EDUC 619
Topics and Issues in Literacy
Fall 2003

Janet L. Powell   **Office Hours:**
Professor of Literacy Education   **Tuesday and Wednesday**
University Hall 418   **4:30-5:30**
760/750-4319   **and by appointment**
jpowell@csusm.edu

California State University San Marcos

COLLEGE OF EDUCATION

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

REQUIRED TEXT: Publication *Manual of the American Psychological Association* (1994) (4th or 5th edition). Washington, D.C.: APA

Guidelines for Human Subjects Review: http://www.csusm.edu/research/IRB.htm

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

Course Description: An exploration of developing issues in the field of literacy and its instruction. This course prepares students to write the first three chapters of master's theses and projects.

Assignments

This course will assist you in writing the first three chapters of your project/thesis. Chapters Four and Five will be written under the supervision of your first and second readers, however they are listed here for your review to give you some direction.

Overall Guidelines for Chapters:
- Break up the text as much as possible: use subheadings

- Edit for awkward sentence construction - especially if you have tried to paraphrase someone else's words in order to avoid quoting.
- Try to paraphrase really long quotes. If you must keep a long quote, see the APA manual for block quote formatting .
- Each chapter must have an introduction
- Each chapter should end with a summary or conclusion restating the main idea of the chapter
- Proofread, proofread, proofread…

When reading drafts:

1. First read for content.

2. Do not make editing changes at this point.

3. Tell the writer what worked - what you liked. 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?

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")

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General Guidelines

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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? Does everything relate to the question?

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")

13. Cite a source at least in each paragraph..

14. Check APA for the proper use of et.al.

An easy way to find ERIC: Go to the CSUSM web page: http://www.csusm.edu/

Then go to "links to other places" or use: http://www.csusm.edu/docs/links.html

Then go to AskERIC: http://ericir.syr.edu/

You might not want to go right to AskERIC because the "links to other places" has other sites you may find useful.

Helpful Page Numbers for APA Formatting

	4th Edition:	5th Edition
Title page	p. 248, 258	p. 10, 306
Levels of headings	p. 91, 259	p. 113, 307-8
Page numbers & headers	p. 241	p. 12, 288
Writing numbers	p. 99	p. 122
Citations in text	p. 169-174	p. 207-214
Reference Page	p. 174-222, 251, 265	p. 215-281, 313
Block Quotes	p. 95, 245	p. 121, 117-119

Chapter One: Introduction: "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 Two: 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 field of literacy 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. ***You must have at least 15 referred journal articles.***

Thoughts for Chapter Two:

1. 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.

2. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out?

3. Is it clear? Does it all make sense? What needs clarification?

4. 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?

5. 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 that can be organized using subheadings. 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.

6. 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.

7. As much as possible find the original sources and cite them (rather than using secondary sources). If you do use secondary sources, be sure to check APA for proper formatting.

8. Are large pieces of text broken up? Are there appropriate subheadings?

9. Is there a summary/and or concluding paragraph? This should be a transition to what's coming next as well.

10. Are all necessary terms defined? You may have to define terms your sources did not.

11. 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 should be in block format

- Research says (Goodman, Smith, Burke, etc.) reading is... – be sure to check APA on the use of et. al.

- Whenever possible - put the author not the title of the book or article. Do not include first names of authors.

Chapter Three: 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.

Use these subheadings for Chapter Three if you are doing a research project:

Design – Explain which type of methodology you used and why

Setting – Give demographics of school district and setting, do NOT name schools or districts, you may give them a pseudonym.

Subjects – Give details about how the subjects were chosen, who they are.

Materials – Cite any tests or books you will be using, explain why they were selected.

Procedure – This should almost be a cookbook type description, write it so that a peer could replicate what you have done. Also explain why the procedures were designed.

Analysis – Explain how you will analyze all data you collect, give a rationale for why you selected these methods.

Limitations – Reveal the limitations of the study.

If you are doing a **project**, this chapter will highlight the significant findings of Chapter Two and relate how you used those findings in your project.

Thoughts for Chapter Three:

1. This is the "how to" of your project. It will be written in past tense.

2. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out?

3. Is it clear? Does it all make sense? What needs clarification?

4. Is it focused? It should not be too big or too narrow.

5. Is there a clear and easy-to-follow organization?

6. Are large pieces of text broken up? Are there appropriate subheadings?

7. Is it clear how data was collected or your plan for putting your project together?

8. 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..."

9. Are you clear on what data is relevant.

10. If you are collecting data, you should clearly show that you have at least three sources of data. For example, if your research involves literature circles, do you have three ways to measure its effect?

11. Is it clear how data will be analyzed? How will you come up with your categories? Are you able to support the assumptions you made?

12. If you are describing a project or collecting data you may want to include some kind of graphic of your timeline as an overview and then in the narrative describe what happened, when.

13. Is there a summary/and or concluding paragraph? This should be a transition to what's coming next as well.

The following chapters will be done next semester under the direct supervision of your first and second readers:

Chapter Four: Results   What were the results of your research? This is not the place for opinions or conclusions, just the facts. Put as many of your findings in tables and charts.

If you are doing a **project**, this is where you put the actual project.

Chapter Five: Conclusions   This Chapter is your chance to explain what you think the results of your study mean. 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?

Final Paper: Your final three chapters 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 website).

Attendance:

A good student is one who adheres to standards of dependability and promptness. 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 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 me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Grading
Attendance/Participation   100pts.
Chapter One   50 pts.
Chapter Two   50 pts.
Chapter Three   50 pts.

TENTATIVE SCHEDULE:

Date	Topic	Assignments
9-8	Introductions Exploring Questions & Writing Chapter One; Plan of Action	
9-15	No Class	Question and Plan of Action due via email.
9-29	Review of the literature	Chapter One 1st Draft
10-20	Methodology	Signatures of first and second readers DUE Chapter One 2nd Draft Chapter Two 1st Draft
11-10	Analysis/Conclusions	Chapter Two 2nd Draft Chapter Three 1st Draft
11-17	No Class	Chapter Three 2nd Draft due outside UH 418
11-19	No Class	Chapter Three Available outside UH 418
12-8	Conclusions	Final Paper Due

I am available to meet any Monday we don't have class, but please make an appointment.