Instructor: Dr. Christie McIntyre  
Office: Wham 322J  
Phone: 453-4245  
cherimc@siu.edu

Credit Hours: 3

**Prerequisite**: Early Childhood graduate students who have taken all core courses for completion of the master’s degree or consent of the instructor. Reading and Language Studies graduate students who have taken a majority of their reading coursework.

**Course Description**: The focus of this course is on major trends and current issues in research as they relate to professional practice in child development early childhood programs and reading programs. Special emphasis will be placed on the relationship of research to individual professional preparation and practice.

**Required Textbook**:  

Although not required, students are strongly encouraged to purchase the latest edition (6th) of the APA Publication Manual.

The research nature of this course requires that you read widely from numerous journals and texts. You are required to read two articles on each of the topics being researched in class by your peers in addition to the articles required for your research project. You are also required to read articles and chapters provided by the instructor.

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<tr>
<th>Course Objectives</th>
<th>Assessment Activity</th>
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<tr>
<td><strong>1. Students will review major trends and issues in education as they relate to their own research interests.</strong></td>
<td>Class Discussions Annotated Bibliography</td>
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<tr>
<td><strong>2. Students will demonstrate knowledge of current research related to development/education and to practices which best support learning.</strong></td>
<td>Class Discussions Literature Review section of Action Research paper</td>
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<tr>
<td><strong>3. Students will demonstrate an understanding of the principles, methods and procedures of (action) research in early childhood, reading, and/or educational settings.</strong></td>
<td>Critical Colleague Action Research project and paper</td>
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<td><strong>4. Students will identify a research problem, relate it to</strong></td>
<td>Action Research project and</td>
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the existing body of research, and design a method and procedure for studying the problem.

5. Students will carry out the action research project they have designed.

6. Students will present their area of study, research design, and findings in seminar format, to graduate faculty in Curriculum and Instruction.

Assessment Activities:

Class Discussions: Participation in class discussion is an essential component of this course and attendance is very important. During class, students are expected to share what they learning from the required text, as well as from the journal articles.

Critical Colleague: Students will participate in a small group as a critical colleague. Within this small group, each group member will provide two journal articles from his/her research topic for other group members to read. As the critical colleague, the student will take notes on all articles he/she reads from the peers in the group. These notes will be submitted to the course instructor. Also, the critical colleague will read and edit rough draft versions of peers’ action research papers.

Action Research Project, Paper, and Presentation:
1. Students are required to choose an action research topic relevant to the course. The topic must be selected and approved by the third class meeting.
2. A typed annotated bibliography of twenty journal articles or books relevant to the selected research topic is required. Five of the 20 articles/books can be about action research itself. The annotated bibliography should be typed according to APA style.
3. With input from peers and instructor, the student will design and implement an action research project using the guidelines shared in class. A research paper summarizing the project will be presented to the class and representative (s) from the Early Childhood and Reading faculty.

Grading:

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Discussions</td>
<td>15%</td>
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<tr>
<td>Critical Colleague</td>
<td>15%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
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<tr>
<td>Action Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Action Research Presentation</td>
<td>15%</td>
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</table>

A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%
SIUC Course-Related Research Projects

Many undergraduate and graduate classes include research projects using human subjects. If the goal of the project is to provide research training and the results will not be used outside of the classroom, these projects usually do not require HSC review. The Committee assumes that the faculty member directing the projects will review each project carefully and ensure that human subjects are protected from risk. The HSC has a few guidelines to help faculty decide whether their students' research requires HSC approval.

Conditions under which HSC approval is not required for student course-related research are:

- Subjects are not identified by name or description, and
- Subjects are not selected from a vulnerable or sensitive group such as alcoholics, domestic abuse victims, prisoners, homosexuals, persons in institutional or residential settings, persons with severe disability, etc., and
- Subjects are not required to reveal anything about sensitive personal experiences or behaviors.

Any project that does not comply with all of the conditions listed above should be approved by the HSC before any subjects are recruited or data are gathered.

*All classes that teach research methods should include a section on the purpose of Human Subject Committees (or Internal Review Boards) before the students begin their projects. Faculty may want to ask the students to complete the web-based training module for getting informed consent from human subjects, available on the main Human Subjects web page. This training can be completed within one hour and includes a multiple-choice test at the end.
Bibliography of Related Readings


Shannon, P. (1990). Commentary: Teachers are researchers. In M. Olson (Ed.), *Opening the door to classroom research* (pp. 141-54). Newark, DE: International Reading Association.
