

Auburn University Course Syllabus
COURSE SYLLABUS

Course Number: CTEC 7510 & 8240
Course Title: Research Studies in Early Childhood Education
Course Time and Place: M 5:00 pm – 7:30 pm (2438 Haley Center)
Credit Hours: 3 semester hours
Prerequisites: None for CTEC 7510/Master's Degree for CTEC 8240
Co-requisites: None

Instructor: Angela Love, Ph.D.
Office: 5018 Haley Center
E-mail: angela.love@auburn.edu
Office Phone: (334) 844-6798
Office Hours: T 9 – 11:30 am and 12:30 – 4:30 pm; W 2 – 4 pm

REQUIRED TEXT

APA (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

McMillan, J. H. (2012). *Educational research: Fundamentals for the consumer*, 6th edition. Boston: Pearson. [ISBN: 9780132599863].

The remaining required readings on the syllabus are either on Canvas or can be found online as electronic journal articles through the Auburn University Library E-Journals.

COURSE DESCRIPTION

The purpose of this course is to teach students how to read, review, analyze, and interpret research in significant areas of early childhood education. As part of this process, students will analyze how method affects interpretation. In addition, the conclusions and implications from the research studies will be integrated into a practical understanding of the field of early childhood education. The content is a selection of current research articles that have direct application to the field.

COURSE OBJECTIVES

Through course readings, discussions, and independent research, each student will:

1. Understand the key components of research studies.
2. Identify the major hypotheses or research questions which have contributed to the knowledge base in early childhood education.
3. Understand the strengths, weaknesses, and value of different types of research.
4. Be able to assess the quality of research in early childhood education.
5. Be able to evaluate the conclusions and implications of research studies.
6. Demonstrate the ability to clearly communicate knowledge on research studies in an oral and written format.

COURSE REQUIREMENTS/EVALUATION

1. Class Readings, Participation, Attendance, and Professional Behavior: Be prepared each class session to participate in class discussion on all of the assigned readings. Participation, attendance, and professional behavior will be taken into account when grades are determined (points deducted from final grade, if excessive or unexcused absences).

2. Reactions to Assigned Class Readings: Three times during the semester, you are asked to write a brief reaction paper in response to one or more of the assigned readings for the week. This paper may only be two pages, typed and double-spaced (Please note that all the margins must be at least 1 inch and the font should be 12 points). I am interested in your thoughts, reactions, questions, contentions, etc. related to the articles or chapters, not a summary of the content. Use this as an opportunity to comment on, criticize, amplify, or take issue with aspects of the readings that you found particularly thought provoking or valuable. Each written assignment is worth 10 points (**30 possible points**). Include

- What you have learned from the study (chapter).
- What confused you, or you were not able to understand.
- Questions that you want to bring up for class discussion.

3. Chart of Empirical Articles in a Journal: Each of you will take one early childhood/child development journal, beginning with the most recent year/issue of publication (2011), and make a chart of a minimum of 10 empirical articles focused on issues related to children (or teachers of children) birth – 8 years of age. This portion of the assignment is worth **70 points**. The chart will consist of the following:

- Author(s)
- Year (issue#), pp. #
- Title of article
- Research question(s) the author(s) addressed
- Method & measurement techniques
- Method of analysis
- Brief (sentence or 2) conclusions

You may need to go back to 2010 to achieve the required number of 10 empirical articles. You each may work with a partner to achieve this. For example, the following journals are acceptable to choose from (there are more, but they must be approved by Dr. Love):

- *Early Childhood Research Quarterly*
- *Early Education and Development*
- *Journal of Research in Childhood Education*
- *Journal of Early Childhood Teacher Education*
- *Child Development*
- *Journal of Educational Psychology*
- *Reading Research Quarterly*
- *Literacy Teaching & Learning: An International Journal of Early Reading & Writing*

Article Critique: As a part of this assignment, each student will sign up to critique and present one

(Students enrolled in CTEC 7510) or two (Students enrolled in CTEC 8240) articles from the journal that you chart. A two to three page critique paper per article must be posted on the Canvas class site on the day the articles are presented. This paper must be doubled-spaced and follow APA format. For this paper, you should briefly summarize the article and then critique its value. The summary portion should be no more than half your paper. Think about what contribution the written work is making to the literature in the field of Early Childhood Education, the soundness of the piece (e.g. empirically or theoretically), and what implications this may have for researchers, practitioners, and/or parents. The in-class presentations should utilize PowerPoint and should be about 15-30 minutes long including the discussion questions (Students enrolled in CTEC 7510: **20 points** for each article critique / Students enrolled in CTEC 8240: 10 points for each article critique, totaling **20 possible points**). Points addressed should be as follows:

4. Chapter Discussion: one or two student(s) will lead the discussion of one chapter from the textbook. As discussion leader(s), the student(s) will put the content of the chapter in context, and present questions to the rest of the students. These questions should require analysis, interpretation, or application rather than recall of facts, and should focus on the potential strength, weaknesses, and implications on the ECE research. The discussion leader should utilize PowerPoint (about 30-45 minutes long including the discussion questions) (**30 possible points**). The discussion leader(s) should send their handout of the presentation slides by the previous Sunday, 6 pm, via Canvas, with questions, so that the instructor can answer any questions and discuss the possible changes before the class on Monday.

5. Literature Review: Each student will be required to write a 12-15 page paper (not including references) on an early childhood education topic of interest. This paper should focus on some aspect of children's development or education from birth through age 8. Each paper will need to include a theoretical framework or perspective as well as relevant empirical research articles from peer reviewed research journals. You should focus on any aspect of development or education (you may include sections on implications for parents or practitioners, but this should not be the major focus of the paper). We will informally discuss possible topic ideas of each student in class. You are required to turn in an outline and present your idea to the class for feedback and suggestions. Your outline may be in bullet form, but should contain the main sections of your paper and a beginning reference list (final references should include at least 10 research journal articles). You will review a minimum of 2, maximum of 3, rough drafts of your peers' papers. This rough draft should be typed (at least 3-4 pages) and include references you have collected so far. You may provide written comments directly on the rough drafts you review. **Presentation of paper:** Each student will present his/her paper using PowerPoint (about 30-35 minutes long including the discussion questions). More information on this paper will be presented in class (Possible **100 points**: 5 points for the outline, 10 points for rough draft, 10 points for the presentation, and 75 points for the final paper).

6. IRB submission: Students enrolled in CTEC 8240 will be required to design a research project and write a draft of a written protocol that is may be submitted to the **Institutional Review Board** for Use of Human Subjects for your research project. (**50 points**)

* Please note that all written assignments should follow APA format and must adhere to the Auburn

University Academic Honesty Code, the Tiger Cub Rules and Regulations Honor Code, and Academic Integrity Policy.

GRADES

Possible points:

ASSIGNMENTS	MASTERS	EdS or PhD
Reactions to Assigned Class Readings	30	30
Chart of Empirical Articles	70	70
Article Critique	20	20
Chapter Discussion	30	30
Literature Review	100	100
IRB submission	N/A	50
TOTAL POSSIBLE	250	300

CLASS POLICY STATEMENTS

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance and Professional Behavior: Attendance is required for all classes. Students who miss a class because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. All students are required to be active participants in class discussions and activities. Students are also expected to be respectful to other students and the instructor, and do not display disruptive or inappropriate behavior during class.

Cell Phone Policy: Barring an emergency, cell phone use or text messaging during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of Class Readings, Participation, Attendance, and Professional Behavior grade points (under COURSE REQUIREMENTS) for each occurrence.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are: a) Engage in responsible and ethical professional practices; b) Contribute to collaborative learning communities; c) Demonstrate a commitment to diversity; d) Model and nurture intellectual vitality.