

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION

**EDUC 628 02            TEACHING AS INQUIRY AND APPLIED RESEARCH**  
**CRN 27525            SPRING 2013**

**Thursdays            5:30 – 8:15 pm in Markstein 205**

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**EDUC 628 Cougar Course Link: <http://cc.csusm.edu/course/view.php?id=5569#section-0>**  
**Culminating Activity Supports <http://community.csusm.edu/course/view.php?id=33>**

**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by College of Education Governance Community, October, 1997).*

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## **MA IN EDUCATION COURSEWORK INFORMATION & REQUIREMENTS**

### **Course Prerequisites: Admission to the MA Program & EDUC 622**

#### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

#### **Graduate Students with Disabilities Requiring Reasonable Accommodations**

Graduate students 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. Students 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.

#### **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. 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 graduate student 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.

#### **Graduate Writing Requirements**

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 College 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 COE graduate courses.

#### **Electronic Communication Protocol**

Electronic correspondence (email, text, twitter...) is a part of your professional interactions. If you need to contact instructor or other teacher candidates, electronic correspondence is often the easiest way to do so. It is my intention to respond to all received electronic correspondence in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic 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 correspondence specifically says?
- How could this electronic correspondence be misconstrued?

- Does this electronic correspondence represent my highest self?
- Am I sending this electronic correspondence to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic correspondence I send to you, let's talk in person so we can correct any confusion.

## **COURSE INFORMATION & REQUIREMENTS**

### **Course Description**

EDUC 650: This course is designed to guide students through the planning, preparation and/or completion of the research, project or exam.

### **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 D.C.: American Psychological Association.  
ISBN 9781433805615 (paperback), 9781433805622 (spiral), or 9781433805592 (hardcover).

### **Course Requirements**

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

### **Instructor Application of the Attendance Policy**

For this course attendance, students are required to attend 10 of the 15 sessions. Any absence beyond will result in a loss of 5 points. A minimum grade of C is required in EDUC 650 to qualify as part of the MA requirement. Absences and late arrivals/early departures will affect the final grade. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences:

- Five (5) points will be deducted for each hour absence or portion of a session; this includes tardiness and early departures.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that day's work (in-class activities, presentations...)

## **COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS**

### **Attendance 50% = 50 Points**

Students are required to attend 10 or 15 sessions. Students may choose which sessions will support their writing needs. Students can earn 5 extra points for attending any extra session. Students will lose 5 points for each absence or portion of a session absence under the minimal 10 sessions.

### **Writing 25% = 25 Points**

Students will be required to identify their write writing goals for the semester. Each student will be partnered up with a writing partner and will be required to submit their writing for peer review 5 times. Two drafts will be reviewed and graded by the instructor. The chapters will be evaluated using the chapter rubrics for the School of Education. The peer and the instructor will evaluate the writing quality. Chapter Rubrics are provided on cougar course and the School of Education Website.

## Writing Feedback 25% = 25 Points

Each student will provide feedback to a peer's writing 5 times throughout the semester. Each feedback assignment will be worth 5 points. Each student will use the Chapter Rubrics and the Praise, Question and Polish Format to provide the feedback. The peer and the instructor will evaluate the feedback quality.

### EDUC 628 Spring, 2013 Schedule Firm dates, tentative topics, based upon student need

Session	Topic & Objectives	Assignments (Do prior to class/Do in class)
<b>1</b> Jan 24 F2F	<b>Overview of Chapter 1-5 &amp; Committee Relations</b> 1. Understand course expectations. 2. Learn classmate names. 3. Identify key components of 5 chapters. 4. Develop Initial Research/Project Plan 5. Identify writing objectives for semester 6. Identify key strategies to enhance a positive committee relationship. 7. Register for EDUC 650, Purchase APA Manual	1. Research/Project Plan 2. Identify writing objectives 3. Identify key strategies to enhance a positive committee relationship. 4. Register for EDUC 650 5. Purchase APA Manual 6 <sup>th</sup> Edition
<b>2</b> Jan 31 F2F	<b>Literature Review</b> 1. Identify an area that is gapping in their literature review. 2. Develop skills to locate published research. 3. Set a date to meet with librarian for extra support. 4. Share writing with partner on Week 2 Writing Forum. 5. Review Writing Feedback Process (submission, access, PQP feedback using)	1. Identify literature research goals 2. Learn research strategies 3. Set appointment with librarian 4. Share writing with partner on Week 2 Writing Forum. 5. Review Writing Feedback Process (submission, access, PQP feedback using) 5. Develop a Timeline with Chair
<b>3</b> Feb 7 Online	<b>APA Format</b> 1. Bring APA Manual and post its to class. 2. Mark the APA Manual for easy reference. 3. Learn how to cite in text. 4. Learn how to write a reference. 5. Provide feedback to partner using PQP (Praise, Question & Polish).	1. Bring APA Manual and post its to class. 2. Mark the APA Manual for easy reference. 3. Learn how to cite in text. 4. Learn how to write a reference. 5. Write up feedback for partner. 6. Provide feedback to partner.
<b>Feb 9/10</b> Optional	<b>Writing Center Session Optional</b> Saturday 10 am - 3 pm & Sunday 12-5 pm Writing Center, Kellogg Library 1103	1. Work on Writing Goals  Leslie will be there on Saturday Writing Center Staff available on Saturday and Sunday
<b>4</b> Feb 14 Online	<b>Transition Writing</b> 1. Identify the key components to a transition. 2. Review the transitions in writing. 3. Identify how to revise transitions.	<b>Transition Writing</b> 1. Identify the key components to a transition. 2. Review the transitions in writing. 3. Identify how to revise transitions.
<b>5</b> Feb 21 F2F	<b>Ch 3: Methods</b> 1. Identify the components for chapter 3. 2. Determine what Ch 3 sections need to be revised. 3. Give an update on your timeline goals. 4. Provide writing to Anne René on Weekly Writing Forum.	1. Identify the components for chapter 3. 2. Determine what Ch 3 sections need to be revised. 3. Give an update on your timeline goals 4. Provide writing to Leslie on Weekly Writing Forum by Sunday.
<b>Feb</b> <b>23/24</b> Optional	<b>Writing Center Session Optional</b> Saturday 10 am - 3 pm & Sunday 12-5 pm Writing Center, Kellogg Library 1103	1. Work on Writing Goals  Leslie will be there on Saturday Writing Center Staff available on Saturday and Sunday
<b>6</b> Feb 28 F2F	<b>Ch 4: Presentation</b> 1. Identify the key components for Project Chapter 4. 2. Identify the key components for Thesis Chapter 4. 3. Determine what sections need to be revised and how. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.	1. Identify the key components for Project Chapter 4. 2. Identify the key components for Thesis Chapter 4. 3. Determine what sections need to be revised and how. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.
<b>7</b> Mar 7 F2F	<b>Ch 5: Recommendations</b> 1. Identify key components of Thesis Ch 5. 2. Identify key components of Project Ch 5. 3. Determine what components to revise for Chapter 5. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.	1. List key components of Thesis Ch 5. 2. List key components of Project Ch 5. 3. Determine what components to revise for Chapter 5. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.
<b>Mar 9/10</b> Optional	<b>Writing Center Session Optional</b> Saturday 10 am - 3 pm & Sunday 12-5 pm Writing Center, Kellogg Library 1103	1. Work on Writing Goals  Leslie will be there on Saturday Writing Center Staff available on Saturday and Sunday
<b>8</b> Mar 14 F2F	<b>Revisit Ch 4 &amp; 5</b> 1. Review Ch 4 components 2. Review Ch 5 components 3. Determine what sections need to be revised and how. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.	1. Identify what still needs attention in your partner's Ch 4 & 5. 2. Identify what still needs attention in your Ch 4 & 5. 3. Prepare questions to ask to help you revise Ch 4 & 5. 4. Provide writing to partner on Weekly Writing Forum by Sunday. 5. Provide Feedback by Wednesday.
<b>9</b> Mar 21 Online	<b>TBA – Electronic Submission with Jay Rees and Carmen Mitchell</b>	
<b>Mar</b> <b>23/24</b> Optional	<b>Writing Center Session Optional</b> Saturday 10 am - 3 pm & Sunday 12-5 pm Writing Center, Kellogg Library 1103	1. Work on Writing Goals  Leslie will be there on Saturday Writing Center Staff available on Saturday and Sunday
<b>10</b> Mar 28	<b>APA Format for References</b> 1. Revise citations within text using the APA Style Format. 2. Revise reference section using the APA Style Format. 3. Provide writing to partner on Weekly Writing Forum by Sunday. 4. Provide Feedback by Wednesday.	1. Revise citations within text using the APA Style Format. 2. Revise reference section using the APA Style Format. 3. Provide writing to partner on Weekly Writing Forum by Sunday. 4. Provide Feedback by Wednesday.
<b>Apr 1-5</b>	<b>SPRING BREAK</b>	
<b>11</b> Apr 11	<b>Poster Presentation Workshop</b> 1. Identify what needs to be on a poster. 2. Create Poster. 3. Share Poster Writing with Partner.	1. Identify what needs to be on a poster. 2. Create Poster. 3. Share Poster Writing with Partner.

<b>Apr 13/14 Optional</b>	<b>Writing Center Session Optional</b> Saturday 10 am - 3 pm & Sunday 12-5 pm Writing Center, Kellogg Library 1103	<b>1. Work on Writing Goals</b>  <b>Leslie will be there on Saturday</b> <b>Writing Center Staff available on Saturday and Sunday</b>
<b>12 Apr 18</b>	<b>Poster Presentation Practice</b> 1. Finish poster. 2. Present poster presentation. 3. Provide feedback on posters. 4. Identify any revisions you will make for poster. 5. Practice Submitting Thesis/Project Electronically 6. Extra Credit Assignment is due.	<b>1. Finish poster.</b> 2. Present poster presentation. 3. Provide feedback on posters. 4. Identify any revisions you will make for poster. 5. Practice Submitting Thesis/Project Electronically 6. Extra Credit Assignment is due.
<b>13 Apr 25 F2F</b>	<b>Poster Session Thursday April 25 5:30-6:30 pm</b> 1. Attend Poster Session 2. Present poster. 3. Finish MA.	<b>1. Attend Poster Session</b> <b>2. Present poster.</b> <b>3. Finish MA.</b>
<b>14 May 2</b>	<b>Culminating Activity Action Plan &amp; Closure</b> 1. Review what was learned this semester. 2. Review achievements for the semester. 3. Identify next steps in action plan.	<b>1. Review what was learned this semester.</b> <b>2. Review achievements for the semester.</b> <b>3. Identify next steps in action plan.</b>
<b>15 May 9</b>	<b>No Class – Celebrate with Friends and Family</b>	

**This calendar has been thoughtfully planned, but could change to meet the students' needs.**

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