



California State University
SAN MARCOS

School of
Education

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**EDUC 650 (Section 1)
Proposal Development
CRN #48819
Wednesdays
5:30 pm – 8:15 pm
CSUSM University Hall 440
Fall 2014**

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

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Hours: After Class and 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

Guides 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 proposal methodology.

Course Prerequisites

Admission to the MA Program & EDUC 622

Course Objectives

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

Unique Course Requirements

EDUC 650 Cougar Course <http://cc2014.csusm.edu/course/view.php?id=708#section-0>

Culminating Experience Supports <http://community.csusm.edu/course/view.php?id=33>

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).

STUDENT LEARNING OUTCOMES

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 require 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.*)

This course: Students are required to attend 9 face-to-face sessions and 5 writing team meetings. Students may have one absence with no penalty. Any absence beyond will result in a loss of 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.

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.

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 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

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.

Grading Standards**Course Assignment Descriptions****Attendance 24% = 24 Points**

Students are required to attend 9 face-to-face sessions and 5 writing team meetings. Each writing team can determine location and place for their meetings. Students may have one absence with no penalty.

Writing 50% = 50 Points

Students will be required to write 3 or more chapters of the thesis or project. Students will turn in their writing 5 times throughout the semester. Each of these five drafts will be reviewed by a peer. Two of these 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 EDUC 698 cougar course and the School of Education Website.

Writing Feedback 26% = 26 Points

Each student will provide feedback to a peer's writing 5 times throughout the semester. 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.

Grading Scale

A = 93-100

A-= 90-92

B+= 87-89

B = 83-86

B- = 80-82

C+= 77-79

C = 73-76

C- = 70-72

D = 60-69

F=59 or lower.

COURSE SCHEDULE

EDUC 650 Calendar Fall 2014

Session	Topic & Objectives
Week 1 Aug 27 F2F	Introduction, Goals & Models: Face-to-Face (F2F) Class 1. Articulate Semester Goals & Deadlines 2. Choose Writing Team 3. Identify 3 Model Thesis/Projects from CSUSM ScholarWorks
Week 2 Sept 3 Writing Team Meeting	Writing Team Meets Face-to-Face – NO FULL CLASS MEETING Complete the following tasks by Wednesday September 3rd: 1. Meet with your culminating experience committee chair and review your goals for the semester and determine deadlines. 2. Post what your goals are for this semester and the deadlines. 3. Post who is on your writing team. 4. Identify the 3 thesis or projects from CSUSM ScholarWorks that you will use as a model for your writing. Identify what you will focus on for each model, i.e. literature review, methodology, research analysis, curriculum design... 5. Post a chapter for your writing team to read and provide feedback at our next face-to-face session.
Week 3 Sept 10 F2F	Writing Feedback from Team – Face-to Face Class Objectives: 1. Review feedback on goals and deadlines and make any needed changes & repost to Week 2 Writing Goals Forum. 2. Meet with Writing Team and share feedback to writing. 3. Identify what was useful about writing team feedback and set goals for next peer review.
Week 4 Sept 17 Writing Team Meeting	Writing Team Meet Face-to-Face Objectives: 1. Meet with Writing Team face-to-face. 2. Exchange revised writing from last week. 3. Read each other's work and provide constructive feedback: a. Praise: Identify what the author did well. b. Question: Articulate where you had questions and what needed clarification. c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation... 4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review. 5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.
Week 5 Sept 24 F2F KLG 3400	Library Search – Literature Review Guest Speaker, Dr. Toni Olivas will review literature search tips, Kellogg Library 3400 Objectives: 1. Identify strategies to search for peer reviewed articles 2. Differentiate between "and" and "or"

Session	Topic & Objectives
Week 6 Oct 1 Writing Team Meeting	Writing Team Meet Face-to-Face Objectives: 1. Meet with Writing Team face-to-face. 2. Exchange writing. 3. Read each other's work and provide constructive feedback: a. Praise: Identify what the author did well. b. Question: Articulate where you had questions and what needed clarification. c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation... 4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review. 5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.
Week 7 Oct 8 F2F	Topic to be Determined – Meet Face-to-Face Students will identify what they need assistance with at this time.
Week 8 Oct 15 Writing Team Meeting	Writing Team Meet Face-to-Face Objectives: 1. Meet with Writing Team face-to-face. 2. Exchange writing. 3. Read each other's work and provide constructive feedback: a. Praise: Identify what the author did well. b. Question: Articulate where you had questions and what needed clarification. c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation... 4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review. 5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.
Week 9 Oct 22 F2F	Topic to be Determined – Meet Face-to-Face Students will identify what they need assistance with at this time.
Week 10 Oct 29 F2F	Topic to be Determined – Meet Face-to-Face Students will identify what they need assistance with at this time.
Week 11 Nov 5 Writing Team Meeting	Writing Team Meet Face-to-Face Objectives: 1. Meet with Writing Team face-to-face. 2. Exchange writing. 3. Read each other's work and provide constructive feedback: a. Praise: Identify what the author did well. b. Question: Articulate where you had questions and what needed clarification. c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation... 4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review. 5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.
Week 12 Nov 12 F2F	Poster Session Preparation – Meet Face-to-Face Objectives: 1. Bring draft poster slides. 2. Come prepared with questions. 3. Finalize your poster slides and identify what else you will put on your poster.

Session	Topic & Objectives
Week 13 Nov 19 Nov 20 F2F	MA Poster Session No official class meeting Wed Nov. 19th, instead attend the MA Poster Session Thursday, November 20th Time and Place to be announced
Week 14 Nov 26	Thanksgiving – No Class on November 26 Enjoy the week off. Happy Turkey Day!
Week 15 Dec 3	TBA

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

EDUC 650 GRADING SHEET

Name _____

Phone Number _____

Email _____

Attendance (*one free absence*) _____ / 24 %Week 1 _____
Week 3 _____
Week 5 _____Week 7 _____
Week 9 _____
Week 10 _____Week 12 _____
Week 13 _____
Week 15 _____**Writing Goals** _____ / 50%Identify what *goals* you met and what *evidence* you have for each.
Score your progress 0-50 depending on evidence of meeting your goals.

1.

2.

3.

4. (Optional)

5. (Optional)

Writing Team Contributions _____ / 26%Meet with your writing team and articulate below what you accomplished as a team
to support each person's writing. Describe evidence of accomplishments.
Score each person 0-26 depending on evidence of meeting teams goals.

Have each Writing Team Member Sign: _____

Tally Attendance, Writing Goals & Writing Team _____ / 100% = _____ grade**Grading Scale**

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F=59 or lower.