

California State University San Marcos, College of Education
EDUC 628, Development in Learning and Instruction
Off Campus-Rancho Buena Vista High School (room 130)
Tuesdays 5:15-8:35 PM (NO TIME ALLOTTED FOR BREAKS)

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Office Hours: 4:45-5:15, 8:35-9:05 PM on Tuesdays and by appointment

Mission Statement of the College of Education, CSUSM

The mission of the College 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.

In 1992 the College voted to infuse cross-cultural, language, and academic development (CLAD) competencies across the curriculum. The CLAD competencies are embedded throughout the course.

Course Description

This course invites students to focus on selected areas of learning and instruction. Students will become familiar with current research, multiple applications, issues, and perspectives as they relate to students' topics. Students will plan a research study or a curricular project.

Course Objectives

The purposes of this course are threefold:

- to document students' progress towards a culminating project for a Masters degree;
- to encourage students analysis of their own teaching practice;
- to provide a safe environment for masters candidates' reflection, discussion, and experimentation with various approaches to conducting research.

Required Text

- Hubbard, R.S. & Power, B.M. (1999). *Living the questions: A guide for teacher researchers*. Portland, MN: Stenhouse.
- Wolcott, H. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

93-100%=A	80-83% =B-	67-69% =D+
90-92% =A-	77-79% =C+	64-66% =D
87-89% =B+	74-76% =C	60-63% =D-
84-86% =B	70-73% =C-	Below 60% =F

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructor’s ability to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.

Finally, students will conduct themselves in a professional manner. This notion of professionalism includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, it is necessary to cite them clearly and completely. Failure to do so may result in failure of the course.

College of Education attendance policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C+”. **Notification of absences does not allow students to assume they are automatically excused.**

Proposed class agenda

5:15-5:30	Announcements
5:30-6:30	Student reading activities and facilitation of dialogue
6:30-7:15	Instructor-led activity to reinforce reading and/or research skills
7:15-7:35	Student #1
7:35-7:40	Questions
7:40-8:00	Student #2
8:00-8:05	Questions
8:05-8:25	Student #3
8:25-8:30	Questions
8:30-8:35	Wrap up/return papers, meet with individual students

(student's name/ signature and date)

(home telephone/cell phone)

Attendance/participation (12%)

1/18	_____	2/26 or 3/5	_____
1/25	_____	3/1	_____
2/1	_____	3/8	_____
2/8	_____	3/15	_____
2/15	_____	3/22	_____
2/22	_____	4/5	_____

Assignments (85%)

Facilitate activity(s) and dialogue about reading	_____	_____ (10%)
	(date)	
Individual presentation of work	_____	_____ (10%)
	(date)	
2/8	1 st draft of class project (3-10 pages)	_____ (10%)
2/15	Feedback to a peer's 1st draft	_____ (5%)
3/1	2 nd draft of class project (7-15 pages)	_____ (10%)
3/8	Feedback to a peer's 2 nd draft	_____ (5%)
4/5	Final version of class project (10-20 pages)	_____ (15%)
4/5	Feedback to peer's final draft	_____ (10%)
4/5	Practice presentations	_____ (10%)
<u>Professional demeanor (3%)</u>		_____ (3%)

Total _____ **(100%)**

- January 18 Introduction to course
- Icebreakers: Two truths and a lie, “This is a what?” Paired Introductions with one risk.
 - Review process of the CSUSM T & L MA program (Tracking sheets).
 - Think about (R)research.
 - What does research look like?
 - Who engages in research?
 - Where is research done?
 - Is there a best time to do research?
 - Why should we do research?
 - Review basic components of a thesis/project.
 - Activity to discern students’ MA thesis/project status.
 - Goal setting for the course.
 - Review syllabus, course, and project presentation expectations.
 - Discuss weekend field experience.
 - Pick reading presentation nights.
- January 25 (Re)visiting our preliminary thinking and basic research skills
- Learning to write an abstract/précis: An icebreaker activity to review key points.
 - (Re)learning to write a literature review.
 - Three students present their work.
 - * H & P, chapters 1-2.
 - * W, chapters 1-2.
- February 1 Basic research skills and creating “the question(s)”
- APA citation exercise with readings from 1/18 and 1/25.
 - Develop criteria for 1st draft.
 - Three students present their work.
 - * H & P, chapter 3.
 - * W, chapter 3.
- February 8 What are data? What is datum?
- Brainstorm and experiment with various data gathering techniques.
 - Going into the field to practice taking field notes.
 - Three students present their work.
 - * Bring a tape recorder and cassette to class (one per pair)
 - * **Turn in 1st draft of class project (3-10 pages)**
 - * W, chapter 4.

- February 15 Organizing data
- In-class feedback to peer’s work, with particular attention to organization.
 - Three students present their work.
 - Feedback to a peer’s 1st draft.
 - * Bring markers or colored pencils to class.
 - * Bring sticky notes to class.
 - * Bring 3 x 5 cards to class.
 - * H & P, chapter 4.
- February 22 Data analysis
- Hands-on activity: In pairs or triads, analyze data in at least two different ways.
 - Pros and cons?
 - Develop criteria for draft #2.
 - Three students present their work.
 - * H & P, chapter 5.
 - W, chapter 5
- Feb. 26 or March 5 Field experience-dance!
- March 1 Mid-way group and individual status check-Field trip this week?
- Three students present their work.
 - * **Turn in 2nd draft of class project (7-15 pages).**
 - * H & P, chapter 6.
- March 8 Thinking and reading like a researcher
- Encouraging students to adopt researcher lenses.
 - Nacirema activity.
 - Three students present their work.
 - * **Feedback to peer’s 2nd draft of class project (7-15 pages).**
 - * H & P, chapter 6 & 7.
 - * W, chapter 5.
- March 15 Recommendations for future work
- Individual/ then pair share ways in which to continue building upon work. “What areas need further exploration?”
 - Three students present their work.
 - * H & P, chapter 8

March 22

Continuing future work.

- In-class feedback to peer's work, with particular attention to data analysis and areas for future work.
- Three students present their work.
- Develop criteria for final version.
- Review entire process:
 - Did I meet my personal goals for the course?
 - What helped?
 - What hindered my progress?
- Co-create the practice presentation format and rubric
- * H & P. chapter 9
- * W, chapter 6

March 29

CSUSM Spring break

April 5

Preparing for the "defense."

- Three students present their work.
- Practice presentations.
- Course evaluations.
- Feedback to peer's final version.
- * **Submit final version (10-20 pages long).**

EDUC 628 Project Facilitating Calendar (Spring 2005, Tuesday 5:15-8:35 PM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/18	Introduction Woo	Woo
1/25	*Lydia *Bonnie *Julie	Everyone brings ☺
2/1	*Greg *Christa *	
2/8	*Rachel *Evelyn *Christine	
2/15	*Ann *Pamela *Joann/Arleen	
2/22	*Aimee *Charee *Lisa	
3/1	*Trevor *Amanda (Crowson) *Che	
2/26 or 3/5	Field experience	-----
3/8	*Amanda (Chase) *Rob *Debbie	
3/15	*Wendy *James *Arleen/Joann	
3/22	*Brian *Karen *Don	
4/5	Practice presentations (everyone)	Everyone brings ☺