

RDG 638 RESEARCH IN LANGUAGE AND LITERACY
*RDG 638 is a required course for the Masters in Reading and
 Texas Reading Specialist Certification.*
College of Education
Department of Language, Literacy & Special Populations

Course Description: Emphasis is placed on preparing teachers to examine different research paradigms and methodologies, to read published educational research critically, to integrate those findings with personal experience in order to make reflective instructional decisions, and develop a plan for classroom research. 3 credit hours. Prerequisites: RDG 530 and permission of the instructor.

Texts: McMillan, J.H. (2007). *Educational research: Fundamentals for the consumer* (5th ed.). Boston: Pearson/Allyn and Bacon.

Various literacy research articles are available or are placed on reserve at the Newton Gresham Library at Sam Houston State University (the library may be accessed at www.shsu.edu/~lib_www/). See attached list for weekly required readings. In addition to these required readings, learners will read research papers and articles related to their research methodology topics.

Standards Matrix: Candidates will meet the following standards upon completion of both RDG 638.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>Texas Standards</u> • <u>IRA Standards</u>
Investigate research paradigms and methodologies.	Learner presentations on types of research Participate in forum discussions and reads assigned text materials	Research methodology Presentation Weekly Courses Activities	<u>4.7k, 4.8k</u> 1.2
Compare and contrast qualitative and quantitative research methodologies.	Participate in forum discussions and reads assigned text materials	Weekly Courses Activities	<u>4.7k, 4.8k</u>
Summarize different methods of data collection and analysis.	Participate in forum discussions and reads assigned text materials Review 2 literacy research studies	Weekly Courses Activities Research Reviews	<u>4.7k, 4.8k</u>
Discuss research limitations.	Participates in forum discussions and reads assigned text materials Critique 2 literacy research studies	Weekly Course Activities Research Critiques	<u>4.7k, 4.8k</u>
Delineate the role of statistics in educational research.	Learner presentations on types of research Participates in forum discussions and reads assigned text materials Critique 2 literacy research studies	Research Methodology Presentation Test Weekly Course Activities Research Critiques	<u>4.7k, 4.8k</u>
Consider ways educational research can impact instruction.	Participates in forum discussions and reads assigned text materials A final paper reflecting on learning and	Weekly Courses Activities End of Course	<u>4.1s, 4.2s, 4.7k, 4.8k,</u>

	its impact on teaching	Reflection	
Critique a variety of literacy research reports and identify appropriate research designs.	Critique 2 literacy research studies using leading literacy research journals and reports focusing on classroom improvement	Research Critiques	<u>4.6k, 4.8k</u> 1.2
Recognize the role research has in the development of the reading body of knowledge.	Locate, read, summarize and critique seminal reading research articles.	Critiques	<u>4.6k, 4.8k</u> 1.2
Conduct library and searches using appropriate technology.	Locate research studies that match assigned research methodology	Research Methodology Presentation	<u>4.6k</u>
Use leading literacy research journals and reports.	Locate research studies that match assigned research methodology	Research Methodology	<u>4.6k</u>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web address for Texas standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allreadspec.pdf>

Course Format (Online):

The content of this course is delivered using Blackboard and mini-presentations. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and individual/small group PowerPoint presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Course Content:

- Ways of knowing—examining differing research paradigms
- Reading research studies
- Reviewing the Literature
- Subjects and sampling
- Measurement 1
- Measurement 2
- Quantitative research (non-experimental) 1
 - Descriptive
 - Correlational
 - Comparative
- Quantitative research (non-experimental) 2
 - Causal-comparative
 - Survey
- Experimental research
- Single subject research
- Statistics
- Qualitative research
 - Case studies
 - Ethnographic
 - Critical-theory
 - Historical
- Mixed methodologies
- Applications of research
 - Evaluation
 - Action
 - Teacher research

Topics to be continued throughout the masters program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism--how a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

Course Requirements:

1. **Participation in Weekly Conversations and Weekly Course Activities.** Read the assigned texts and course narratives, complete the course activities and participate in weekly whole class discussions over the required readings and course narratives. The professor will make evaluation of participation in conversations and course activities (please see the two rubrics on conversations and course activities).
2. **Research Methodology Presentation.** You will research and develop one PowerPoint presentation on a type of research. You will be responsible for presenting/teaching this material to the other members of the class in a way that engages class members in interactive activities rather than providing all the necessary information regarding the topic. See Research Presentation Rubric with Checklist.
3. **Vocabulary Activity.** You will be assigned 2 chapters from the primary text and will be responsible for developing an activity to help us learn the research vocabulary of that chapter. Vocabulary activities are due at the end of the previous week or the beginning of the week that chapter is due. (In other words, we need it before we read the chapter.) Please see the Vocabulary Activity Rubric.
4. **Summary of Seminal Reading Research Study.** Select a seminal piece of reading research to summarize (the research Review Rubric will be used to evaluate this activity).
5. **Research Reviews.** You will read and critique one research article each from quantitative and qualitative research methodologies. Research articles must come from refereed journals or approved yearbooks (see the Research Review Rubric for a listing of appropriate journals.)
6. **End of Course Reflection.** You will reflect in a final paper their learning of the course material and how it has impacted your teaching.

Evaluation (* indicates field-based activity): A=94% and above, B=87-93%, C=80-86%

1. Participation and text conversations

Participation in course activities – 50 points - 10% of final grade

Readings discussions (11 conversations)— 100 points - 20% of final grade

2. **Research Methodology Presentation**— 125 points 25% of final grade
3. **Vocabulary Activities**— 25 points 5% of final grade
4. **Seminal Reading Research Study**— 75 points - 15% of final grade
5. **Research Critiques** – 125 points - 25% of final grade
6. **End of Course Reflection**

Reading Master's Degree Candidates:

To exit this master's program successfully, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Category III of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards.

Expectations:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in the course. Courtesy should be extended to all. Thought should be given to the value of class conversations/discussions for all members. Classes will be more productive, beneficial, and enjoyable if learners conduct themselves as conscientious professionals.
3. Online students are expected to view presentations and complete the required discussions and interactions with classmates in a timely manner.
4. Please pay careful attention to due dates for each of the assignments. If you are aware of problems BEFORE the due date, contact the instructor to see if an extension can be made in your case. If your work is submitted later than the day specified points may be deducted.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, I encourage you to register with the SHSU Counseling Center and talk with me about how I can best help you. All disclosures of disabilities will be strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent him/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

Bibliography:

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