

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDUC 650: Proposal Development
Spring 2008 Tuesdays 5:30-8:15 p.m
CRN: 21321 – Location: UHall 273**

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COE MISSION STATEMENT

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.
(adopted by COE Governance Community, October 1997)

COURSE DESCRIPTION

This course will guide students through the planning, preparation and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposed methodology. Students will be required to complete their research or project proposals by the end of the course. In addition, students will become familiar with the components of all five chapters of the thesis or project documentation.

REQUIRED TEXT

Publication Manual of the American Psychological Association (1994) (5th edition). Washington, D.C.

HELPFUL WEBSITES

Guidelines for Human Subjects Review: <http://www.csusm.edu/rgsip/irb/index.htm>

CSUSM Thesis Information: http://www.csusm.edu/rgsip/graduate_studies/thesis_project.htm

CSUSM Library: <http://library.csusm.edu/>

COURSE OBJECTIVES

EDUC 650 will support students in:

- Expanding the research or project proposal
- Completing the IRB
- Polishing APA formatting
- Finalizing Chapters 1-3
- Review contents for Chapters 4 and 5
- General Information for completion of Culminating Experience

COURSE POLICIES

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College 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.

A good student is one who adheres to standards of dependability and promptness. For this class, if you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B.

Late Assignments

Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life, which will impact your assignments, please let instructor know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please plan a meeting with the instructor or identify a time to talk.

Students With Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, 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 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.

Plagiarism:

As an educator, it is expected that each 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.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Person-First Language

Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student").

CHAPTERS 1-5 FOR CULMINATING EXPERIENCE

- I. **Introduction/Focus of the Thesis/Project:** “Defining the Research/Project focus” Explain what you hope to accomplish in your thesis or project. What issue is to be addressed and explored? Be very clear about your research question or curriculum project. Definitions of terms must be very clear in this section. Do not assume that the reader knows what you mean when you use educational jargon. Everyone might not agree with your definitions, so you can define them and call them operational definitions. (Chapter 1)
- II. **Review of the literature:** “Putting the research project into context” Review what is currently known (and not known) about the issue to be explored. Where is the educational field in terms of what is happening with your topic? Try to put your project/issue in a theoretical context. On what theories/principles are you basing your project? What are your assumptions? What has informed your own thinking about this project? The review of the literature puts the project into perspective and lets the reader know why the project is of significance as well as provide a foundation of knowledge related to your field of study. (Chapter 2)
- III. **Methodology** “Research/Project Designs and data collection” How will the research/project be conducted? What must be done in order for you to accomplish your goals? How will you collect data and how will you analyze it? In the introduction to this section, you must cite research that supports using this methodology that you feel is appropriate and give a clear rationale. The remainder of this section may simply be a description of what you did (procedures and timeline). (Chapter 3)
- IV. **Analysis/Conclusions** What were the results of your research or what did you learn from designing your project? What are the implications of your findings? What recommendations would you make for future study? What questions did your project raise for you? What other kinds of research would be helpful to the field? How will the findings be presented to a wider audience? (Chapters 4 and 5)
- V. **Presentation of your work** Write an abstract of (one page) describing your project that could be used to submit your research/project to a conference. Using this as a cover page for your handouts, you will present your work to colleagues, professors, first and second year master students, and other guests at the end of spring semester. You will have 15-20 minutes to present your project. If you want to begin to pull this together, see the attached guidelines.

Final Paper: Your final paper should be polished and in APA format. The second page should include a signature page for two peers who completed the final proofreading and a page for your advisor and second reader to sign. Final thesis/projects must comply with library guidelines to become part of the library collection (see attached guidelines)

GRADING SCALE

Attendance/Participation	30% (includes both in class and online participation)
Introduction/Focus	10%
Review of the literature	15%
Methodology	10%
Analysis/Conclusions	5%
Abstract	10%
Peer Editing	10%
Presentation PowerPoint	10%

GRADING STANDARDS

A = 93-100	B = 83–86	C = 73-76
A– = 90-92	B- = 80-82	C- = 70-72
B+ = 87-89	C+ = 77-79	F = 0-69

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics. All citations, where appropriate, will use American Psychological Association (APA) format.

COURSE SCHEDULE

Draft of Class Schedule

Week		Assignments DUE
1: Jan 22	Introductions - Overview - Materials - Web CT - Timelines	
2: Jan 29	Chapter 1: Introduction and Statement of the Problem	Materials
3: Feb 5	Library Resources for Literature Review	Plan of Action
4: Feb 12	IRB Workshop	Draft Introduction
5: Feb 19	Work in Groups	
6: Feb 26	Chapter 3: Methodology	Draft Review Of Literature
7: March 4	Groups Online	IRB
8: March 11	APA Review of headings, etc.	Draft Methodology
9: March 18	Chapter 1 and 2 Reviews	
10: March 25	Groups Online	Chapters 1-2
Spring Break		
11: April 8	Abstract	
12: April 15	Chapters 1-3	Chapter 3
13: April 22	Groups online	Abstract
14: April 29	Presentations	Chapters 1-3
15: May 6	Presentations	Presentations
16: May 13	Finals Week	

WRITING GUIDELINES

A. For Reviewing and Revising Your Own Writing

For each Chapter, be sure to:

- Proofread your piece several times - don't just spell check it. Also have at least one other person proofread it.
 - Cite everything that is not your words.
 - Use APA style for citations. If a citation example is not found, look in the latest edition of the APA manual or contact someone who might know. Let instructor know if you need help with a citation for a web site.
1. First read for content.
 2. Do not make editing changes at this point.
 3. As you read a 2nd time, begin to edit.
 4. Chapter 3 is your work - it should be mostly in your words and have little or no quoting or resources (except for referencing experts on design or when using materials or instruments from others).
 5. Be as specific as possible when describing what you did. Can the reader get a picture of what is happening? You may need to start by providing a context: "This took place in a second grade classroom in a small urban school. The students are diverse..."
 6. If you are largely drawing on things already out there, are you making us see it in a new way or think about it differently?
 7. Whenever possible use examples. Describe classroom scenarios, show samples of student work, teachers lesson plans, etc. Make it as real to the reader as possible.
 8. Your audience is probably made up of teachers like yourself, so make it something you would use and be interested in reading.
 9. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out because it is redundant?
 10. Is it clear? Does it all make sense? What needs clarification?
 11. Is there a clear and easy-to-follow organization? Does it flow when read out loud?
 12. Are large pieces of text broken up? Are there appropriate subheadings?
 13. Are you clear on what data is relevant?
 14. Chapter 4: Is it clear how you analyzed your data or how you made choices? How did you come up with your categories? Are you able to support the assumptions you made?
 15. Anything that can be put into tables or graphics is very helpful to the reader.
 16. Is there a summary paragraph to end each chapter? This should be a transition to what's coming next as well.
 17. You may want to include suggestions for further study and your reflections (what you learned) at the end of chapter 5.

B. For Reviewing and Editing the Work of Others

• When reading DRAFTS of Others

1. First read for content.
2. Do not make editing changes at this point.
3. Tell the writer what worked - what you liked about the writing. Be as specific as possible. Specificity really helps a writer.
4. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out or expanded?
5. Is it clear? Does it all make sense? What needs clarification?
6. Are there some essential parts to the piece that just need better language?
7. Is there a clear and easy-to-follow organization?
8. Are large pieces of text broken up? Are there appropriate subheadings?
9. Is the theoretical orientation of the writer clear? (This may make more sense in part two, but you could give a reader a brief overview of your orientation and go into it more thoroughly in the next part)
10. Is there a summary/and or concluding paragraph? This should be a transition to what's coming next as well.
11. Is it clear what the writer's question is?
12. Are all necessary terms defined? (You might assume someone familiar with education will read it, but maybe not familiar with all literacy education "jargon")

• When reading the LITERATURE REVIEW of Others

1. First read for content.
2. Do not make editing changes at this point.
3. Are there too many or too few quotes? It's okay to paraphrase and then cite an author (many times this is preferable). But every other line or so shouldn't be a quote.
4. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out?
5. Is it clear? Does it all make sense? What needs clarification?
6. Is the theoretical orientation of the writer clear? Depending on your project, you may need to go back to learning theory, psycholinguistic theory or miscue theory, something like that, which doesn't seem directly related to your project, but which is a major assumption on your part. Don't let your reader assume anything - tell us what your assumptions are. (If Jeanne Chall were reading your project about strategies for second language learners, could she assume you have a part-to-whole, direct instruction of phonics orientation, or have you made it clear what your orientation to learning to read is?) Of what scholarly community are you a part?
7. Is there a clear and easy-to-follow organization? Your questions may help you develop the "chunks" of research or theory you're using for your project. For example; all the literature on thematic curriculum, then the literature on accessing the curriculum, then the literature on using literature as the basis for learning the curriculum. Put together the theorists and researchers that write about similar topics.

8. You are going to need to show one of two things: 1) that your project fills a gap in the current research. So show the need for your project: "The research shows X, Y Z, but it doesn't show ." (Fill in the gap with your project); 2) that your project helps to substantiate current research; it helps to build the body of research; its one piece of a large puzzle, like about the impact of whole language classrooms on students' reading comprehension.
9. As much as possible. find the original sources and cite them (rather than citing what someone else cited).
10. Are large pieces of text broken up? Are there appropriate subheadings?
11. Is there a summary/and or concluding paragraph? This should be a transition to what's coming next as well.
12. Are all necessary terms defined? You may have to define terms your sources did not.
13. After you have analyzed your data or completed your project, don't be afraid to go back and add literature that supports findings you didn't expect.

Some common mistakes:

- Anything that is quoted needs a page number.
- Quotes longer than 5 lines are set apart in a block quote.
- "Research says (Burke, 2007; Goodman, 2001; Smith, 2005) technology is..."
- Whenever possible - put the author not the title
- Try to find other research built on the one study you're citing and use multiple citations within the chapter review.
- Inside parentheses use & between authors, outside parentheses, spell out and.
- All references must be cited within the document. References are listed in alphabetical order.
- APA format for the title of the articles is in Sentence format: Technology is an essential area in education, not Technology is an Essential Area in Education.

HELPFUL HINTS FOR THESIS PREPARATION

1. Determine if your work is a Thesis or a Project; submit Theses to the Library; submit Projects to your Chair. (Please see the website for a complete Project flowchart).
2. For checking your margins, it's best not to rely on your computer's settings, but to use a ruler to measure all margins, following the thesis guidelines website:
http://www.csusm.edu/graduate_studies/thesis_project.htm
3. Signature pages must be on 100% cotton paper (20 to 24 pound bond, with a watermark that says '100% cotton' or 'pure cotton'), and must have original signatures in blue or black ink. Download and modify the signature page from the graduate studies Web site (remove the words "Typed" for signatures, print two copies on the cotton paper. Have these ready at your defense, but you may need to obtain signatures from your committee later if there are modifications needed. If you are intending to make additional personal copies, print additional Signature pages on cotton paper, to have your committee sign.
4. The Thesis Certification Form can also be downloaded from the website and modified, and printed on regular paper (does not need to be on cotton paper), but does require original signatures, including the signature of your Masters Coordinator. You may need to schedule an appointment to have this signed.
5. You're encouraged to set up a preliminary thesis review appointment with one of the Library reviewers to discuss any questions you may have. Currently the Library reviewers are: Mark Stengel (760-750-4372; e-mail: mstengel@csusm.edu); Susan Baksh (760-750-4362); e-mail: baksh@csusm.edu; Lynette Boyd (760)750-4354; e-mail: lboyd@csusm.edu).
6. To submit your final Thesis to the Library, you should schedule an appointment with one of the Library reviewers. Don't wait until the deadline, as the end of the semester can be very hectic. When you have your final appointment/meeting, you will need to bring the following items:
 - Two original copies of the thesis printed on the "good" paper
 - Two original Signature pages with original signatures on the "good" paper
 - The Thesis Certification form with original signatures (regular paper is fine)
 - A check to cover the binding cost, made out to "CSUSM Library" (the current fee is \$20.00)
 - Please bring 6 extra blank pieces of cotton paper, to use as spacers for your thesis (3 blank pages for each copy).
7. The Kellogg Copy Center (4th floor, ext. 4547) can reproduce your thesis on the appropriate cotton paper, for \$.10 per page, including the cotton paper, which is less expensive than the competition! All original printing must be done on a laser printer, directly from a disc or memory stick (not photocopied onto the cotton paper).

FINAL PRESENTATION GUIDELINES

Each Masters option has designated a public event to share your results, provide a formal presentation, and respond to questions. Check with your option to discover how you will be sharing the results of your work. This gives you an opportunity to share your work, answer questions, and have upcoming graduate students look at possibilities. Two of the class meetings are devoted to presentations.

You will present elements from your abstract written for this class during the class presentations. This would be something you might present at a conference or to a group of interested peers.

The audience is made up of current masters students who want to see what others are doing in order to prepare ahead, COE faculty, family and friends of presenters, and other masters students who are completing and will be presenting. Each student has an allotted time to present a PowerPoint and/or poster and details of their research and findings, with a brief discussion. Allow time to address questions from students and faculty. For a PowerPoint presentation, I suggest the following:

Title slide with your topic, name, and Thesis Committee

Chapter 1 Slide: Rationale and brief Background of Research, Project, or National Board Focus

Chapter 2 Slides (maybe 3): Main points for each of the areas you researched for lit review, use citations from your literature review (all areas of culminating experience).

Chapter 3 Slide: methodology - type of research, population, instruments, procedures, analysis OR focus for culminating experience you selected (National Board, project or Exam – explain your process)

Chapter 4 slides (maybe 3-4): findings - show a few graphs based on your findings (not every detail) and perhaps some overall numbers including number of returned surveys. (for National Board – show your areas of growth and reflection; project – present the project – Exam – what will you do with your expertise from the research you did?)

Chapter 5: discuss the findings, insights, outcomes of your culminating experience. List a few points.

Dress up - be professional - a suit or business attire are appropriate.

A handout is nice to give the audience some of your information or the slides.

No glitzy stuff in the PowerPoint, maybe a few effects for slide build of points.

Use charts, diagrams, graphs, and appropriate photos or graphics to add interest.

Be professional!