

**The University of Tennessee at Martin**  
**Department of Educational Studies**  
**TCED 791 Master's Research Project/CRN 41680**  
**Fall 2003**

**Instructor:** Dr. Bonnie Daniel  
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**Office Hours:** MW 8:00 A.M. – 3:00 P.M. (*other times by appointment*)

**I. Course Number and Title**

TCED 791 Master's Research Project. Course is accessible on Blackboard; go to UTM home page, click on quick links, click on Blackboard, click on UTM server.

**II. Semester Credit Hours**

4 Semester credit hours

**III. Catalog Description/Purpose**

The culminating professional research project for the Master of Science in Education with a major in Teaching Program. Seminar topics to include but not limited to educational reform, curriculum design, student achievement, parent involvement, cultural diversity, educational technology, assessments, and educators as collaborative leaders and mentors.

**IV. Rationale**

This course represents the culminating experience for Master of Science in Education students who major in teaching or who choose the subject area option. Students should approach this course as an opportunity to apply what they have learned in their graduate program. While this course has traditionally been a research paper that included a literature review, hypothesis, data collection, and findings, students will now have options from which to choose.

**V. Conceptual Framework**

**Advanced Programs:** (Masters of Science in Education with a major in Teaching, Counseling, and Educational Administration and Supervision). The Graduate Faculty has adopted the theme "Professional Educators as Leaders and Enhancers of Human Development" to represent its goal in continuing an educator's professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate's potential. They are:

(Conceptual Framework, cont'd.)

- Key 1 Knowledge, Skills and Application
- Key 2 Human Relations
- Key 3 Inquiry
- Key 4 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty's commitment to diversity, technology, and assessment.

## VI. Objectives

- A. The student will select and research an approved educational topic.
- B. The student will write (a) a modified research paper OR (b) critiques of articles related to a selected educational topic, (c) design a project of relevance to the student's professional goals in consultation with professor, and (d) present an oral presentation of findings from final project.
- C. The student will attend all class meetings and seminars including the oral presentations.

## VII. Course Content/Assignments.

Submit all assignments via the digital drop box, unless otherwise specified. Use the following format for all assignments to insure you receive credit for your submission: First Initial, Last Name, underline, title of assignment, underline, TCED791. For example, assignment A for me would be submitted as BDaniel\_modified research\_TCED 791. Students are responsible for learning how to use the digital drop box and other mechanisms of Blackboard via the orientation and services available on-line Call the Computer Center for assistance at 587.7900.

- A. Modified Research Paper or Article Critiques. Due Date: September 29. Total Points: 40.
  - i. Modified Research Paper, Option #1 for Assignment A. Prepare a modified research paper dealing with one of the topics from the handout or another approved topic that is of personal interest to you. The paper should be prepared in the following manner:
    - 1. Prepare a title page.
    - 2. Prepare a four page typed paper extending the most critical data you are able to obtain. This section of your

paper should contain only material quoted directly from your journal articles or other research materials. Cite in APA style as if this quote is contained in a research paper. If several quotes are used from a single source, place them all together in separate quotation marks, and provide only a single citation after the last quote. Include none of your own ideas. You should offer a minimum of 10 journal references.

3. Prepare a two or three page listing of the works cited in the order they were introduced in your paper.
  4. Prepare a two to three page typed essay, double-spaced, advancing your ideas on the topic. Use no references in this essay.
  5. Use the latest edition of the APA manual (5<sup>th</sup> edition) for style preferences.
- ii. Article Critiques, Option #2 for Assignment A.  
Select and prepare five articles dealing with one of the topics from the handout and another five that are related to a specific issue at your school. Each article will be reported on one to two typed pages in the following format:
1. Student's name, course number, and selected topic will appear on the title page. Prepare only one title page for all articles – even if you turn them in individually. The first article turned in should include the title page.
  2. Full citation for each article should appear at the top of the first page of each article's critique.
  3. Approximately two-thirds of the critique should be devoted to reporting and summarizing the contents of the article.
  4. Approximately one-third of the critique should be an analysis of the article. Be sure to include reasoning for the selection of the article. Answer the question, *How or Why is this article important to my research?*
  5. Do not re-summarize or write an essay on the topic in your analysis.
  6. Your analysis should focus on the content of the article examined.

(2.) Research Paper/Thesis. Due Date: December 1. Total Points: 60.

**Research Paper**

1. 15-20 pages in length
2. approved topic (sample topics are provided). Students are advised to choose a topic of relevance to their school, career goals, or practice.
3. American Psychological Association (APA) format (5<sup>th</sup> edition)

**NOTE: Thesis Option**

Students may choose the traditional approach to this class, which involves the design of a Master's Research Project. Students design and implement a research project and defend their work before a committee of faculty members.

If this option is chosen, the students will work through their major professor. Seminars and class meetings are still required as is the oral presentation of their thesis topic (this is ***NOT*** the defense). Due dates will be the same as the research paper option.

**(3.) Oral Presentation. Due Date: Saturday, December 6. Total Points: 50.**

- i. 20 minutes in length, with 10 minutes allowed for questions.
- ii. Visual aids required (PowerPoint preferred)
- iii. Provide handouts to audience
- iv. Content of presentation should be findings from research paper.

**(4.) Seminars/Class Meetings & On-line Discussions. Total Points: 30.**

- i. Two class meetings
- ii. Discussion boards
- iii. Professional development. Students should choose from the following: (a) attend one school board meeting in a district other than your own and one school board meeting in your district. Share observations in on-line discussion; or (b) go to the Professional Development Center for Teachers in Dyersburg and report on the resources relevant to your research topic available at the Center. Share findings in on-line discussion; or (c) attend a professional development workshop or meeting (not a faculty in-service required meeting) and report in on-line discussion. On-line discussions will be posted week of October 20.

**VIII. Evaluation**

Modified Research Paper or Critiques	40 points
Oral Presentation	50 points
Seminars, Class Meetings and Participation	30 points
Research Paper/Thesis	60 points

Based on percentage of 180 points:

A = 95-100

B = 88-94

C = 80-87

D = 77-79

F = Below 77

(Any grade except D or F qualifies as a PASS)

*Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or the Student Academic Support Center within the first two weeks of class.*

**IX. Textbook(s)**

None required.

**X. Other Resources**

The Learning Resource Center; the Paul Meek Library; Professional Development Center in Dyersburg, (731.286.3600, 605 Lewis Ave., Dyersburg) local, community, and school libraries; various internet sites and services.

**XI. Prerequisites**

EDEV 710 and EDFN 710

**XII. Faculty Frequently Teaching Course**

Dr. Brenda Gullledge, Dr. Bonnie Daniel

**XIII. Program(s) in Which Course is Required**

Master of Science in Education with a major in Teaching:

1. Advanced Elementary
2. Advanced Secondary
3. Subject Area – Elementary
4. Subject Area – Secondary

**XIV. Timeline**

August 18	Class Meets 5:00 – 7:00 p.m., Gooch 237
September 1	New Discussion Board
September 29	Topics of Interest Posted On-line in discussion board
October 20	Draft of Work to Dr. Daniel. If necessary, students may schedule appointments to meet individually about final projects.
November 3	New Discussion Board
December 6	Oral presentations, 9:00 a.m.-4:00 p.m. Gooch 228. Note that this is a Saturday.

## **XV. Suggested Topics for Research**

- 1. Book Censorship (textbooks and/or additional reading)**
- 2. Inclusion**
- 3. Alternative School Calendars**
- 4. Power Structure in Local School Systems**
- 5. Block Scheduling**
- 6. How to Deal Legally and Effectively with Sensitive Situations (ex. suspected drug use, suspected child abuse)**
- 7. Home Schooling**
- 8. Accountability of Teachers and Schools**
- 9. Site Based Management**
- 10. Legal Issues Every Teacher Should Know**
- 11. Diversity within the Classroom**
- 12. Academics Versus Athletics – The Ongoing Debate**
- 13. National Board Certification**
- 14. Teaching Through Thematic Units**
- 15. Tenure Laws (i.e., The Case for/against Tenure)**
- 16. Use of Manipulatives and Hands-on Techniques in Science and Math Classrooms**
- 17. Resolving the Problem of Teaching Time**
- 18. “At Risk” Students**
- 19. End-of-Year or End-of-Course Testing**
- 20. Standardized Testing (ex. Gateway, TCAP)**
- 21. Integrating Academic Subject Areas with Art, Music, and Physical Education**
- 22. Character Education**
- 23. Cooperative Learning Strategies**
- 24. Early Childhood Education Programs**
- 25. Writing Across the Curriculum**
- 26. The Two-Path Curriculum for High School Students**
- 27. The Emphasis on Physical Education for the Future**
- 28. New Teacher Orientation/Assistance/Support**

- 29. Assertive Discipline**
- 30. Quality in/of Schools and Classrooms**
- 31. Role of Technology in the 21<sup>st</sup> Century Classroom**
- 32. Peer Tutoring**
- 33. The Balanced Approach to Teaching Reading**
- 34. The English Language Learner (ESL) in Today's Classroom**
- 35. Parental Involvement**
- 36. Effective Rural Schools**
- 37. State Funding for Public Schools**
- 38. Gender Issues in Education (Teachers and/or Students)**
- 39. Mastery Learning**
- 40. Interpreting Test Scores**
- 41. Writing a Grant for Your Classroom/School**