

## Course Syllabus

**Texas A&M University – San Antonio**  
**College of Education & Human Development**  
**Department of Curriculum & Instruction**

**EDCI 5329 –Research to Practice**

**(\*\*\*\*\* Formally titled: Assessment Theory and Methods)**

**Instructor:**

**Email:**

**Phone:**

**Office Location:**

**Office Hours:**

**Meeting Date(s), Time, and Room:**

**Course Description:** *Research to Practice* is designed to provide graduate students with an introduction to applying their own research into practical and intentional ways. This course will provide opportunities for students to select avenues for presenting their thesis research study in ways that are meaningful, purposeful, and unique to their situation—including, but not limited to, submitting a proposal to a local/state/national professional conference, applying for a grant, creating a PD that they would deliver to a local school district or non-profit, etc. Students in this course will explore the role of scholarly researcher as well as being public intellectual and how their research study can benefit local schools and community.

**Prerequisite:** Acceptance into Texas A&M University – San Antonio Graduate School.

**Student Learning Outcomes:**

1. Students will demonstrate an in-depth knowledge and understanding of various current issues and topics in education.
2. Students will examine their own research thesis topic and analyze the findings from that research to recommend solutions to complex issues surrounding teaching in diverse communities.
3. Students will synthesize and analyze current scholarly research in order to connect current educational research to educational systems.
4. Students will examine various ways to present their research and demonstrate being a public intellectual.
5. Students will reflect on their graduate school journey and how their graduate work will impact their professional careers.

<b>Critical Task/Assignment</b>	<b>Assignment Description</b>	<b>Connection to the Master's in C&amp;I Program Goals</b>
<b>Thesis Defense Mini-Presentation</b>	Students will create a PPT presentation/slide deck that is a shortened version of what they will present for the upcoming thesis defense.	Explain systemic issues within institutions and develop solutions.
<b>Educational Research Reflection Paper</b>	Students will write a reflection paper about one topic, or multiple topics, that they have learned throughout their master's program and how that topic will impact their future professional career.	Demonstrate the ability to actively read scholarly research and connect the research to our daily lived experience.
<b>Submission of Thesis Research in a Public Forum</b>	Students will create a proposal for presenting their thesis research in a public forum (either a conference proposal, a journal article submission, or a PD that they might deliver to colleagues in their field).	Become critical consumers of research and explain how to use research in education careers.
<b>Daily/Weekly Formative Assessments</b>	Students will submit weekly reflections regarding the readings and class discussions throughout the semester.	Develop a complex and sophisticated understanding of diverse populations.

### **Recommended texts:**

APA Manual 7<sup>th</sup> Edition

### **Other Required Course Materials:**

1. Additional scholarly articles, works of literature, movies, etc. as deemed appropriate by the instructor
2. Access to Blackboard

### **Course Topics:**

- I. What does it mean to be an intellectual?
  - A. What is an intellectual?
  - B. What does it mean to be a master in something, an expert in your field?
  - C. What does it mean to be a public intellectual?
- II. Professional Organizations
  - A. Investigating and examining professional organizations
  - B. Learning about presenting at annual conferences
- III. Peer Reviewed Journal Publications
  - A. Investigating and examining peer reviewed publications
  - B. Learning how to submit to a journal
- IV. Grants and External Funding
  - A. Investigating and examining grants and external funding
  - B. Learning about grant submissions
- V. Doctoral Programs

### **Course Assignments:**

<b>Course Assignments/Assessments</b>	<b>Point Value</b>
1. Thesis Defense Mini-Presentation	50 pts.
2. Educational Research Reflection Paper	50 pts.
3. Submission of Thesis Research in Public Form	50 pts.
4. Weekly Formative Assessments	50 pts.
	50 pts.
Total Points:	200 pts.

### **Representative Works Consulted:**

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York The New Press.

Au, W. (Ed.). (2009). *Rethinking multicultural education teaching for racial and cultural justice*. Rethinking Schools.

Banks, J. A., & Banks, C. A. M. (Eds.). (2007). *Multicultural education, issues and perspectives*. (6 ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Darling-Hammond, L. (2010). *The flat world and education: How America\'s commitment to equity will determine our future*. Teachers College Press.

Delpit, L. (2012). "Multiplication is for white people:" *Raising expectations for other people's children*. The New Press.

Delpit, L., & Purcell-Gates, V. (Eds.). (2008). *The skin that we speak, thoughts on language and culture in the classroom*. The New Press.

Felder, J. A. (2012). *Civil rights in South Carolina: From peaceful protests to groundbreaking rulings*. The History Press.

Foster, M. (1997). *Black teachers on teaching*. The New Press.

Freire, P. (2000). *Pedagogy of the oppressed*. Continuum International Publishing Group.

Freire, P. (2005). *Teachers as cultural worker: Letters to those who dare teach*. (Expanded Edition). Westview Press.

Kivel, P. (2011). *Uprooting racism: How white people can work for racial justice*. New Society Publishers.

- Kohn, A. (2004). *What does it mean to be well educated: And more essays on standards, grading, and other follies*. Beacon Press.
- Kozol, J. (2012). *Fire in the ashes: Twenty-five years among the poorest children in America*. Crown.
- Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities*. Teachers College Press.
- Noguera, P. A. (2008). *The trouble with black boys: And other reflections on race, equity, and the future of public education*. Jossey-Bass.
- Obidah, J. E. M., & Teel, K. M. (Eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. Teachers College Press.
- Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. The New Press.
- Pollock, M. (Ed.). (2008). *Everyday antiracism: Getting real about race in school*. The New Press.
- Ravitch, D. (2010). *The death and life of the great American school system*. Basic Books.