California State University
SAN MARCOS

School of Education

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EDUC 628
Applied Research Methods
CRN #27727
Wednesdays
5:30 pm – 8:15 pm
University Hall 257
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Involves intensive study of current issues and concepts in education.

Lawler: This course is designed to guide students through the planning, preparation and/or completion of the MA Education culminating experience: research, project or exam. Involves intensive study of current issues and concepts in education.

Course Prerequisites

Admission to the MA in Education, and EDUC 622 – Research Methods in Education.

Course Load

In all master course work, it is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. For EDUC 628, a 3-credit class, expect 6-9 hours of homework each week. Please plan accordingly.

Course Objectives

1. Identify Key Components of a Research Thesis, Curriculum Project or Exam.
2. Master APA Manual Writing Format.
3. Write Thesis, Project or Exam.
4. Practice for Poster Presentation.

Required Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Ed.* Washington, DC: APA.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Graduate Writing Requirement

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At California State University San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). The assignments for this course meet this requirement.

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th ed. (2009). This is a required textbook for all CSUSM SoE graduate courses.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Requirements

Assignments

Students will be required to identify their writing goals for the semester. Each student will be paired with a writing partner and will submit their writing for peer review 5 times. In addition, the course instructor will review two drafts (can be from this set of 5). The instructor will provide feedback in response to the student's personal writing goals, and in consideration of the sample chapter rubrics provided by the CSUSM School of Education. The peer and the instructor will evaluate the writing quality. The sample chapter rubrics are provided on Cougar Courses and the School of Education website.

1. Timeline – 30%

    Students will identify their writing goals for the course and key stages toward completion of these goals. A timeline for the semester will be developed with approximately 4-5 benchmarks identified, along with peer and instructor review dates. This timeline will be submitted. The student will be evaluated based upon their adherence to the timeline. Reasonable consideration will be given, expecting ebbs and flows to the predicted deadlines.

2. Writing – 30%

    With regards to the student's writing goals for the semester, two drafts will be reviewed by the instructor. The instructor will provide feedback in response to the student's personal writing goals, and in consideration of the sample chapter rubrics provided by the CSUSM School of Education. More generally, feedback will focus on: quality and clarity (effectiveness) of writing, appropriate style—academic and as defined by APA, correct grammar, and proper implementation of APA guidelines.

3. Peer Feedback – 30%

    Each student will provide feedback to a peer's writing 5 times throughout the semester. Feedback will be guided by the Praise, Question and Polish format. Peer feedback should focus specifically on: quality and clarity (effectiveness) of writing, appropriate style—academic and as defined by APA, correct grammar, and proper implementation of APA guidelines. The author and the instructor will evaluate the feedback quality provided by the peer.

4. Attendance & Participation – 10%

    The course is meant to be a support course toward the completion of the MA Education, drawing especially on the opportunity for peer feedback and providing a dedicated weekly time for writing. To meet the expectations for this course goal, students must attend 12 of 15 sessions. Online sessions will focus on a particular writing strategy, will be asynchronous, and completing the tasks of the session will equate to "attending." Students may choose which sessions best support their writing needs.

    A sustained (i.e. more than drop-in) visit to the CSUSM Writing Center will replace any online or face-to-face session. Please bring a note confirming your visit.

    Students do not need to inform the instructor prior to an absence from a face-to-face class meeting.

Grading Standards

According to the CSUSM Course Catalog, each grade means that student performance has been:

A   at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative. ***Excellent***
B   at a high level, showing consistent and effective achievement in meeting course objectives. ***Good***
C   at an adequate level, meeting the basic objectives of the course. ***Satisfactory***
D   less than adequate, meeting only the minimum course requirements. ***Passing***
F   such that minimum course requirements have not been met. ***Failing***

The course instructor will provide each student with a monthly progress report that evaluates the students current level of success and predicted letter grade for the course.

SCHEDULE/COURSE OUTLINE

EDUC 628 Spring 2014 Lawler – Schedule

Date	Topic	Assignment to be completed BEFORE Class Session**
Session 1 22 jan 14 5:30-8:15	**Course Overview** Introduce course, overview of thesis; begin considering personal work timeline for the semester; and visit CSUSM resources	
Session 2 29 jan 14 5:30-8:15	**Literature Review (ch. 2)** Identify needs in own literature review; practice skills to locate published research; share writing with partner; introduce peer writing feedback process	**1.1 Timeline**
Session 3 5 feb 14 online	**APA Format** Mark the APA Manual for easy reference; learn how to cite in text & write the reference list; intro to tables & figures; provide APA feedback to partner	
Session 4 12 feb 14 5:30-8:15	**Methodology (ch. 3)** Identify the components of ch. 3; determine what ch. 3 sections need revision; revisit timeline goals	**3.1 First Peer Review**
Session 5 19 feb 14 online	**Writing Transitions** Identify the key components to a transition; review the transitions in writing; identify how to revise transitions	**1.2 Timeline Update**
Session 6 26 feb 14 online	**Peer Review**	
Session 7 5 mar 14 5:30-8:15	**Presentation (of data) (ch. 4)** Identify the key components for project ch. 4; identify the key components for thesis ch. 4; determine what sections need to be revised and how	**3.2 Second Peer Review**
Session 8 12 mar 14 5:30-8:15	**Conclusion (ch. 5)** Identify key components of thesis ch. 5; identify key components of project ch. 5; determine what components to revise for ch. 5	
Session 9 19 mar 14 online	**Peer Review**	**3.3 Third Peer Review**
Session 10 26 mar 14 online	**Presenting and Discussing Statistical Information (APA)**	**1.3 Timeline Update** **2.1 First Draft to Instructor**
Session 11 9 apr 14 5:30-8:15	**Revisit Ch 4 & 5** Review ch 4 components; review ch 5 components; and determine what sections need to be revised and how	
Session 12 16 apr 14 5:30-8:15	**Revisit APA Writing & Style Guidelines; Abstract; Keywords**	**3.4 Fourth Peer Review**

Session 13 23 apr 14 <mark>5:30-8:15</mark>	**Poster Presentation Practice & Electronic Submission** Finish poster; present poster to peers; provide feedback on posters; identify any revisions you will make for poster; practice submitting thesis/project electronically	
Session 14 30 apr 14 online	**Peer Review** Consider attending the SOE poster session on 4/29, 5:30-6:30	**3.5 Fifth Peer Review**
Session 15 7 may 14 <mark>by appt.</mark>	**Timeline Review, Oral Feedback, Next Steps**	**2.2 Second Draft to Instructor**

Although this topic sequence has been carefully planned, it may require modification in response to class needs and interests.
Expect Writing Center dates and some other opportunities in a planned 4-week calendar revision.