss the advantages and disadvantages of various research methods
      1.3.2 Produce and interpret numerical summary statistics
      1.3.3 Identify and design appropriate research methods
      1.3.4 Describe appropriate analysis of data
   1.4 Recognize the obligations, expectations, and guidelines of educational researchers
1.4.1 Understand and adhere to ethical obligations
1.4.2 Apply APA, 6th edition, writing guidelines
1.4.3 Demonstrate professionalism

2. Students will develop and critique lesson plans and assessments
   2.1 Develop and critique discipline specific lesson plans
      2.1.1 Critique educational websites and online lesson plans
      2.1.2 Create lesson plans using online resources
   2.2 Develop and critique assessments designed to measure particular learning objectives
      2.2.1 Develop various sample test items – binary-choice, matching, multiple choice, short answer, and essay
      2.2.2 Develop performance-based assessment or structured interview
      2.2.3 Evaluate reliability and validity of assessments

Class Meetings Dates/Times

This is an online course. However, there is one meeting on Monday, October 3rd from 5:30 pm – 8:20 pm where you will have the option to meet together online (you will find more information on this in Blackboard). In addition, you will schedule a time to meet with your professor individually at least twice via Skype during the semester (you will find more information on this in Blackboard).

Assignment Criteria, Due Dates, and Grading

Each research, assessment, and technology assignment will be evaluated holistically based on the following criteria:

- Correctness/accuracy and/or relevance of information.
- When appropriate, substantiation of main points with logic, explanations, details, and/or specific examples.
- When appropriate, integration of course content (research, assessment, brain-based learning, and technology).
- When appropriate, reflectiveness in connecting course content to your own classroom and teaching practices.
- Organization and clarity in the communication of ideas.
- Grammar, spelling, punctuation, and presentation/neatness.

For grade assignments, a grade of “A” will be assigned for “superior” work, and a grade of “B” will be assigned for “good” work. It is expected that all course assignments (graded and non-graded) will be completed at mastery (i.e. A-B) level. If (in the professional opinion of the instructor) an assignment is not satisfactorily completed, it will be returned to the student, and the student will be required to re-do the work until it is at mastery level. If any course
assignment (graded or non-graded) is not completed at mastery level by the end of the course, the instructor reserves the right to assign the student an “I” or “F” for the course or to lower the student’s final course grade—at the instructor’s discretion. Each course assignment is due by the due date announced in class.

**Due dates:** Weekly modules begin on Mondays and end on Mondays. Assignments are due at the end of the week (making the due dates on Monday).

**Late assignments** posted less than one week **AFTER** the due date are eligible for one-half of the assignment points indicated for the assignment.

Typically, assignments will be graded within one week of submission (if the assignment was submitted by due date).

The instructor reserves the right to make changes in course assignments and examinations throughout the duration of the course.

### Component Weights in the Final Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIH online training</td>
<td>2.5%</td>
</tr>
<tr>
<td>APA Assignment</td>
<td>2.5%</td>
</tr>
<tr>
<td>Group Action Research Project 1</td>
<td>5%</td>
</tr>
<tr>
<td>Group Action Research Project 2</td>
<td>5%</td>
</tr>
<tr>
<td>Technology Task Sheets 1, 2, and 3</td>
<td>10%</td>
</tr>
<tr>
<td>Introduction to Personal Action Research Project</td>
<td>15%</td>
</tr>
<tr>
<td>Statpak</td>
<td>5%</td>
</tr>
<tr>
<td>Measurement and Assessment Project</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Action Research Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion boards</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Due dates and assignment descriptions can be found in Blackboard Learn.

All course assignments and component weights are tentative and subject to change at the discretion of the instructor.

### Participation

This class is intended as a learning community in which everyone learns and shares. Participation in in-discussions, online meetings, and group work, both teacher-led and student-led, is fundamental to the learning and assessment of the class. Instructors and students are expected to contribute to learning by setting and working toward the attainment of professional
goals. Students are expected to log into Blackboard multiple times a week to complete assignments, participate in discussions, and work with groups.

Technical Requirements / Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements:
http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/1lsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous chats)
Word Processor

[Other related hardware or software necessary for the course]

Minimum Technical Skills Needed:

Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

Access & Navigation

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.
Student Resources

As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

- From within Blackboard, you will have access to the “UNT Helpdesk“ tab which provides student resources and Help Desk Information.

Being a Successful Online Student

- What Makes a Successful Online Student?
- Self Evaluation for Potential Online Students

How the Course is Organized

The course is organized in Weekly Learning Modules. Each week can be found on the Weekly Modules Link.

What Should Students Do First

Before starting Week 1 Module, you must go to the Start Here section to find the syllabus and other important course information.

How Students Should Proceed Each Week for Class Activities

The weekly modules provide detailed information on what readings, assignments, and discussions are due that week. You can also find an outline of the course schedule on the Syllabus & Outline link on the left of the course window in Blackboard.

Student Technical Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.
The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.
1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect
that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Teacher Education & Administration

*Departmental Policy Statements*

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

*Attendance:* See the instructor’s attendance policy.
**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptop:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

**SPOT:** The Student Peceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Announcements regarding TK20 will also be posted on this website.

**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy.** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation.** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in
coursework for the current semester. For TExES practice exam information and registration, go to: [http://www.coe.unt.edu/texes-advising-office/texes-exams](http://www.coe.unt.edu/texes-advising-office/texes-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages.** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: [https://success.unt.edu](https://success.unt.edu). The site contains multiple student resource links and short videos with student messages.

NOTE: THIS COURSE SYLLABUS IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.