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Fall 2015

EDCI 6905

Richard Speaker
University of New Orleans

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EDCI 6905: Research Critique in Curriculum and Instruction
Fall, 2015, Course Syllabus, Hybrid

1. General Information

Instructor: Dr. Richard Speaker

Second Life Avatar: RichardSpeaker Zhaoying (朝瑛)

Contact: Use e-mail for regular communication.

E-Mail: rspeaker@uno.edu,

Alternative E-Mail: rspeaker70115@yahoo.com,

Skype: rbspeaker2, [conference calls, voice, IM, messages, videoconferences]

Office: ED 342J

Facebook: Richard B Speaker, Jr.

Twitter: rspeaker (announcing office hours)

Office Hours: By appointment through e-mail, in Second Life (SL), and other contact methods. Generally:

Mondays

11:00 – 12:00 Office Hours Appointments

17:00 – 18:00 Virtual office hours Appointments & Skype videoconferences

19:30 – 21:30 Virtual office hours Appointments & Skype videoconferences

Tuesdays

11:00 – 13:00 Office Hours Appointments & Online

Wednesdays

13:00 – 15:00 Office Hours Appointments & Online

And before or after class

Office Phone: 280-6607(messages, but there is not secretary) & Skype

Webpages: <http://ed.uno.edu/Faculty/rspeaker/Index.html>

MOODLE: <http://uno.mrooms3.net/>

Second Life: on the UNO Island [information: <http://virtualcampus.uno.edu/>

and <http://www.secondlife.com/>]

Meetings: FTF UNO ED Tuesdays, 5:00 – 7:45 p.m. in ED 342A/B and elsewhere, including online

Meetings: Virtual in Moodle, Second Life, Skype, Facebook, Twitter and the Computing Cloud

Note: This course can be taken entirely virtually, but different requirements apply. Use of Moodle, e-mail and the web is mandatory. To pass this course in the online version, you must access the Moodle site or other online sessions at least three times per week.

File Naming Convention:

Completing Assignments through Submitting a File By Email or in MOODLE

File Naming Directions: Before submitting your response to any assignment save it in a .doc or .docx file titled with your last name first initial and the assignment. For example, my file for my first chapter reading would have the name:

speaker r Ch1.doc

or

speaker r Ch1.docx,

depending on which version of word I use. The submission must be in a word document (.doc or .docx appended) unless there is a particular reason for another format; no other formats will be expected. **Documents not labeled this way will be ignored and receive no credit.**

Within the document include a heading that is your name, course, semester, and date submitted like this:

Richard Speaker

EDCI 6905

Fall, 2013

Aug. 7, 2013

Documents submitted without this heading as the first four lines of the document will be ignored and receive no credit.

2. Texts

Required:

Galvan, J. L., (2009). *Writing Literature Reviews: A guide for students of the social and behavioral sciences* (4th Ed.). Glendale, CA: Pyczak. (**ASIN: B00248PS8K**)

Milinki, A. K., (1999). *Cases in Qualitative Research: Research Reports for Discussion and Evaluation*. Glendale, CA: Pyczak. (**ASIN: B0091V4PVY**)

Pyczak, F. (2013). *Evaluating Research in Academic Journals: A practical guide to realistic evaluation* (5th Ed.). Glendale, CA: Pyczak. (**ISBN 9781936523023**)

Pyczak, F., & Bruce, R. R. (2011). *Writing Empirical Research Reports: A basic guide for student of the social and behavioral sciences* (7th Ed.). Glendale, CA: Pyczak. (**ISBN-13: 978-1884585975**)

Ravitch, D. (2013). *Reign of Error: The hoax of the privatization movement and the danger to America's public schools*. New York: Knopf. **ISBN-13:** 978-0385350884. (Also, Kindle, New York: Basic Books: **ISBN:** 0465025579)

Three (3) dissertations, including one directed by your major professor (if possible).

<http://scholarworks.uno.edu/td/>

For example:

Rosenzweig, Amanda, "Comparing Biology Grades Based on Instructional Delivery and Instructor at a Community College: Face-to-Face Course Versus Online Course." (2012). *University of New Orleans Theses and Dissertations*. Paper 1550.
<http://scholarworks.uno.edu/td/1550>

Vandercook, Sandra, "Exploring the Relationship between English Composition Teachers' Beliefs about Written Feedback and Their Written Feedback Practices" (2012). *University of New Orleans Theses and Dissertations*. Paper 1552.
<http://scholarworks.uno.edu/td/1552>

Ito, Noriko, "Exploring the Nature of Language Anxiety: Experiences of Non-Native English-Speaking College Students in the United States" (2008). *University of New Orleans Theses and Dissertations*. Paper 821.
<http://scholarworks.uno.edu/td/821>

At least 10 empirical research studies in your field and two published reviews of literature from sources like: <http://www.aera.net/tabid/12612/Default.aspx> .

Optional:

Available in Questia Media America, Inc. <http://www.questia.com>

Alonso, G., Anderson, N. S., Su, C., & Theoharis, J. (2009). *Our Schools Suck: Students Talk Back to a Segregated Nation on the Failures of Urban Education*. New York: New York University Press.
Retrieved from <http://www.questia.com>

Baker, P. (2010). *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press.
Retrieved from <http://www.questia.com>

Bliss, C. (2012). *Race Decoded: The Genomic Fight for Social Justice*. Stanford, CA: Stanford University Press. Retrieved from <http://www.questia.com>

Carlson, M. J., & England, P. (Eds.). (2011). *Social Class and Changing Families in an Unequal America*. Stanford, CA: Stanford University Press. Retrieved from <http://www.questia.com>

- Clark, L. S. (2013). *The Parent App: Understanding Families in the Digital Age*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Clark, V. A. (2013). *Intimate Partner Violence among Adolescents: Causes and Correlates*. El Paso, TX: LFB Scholarly. Retrieved from <http://www.questia.com>
- Goertz, G., & Mahoney, J. (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, NJ: Princeton University Press. Retrieved from <http://www.questia.com>
- Goldman, A. I. (2012). *Reliabilism and Contemporary Epistemology: Essays*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Grant-Thomas, A., & Orfield, G. (Eds.). (2009). *Twenty-First Century Color Lines: Multiracial Change in Contemporary America*. Philadelphia: Temple University Press. Retrieved from <http://www.questia.com>
- Haslanger, S. (2012). *Resisting Reality: Social Construction and Social Critique*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Heller, M. (2011). *Paths to Post-Nationalism: A Critical Ethnography of Language and Identity*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Kadushin, C. (2012). *Understanding Social Networks: Theories, Concepts, and Findings*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Kiesling, S. F. (2011). *Linguistic Variation and Change*. Edinburgh: Edinburgh University Press. Retrieved from <http://www.questia.com>
- Klingberg, T. (2013). *The Learning Brain: Memory and Brain Development in Children* (N. Betteridge, Trans.). New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Kourany, J. A. (2010). *Philosophy of Science after Feminism*. New York: Oxford University Press. Retrieved from <http://www.questia.com>
- Levad, A. (2012). *Restorative Justice: Theories and Practices of Moral Imagination*. El Paso, TX: LFB Scholarly. Retrieved from <http://www.questia.com>
- Llamas, C., & Watt, D. (Eds.). (2010). *Language and Identities*. Edinburgh: Edinburgh University Press. Retrieved from <http://www.questia.com>
- Marrow, H. B. (2011). *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Stanford, CA: Stanford University Press. Retrieved from <http://www.questia.com>
- Nasir, N. S. (2012). *Racialized Identities: Race and Achievement among African American Youth*. Stanford, CA: Stanford University Press. Retrieved from <http://www.questia.com>
- Reyns, B. W. (2012). *The Anti-Social Network: Cyberstalking Victimization among College Students*. El Paso, TX: LFB Scholarly. Retrieved from <http://www.questia.com>
- Rothblum, E., & Solovay, S. (Eds.). (2009). *The Fat Studies Reader*. New York: New York University Press. Retrieved from <http://www.questia.com>
- Shannon, C. R. (2013). *Juvenile Incarceration and Reentry: A Photovoice Study*. El Paso, TX: LFB

Scholarly. Retrieved from <http://www.questia.com>

Thurlow, C., & Mroczek, K. (Eds.). (2011). *Digital Discourse: Language in the New Media*. New York: Oxford University Press. Retrieved from <http://www.questia.com>

Trousdale, G. (2010). *An Introduction to English Sociolinguistics*. Edinburgh: Edinburgh University Press. Retrieved from <http://www.questia.com>

Optional from Sage Publications (Mostly handbooks to consult about issues and problems):

Babones, S. (forthcoming, 2013, September). *Fundamentals of Regression Modeling (Four volume set)*. Thousand Oaks, CA: Sage. ISBN: 9781446208281

Campbell, A., & Groundwater-Smith, S. (2010). *Action Research in Education*. Thousand Oaks, CA: Sage. ISBN: 9781848606838

Flick, U. (forthcoming, 2013, December). *The SAGE Handbook of Qualitative Data Analysis*. Thousand Oaks, CA: Sage. ISBN: 9781446208984

Thomas, G. (2013). *Case Study Methods in Education*. Thousand Oaks, CA: Sage. ISBN: 9781446259252

Sikes, P. (2013). *Autoethnography*. Thousand Oaks, CA: Sage. ISBN: 9780857027856

Walden, G. R. (2012). *Focus Group Research*. Thousand Oaks, CA: Sage. ISBN: 9780857025678

Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. (2012). *The SAGE Handbook of Interview Research (2nd Ed.)*. Thousand Oaks, CA: Sage. ISBN: 9781412981644

Tashakkori, A., & Teddlie, C. (2010). *SAGE Handbook of Mixed Methods in Social & Behavioral Research (2nd Ed.)*. Thousand Oaks, CA: Sage. ISBN: 9781412972666

Vogt, W. P. (2011). *SAGE Quantitative Research Methods*. Thousand Oaks, CA: Sage. ISBN: 9781848606999

Other On-line sources:

AERA <http://www.aera.net/>

Project Gutenberg <http://www.gutenberg.org/>

Digital Book Index <http://DigitalBookIndex.com/>

University of Virginia eText <http://etext.lib.virginia.edu/collections/languages/english/>

Electronic Text Listing The Bralyn Archive <http://www.bralyn.net/etext/tree.html>

3. Course Description:

Fall Semester. Prerequisite: EDFR 6710 and 6715; or consent of the department. Detailed analysis of criticism of recently published research studies in curriculum and instruction. Topics will vary with each offering. Required of all doctoral students in Curriculum and Instruction

Course Objectives: As a result of this course, the student will develop:

1. Develop a thorough understanding of major theories, research methodologies, and literature reviews in education;

2. Engage in analysis, synthesis, and evaluations through close readings of research and critique of theories, literature interpretations, conceptual frameworks, methodological issues, data presentations, and conclusions in dissertations and published research;

3. Synthesizing research in a research review for various doctoral functions such as the qualifying examination, the general examination, and the dissertation;

4. Participate in intellectual discussions, face-to-face and virtually, about the natures of research critiques, literature reviews and their functions in writing works based on interpreting and critiquing research for dissertations;

5. Develop facility with the Moodle webcourse platform and other online multimedia communications services.

4. REQUIRED ACTIVITIES:

| Number | Area | Face-to-face | Virtual |
|--------|--|--|---|
| 1 | Discussions and participation, including professionalism and positive attitude | Contribute to the face-to-face discussions and the virtual discussions regularly and consistently. Post notes on your readings at least weekly. If you miss a face-to-face discussion, post and discuss your reading online. | Contribute to the virtual discussions continuously and consistently. Post notes on your readings at least weekly with questions to further discussion with others online. |
| 2 | Project/paper plans and bibliography | Develop your semester goals and this plan on your Moodle webpage or personal website. Submit your plan at midterm in Moodle. | Develop your semester goals and this plan on your Moodle webpage or personal website. Post your plan at the Moodle site at midterm. |
| 3 | Read, reflect, analyze, synthesize, and evaluate | Every meeting a written reflection on your readings is posted on Moodle. | Every week a written reflection on your readings is posted on Moodle. |
| 4 | A project which demonstrated the ability to synthesize and | Conduct a project related to your readings. | Conduct a project related to your readings. |

| | | | |
|---|--|---|--|
| | evaluate (critique) research literature | Present the project and its paper. Submit a hardcopy of the paper. | Submit a powerpoint for a presentation of the project . Submit an electronic copy of the paper. |
| 5 | Post your webpage/profile in Moodle or elsewhere including a picture | Complete a biographical and professional webpage in Moodle or elsewhere. | Complete a biographical and professional webpage in Moodle or elsewhere. |
| 6 | Technological | Become proficient with e-mail, Moodle, Questia, Second Life, Internet searches and the computing cloud. | Become proficient with e-mail, Moodle, Moodle, Second Life, Internet searches and the computing cloud. |
| 7 | Conferences | Participate in 2-3 face-to-face or electronic conferences with the instructor. | Participate in 2-3 telephone, Skype, Second Life, or face-to-face conferences with the instructor. |

N. B. All assignments must be typed with the exception of children's work used as examples. The use of a word processor, Moodle and e-mail is mandatory. Assignments accepted after due date will be penalized one grade per day late.

Other Required Activities:

1. Read, read, read.
2. Develop projects
3. Reflect in written form.
4. Write, write, write
5. Develop presentations and performances to submit to AERA, other conferences or for publication
6. Join a professional research organization
7. Help develop the Plan for this course
8. Participate in all aspects of this course.
9. Participate in doctoral gatherings and events at UNO.

5. GRADING PROCEDURES: (an approximate system of weighting the requirements)

For a grade of A, you must participate in all aspects of this course, including regularly written work, discussions, productions and presentations of high quality. You must develop your goals for this course, post them and carry them out. You must develop a project related to teaching and learning, supporting it with a theoretical framework based on the readings and discussions in this class and submit the paper to the instructor and all members of the class. Extensive work in Moodle is required.

6. COURSE AGENDA: (tentative, see moodle for updates and latest)

| Day | Date Tuesdays | Topic(s) | Comments |
|-----|------------------|--|--|
| 1 | 8/25 | Introductions, Reflection Process, Planning, Moodle | Discussion of Process, Computers and e-mail, GOALS for this Semester, Overview of syllabus, Initial Assignment, Starting the discussion |
| 2 | 9/1 | Questions and Goals, Planning the Semester | Continuing the discussion |
| 3 | 9/8 | Virtual/Reading Day -- NO GROUP MEETING Individual Conferences with your major professor and Speaker | Read, read, read! Write, write, write! Due: Post Reading Reflection in Moodle |
| 4 | 9/15 | Plan Development and Discussion, Reading Plans, Focus on Epistemology | Due: Post Reading Reflection Discussions |
| 5 | 9/22 | Plan Finalization, Reflections on Readings and Discussions based on Questions | Due: Post Dissertation 1, Reading Reflection, Research Study 1 Critique Discussions |
| 6 | 9/29 | Virtual/Reading Day -- NO MEETING | Due: Post Dissertation 2, Reading Reflection, Research Study 2 Critique Discussions |
| 7 | 10/6 | Discussions | Due: Post Dissertation 3, Reading Reflection, Research Study 4 Critique Discussions |
| 8 | 10/13 | Midsemester Virtual Day, | Due: Post , Reading Reflection, Research Study 5 Critique Discussions -- online |
| 9 | 10/20 | Midsemester Break, | Due: Post, Reading Reflection, Research Study 6 Critique Discussions |
| 10 | 10/27 | Discussions | Due: Post, Reading Reflection, Research Study 7 Critique Discussions |
| 11 | 11/2 | Individual Conferences | Due: Post , Reading Reflection, Research Study 8 Critique Discussions |
| 12 | 11/10 | Presentation & Performances | Due: Post , Reading Reflection Discussions, Research Study 9 Critique |

| | | | |
|----|-------|--|---|
| 13 | 11/17 | Presentation & Performances | Due: Post Final Dissertation Critique, Reading Reflection |
| 14 | 11/24 | Thanksgiving | Research Study 10 Critique Discussions |
| 15 | 12/1 | Final Presentations and Performances Final Evaluation Meeting | Due: Final Written/Virtual Documents Due: Submission of Final Papers |
| 16 | 12/5 | Final Week | |

7. Please post the following information to rspeaker@uno.edu

This is for emergency contacts in the case of a hurricane, etc.

Name:

Course: EDCI 6905

Phone Numbers:

E-mail addresses (yes, all of them!):

Degree Goal:

Undergraduate School:

Undergraduate Major(s) and/or Minor(s):

Graduate Work Summary: Where? What? Why? Other:

Teaching Experience:

Current Position(s):

What are your special interests (hobbies, talents, activities, etc.)?

Any other relevant information and links which you want me to know:

8. Starting the Discussion.

1. What is research?
2. What are the purposes of a review of literature?
3. What quantitative methods are you familiar with?
4. What qualitative methods are you familiar with?
5. What mixed methods are you familiar with?
6. What professional research organizations do you belong to?
7. What research journals do you receive (quarterly, monthly, etc.)?
8. What online research services do you use?

9. University & College requirements

Disability statement

The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

Attendance statement

Students/candidates are expected to attend all classes regularly and punctually. A student/candidate who is not present in class is marked absent. Alternative activities are required in moodle for students working online or who miss a class.

Academic honesty statement

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm.

The COEHD Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize

the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

COEHD Conceptual Framework -“Theory-Practice-Research-Interaction”

Goal: Preparing Reflective Practitioners

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments.*
 - They establish a culture for learning.
 - They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction.*
 - They understand and use curriculum and instruction.
 - They communicate effectively.
3. Effective teachers *deliver instruction and assess learning.*
 - They engage students in active learning.
 - They integrate disciplines into instruction.
 - They use assessment in instruction.
 - They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities.*
 - They advocate for children, in terms of services and supports.
 - They collaborate to improve professional practice.
 - They reflect on teaching and learning

The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.