

## **EDUC 622: Research Methods in Education (3 units) Fall 2010**

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

#### **Instructor**

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#### **Office Hours**

After class or by  
appointment in UH 414

#### **Phone #s**

(760) 750-4384 office

**CLASS MEETING TIMES: TUES 5:30 - 8:15 PM UH 444 CRN 41073**

### **COURSE DESCRIPTION**

This course is designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies. Students will write a research proposal, including the first three chapters, references and appendices. During the course, students will increase their: understanding of various research methodologies and statistical techniques, ability to critique educational research, knowledge of educational research, skills in planning research, and ability to summarize and interpret research.

### **COURSE OBJECTIVE**

During the course, students will:

- Develop a working understanding of research methods and designs for educational settings;
- Enhance their practical understanding of both quantitative and qualitative research methods;
- Be able to analyze the strengths and limitations of educational research studies;
- Be able to determine the appropriate use of educational research in addressing student achievement issues in schools.
- Be able to refer to appropriate sources to find the answers to research and evaluation problems and produce a comprehensive review of the literature.
- Develop a working understanding of descriptive and inferential statistical techniques;
- Design a proposal for a research study; and
- Utilize correct APA style writing and citations.

### **REQUIRED TEXTS: PURCHASE BEFORE FIRST CLASS.**

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association. ISBN 9781433805615 (paperback), 9781433805622 (spiral bound), or 9781433805592 (hardcover).
- Mertler, C.A. & C.M. Charles. (2010). *Introduction to Educational Research (7<sup>th</sup> ed.)*, NY: Allyn & Bacon. ISBN: 0131381148 or 9780131381148 (paperback)

### **RECOMMENDED TEXTS: PARTS WILL BE INCLUDED IN ELECTRONIC READINGS.**

- Cresswell, J.W. (2007). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 3<sup>rd</sup> Ed.* NY: Prentice Hall. ISBN: 0136135501 or 978-0136135500
- Fraenkel, J.R. & N.E. Wallen. (2009). *How to Design and Evaluate Research in Education, 7th Edition* Boston: McGraw Hill. ISBN 0073525960 or 9780073525969.
- Hubbard, R.S. & Power, B.M. (1999). *Living the Question: A Guide for Teacher Researchers.* NY: Stenhouse. ISBN: 1571100814 OR 978-1571100818
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- To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan, Teaching Tolerance* and *Rethinking Schools*.

### **ACCOMMODATIONS FOR DISABILITIES**

Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff people are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and our fax number is (760) 750-3445.

### **PLAGIARISM**

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

### **COURSE LOAD**

In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

### **READINGS**

Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the due date.

### **USE OF TECHNOLOGY**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). This course will have an online component using Moodle through CSUSM's Cougar Courses. We will go over use in class the first week. Specific requirements for course assignments with regard to technology are at the discretion of the professor. Keep a digital copy of all assignments.

### **ELECTRONIC COMMUNICATION PROTOCOL**

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other students, 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 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 College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

#### **Things to consider for electronic communication:**

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

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

### **PROFESSIONAL Demeanor**

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- Attendance;

- 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.

If instructor has to address any of the above with you – you most likely will not earn full credit.

**MAKE UP OR EXTRA CREDIT ASSIGNMENTS (DUE ONE WEEK FROM ABSENCE)**

Students may make up one absence by attending a conference, give a verbal report in class with paper resources for peers. Report is due one week after absence. Due to the course schedule the last submission will be due Session 12.

**LATE ASSIGNMENTS**

Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. **Please note assignments are due whether or not you are present in class that day. You can submit via email.**

**COURSE ASSIGNMENTS**

There are three main assignments in the class: participation article critique and culmination activity proposal. A rubric is provided for the written article critique, article critique presentation, and chapters 1-.3

<b>Participation</b> Attendance Reading Responses Peer Reviews	<b>30 points</b>
<b>Article Critique &amp; Presentation</b> Written Article Critique = 10 points Article Presentation = 10 points	<b>20 points</b>
<b>Culmination Activity Proposal / Chapter 1-3</b> Chapter 1: Definition of Problem = 10 points Chapter 2: Literature Review = 20 points Chapter 3: Methodology = 20 points	<b>50 points</b>
<b>TOTAL</b>	<b>100 points</b>

**Participation**

Participation will account for 30 points of your total grade. The points will be based on attendance, preparation for class, and participation in class/group work. For each class session you will earn points for attendance (on-time arrival and departure), reading responses (reading assignments and preparing a written response to the reading) as well as peer reviews where you will provide written and face-to-face constructive criticism for classmate’s writing.

**Article Critique**

Review and critique one journal article assigned by professor.

Write a 3-5 page paper based on your review and critique.

Include name of journal, author(s), and title of the article, research problem, highlights of the literature review, elements of the research design/methodology, describe the findings of the research, recommendations (why those findings are important to educators and how the findings can inform education) and what you believe are the strengths and weaknesses of the research (research problem/question, literature review, methodology, findings and recommendations). Include three questions

you have about the research. Observe APA guidelines. Note that the review is due 2-5 weeks before presentation to allow time for feedback from the instructor. See following pages for rubric.

### **Article Presentation**

Present highlights of the article to class. The presentation must cover all sections of the article (research problem, highlights of the literature review, key elements of the research design/methodology, describe the key findings of the research, and recommendations), your critique and time for discussion. You will have no more than 20 minutes for your presentation, you are expected to plan and practice accordingly. See following pages for rubric.

### **Culminating Activity Proposal**

Every graduate student will conduct a culminating activity to complete the COE master's in education program. These activities can take the form of a research study or a project. But no matter which format you choose you will write a proposal of your culminating activity. *The proposal consists of: Title Page, Table of Contents, Chapter 1: Statement of Problem, Chapter 2: Literature Review and Chapter 3: Methodology, References and Appendices (Time Schedule, Budget, Instruments, IRB, Others-Optional).* The COE provides a rubric to guide your writing for each of the chapters. Make sure you read the rubric before you begin writing and revisit the rubrics to help you self assess as you make revisions to your chapters.

#### *Chapter One: Statement of Problem*

Chapter I is the Statement of the Problem of the Research Proposal and it should begin with a "Narrative hook" to introduce the topic. Expand that narrative to include the purpose statement and research question(s) following the guidance of Creswell on pages 65-76 & 116-118. Chapter I should include the following components: background information, statement of the problem, purpose of study, rationale, research questions, significance of study, applications, limitations, definition of terms and a summary paragraph leading into Chapter 2: Literature Review.

Your writing should "flow" and you should not label each component, although all components should be present. Follow APA format throughout. See Chapter 1 Rubric for more guidance.

#### *Chapter Two: Literature Review*

Your review of literature should be organized around common themes that you found in your research articles (not by individual articles). You should talk about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a paper included something unique and significant, you can certainly discuss it. Follow correct guidelines for citing: Be sure to give the authors credit if you take something directly from their paper. Make sure you use quotation marks and include the page number if you are taking an exact quote. Make sure that all of your articles were about research studies conducted by the author(s). How do you know if it was research? The authors will discuss the research question(s), how they collected and analyzed data, and the results, implications and conclusions.

Chapter II should have an introduction that ties the review of literature to your research question. The body of the chapter should be organized by underlying themes or threads (subtopics) that your articles address. You should have a summary at the end that summarizes the review of literature and how it is linked to your research question, and which leads the reader into Chapter III-Methodology. Follow APA format throughout. See Chapter 2 Rubric for more guidance.

#### *Chapter Three: Methodology*

Your methodology chapter will consist of an introduction to your methods, description of your methodological design, participants, materials, procedures, data analysis process, and a summary. Follow APA format throughout. See Chapter 3 Rubric for more guidance.

**EDUC 622 FALL 2010 COURSE SCHEDULE**

<b>Session #: Topic</b>	<b>Readings</b> (To be read before class unless otherwise stated.)	<b>Assignments</b>
1: Introduction to Educational Research	Mertler & Charles (2010) Chapter 1: Ed Research Chapter 2: Types of Ed Research	1. Reading Response 2. Peer Review 3/4. Course Assignment
2: Research Proposals & Literature Research (Meet with Librarian)	(Mertler & Charles, 2010) Chapter 3: Proposing Research Chapter 4: Locating Research	1. Reading Response: How can Jan refine her topic? How can you refine your topic? 2. Read Writing Review from instructor for your work and one other person. What questions do you have?
3: Research Writing Format & Peer Review Process	(Mertler & Charles, 2010) Chapter 5: Summarizing Research Chapter 9: Thesis Format APA 6h Edition: Read Contents, Skim Book and Practice Using Watch the Basics of APA Style Tutorial Video at <a href="http://flash1r.apa.org/apastyle/basic/s/index.htm">http://flash1r.apa.org/apastyle/basic/s/index.htm</a>	1. Reading Response: What needs to be included in a review of literature? What pages models how to a) cite a book, b) quote, c) use headings, and d) use a table. 2. Peer Review of Chapter 2: Literature Review 3. Chapter 2: Literature Review Draft 1
4: Research Methodology	(Mertler & Charles, 2010) Chapter 6: Research Design Chapter 7: Tools for Gathering Data IRB Website, Forms & Guide Thesis/Project Chapter 2 Rubric	1. Reading Response: What data do you have access to related to your interests? 2. No Peer Review 3. Chapter 2: Literature Review Draft 2
5: Data Analysis	(Mertler & Charles, 2010) Chapters 8: Data Analysis & Assigned Article Thesis/Project Chapter 1 Rubric	1. Reading Response: Individual Critique 2. Peer Review of Draft 2 of Chapter 2 3. Chapter 1: Statement of Problem Draft 1
6: Article Critique Presentation Model & Critique Workshop	Article Critique Feedback	1. Reading Response: Identify what can you offer from your critique for the group critique? 2. Peer Review of Draft 1 of Chapter 1 3. Group Article Critique – Due in class 4. Chapter 3: Methodology Draft 1
7: Group Work	No Class Meeting	1. No Reading Response 2. No Peer Review 3. Meet with Group to prepare for presentation

**EDUC 622 FALL 2010 COURSE SCHEDULE CONTINUED**

<b>Session #: Topic</b>	<b>Readings</b> (To be read before class unless otherwise stated.)	<b>Assignments</b> 1. Reading Response 2. Peer Review 3/4. Course Assignment
8: Qualitative & Survey Methodologies	Mertler & Charles, 2010 Chapter 10: Qualitative Research Chapter 11: Survey Research  Hubbard & Power, 1999, p. 31-34	1. Reading Response: What are ethical concerns for ethnographic and survey methods? 2. Peer Review of Draft 1 of Chapter 3 3. Article Presentations 4. Chapter 1: Statement of Problem Draft 2
9: Article Presentation Workshop	Professor Feedback on Group Article Critique Thesis/Project Chapter 3 Rubric	1. Reading Response: What can you do for your presentation that will bring article alive and be interactive for the audience? 2. Peer Review of Draft 2 of Chapter 1 3. Article Presentation Plan 4. Chapter 3: Methodology Draft 2
10: IRB Workshop  Nov. 4 <sup>th</sup> 5-6:30 pm Location TBA	Mertler & Charles, 2010 Chapter 12: Non-Experimental Quantitative Research  (NAME OF AUTHORS, YEAR) Chapter 10-13?: Quantitative Research  (NAME OF AUTHORS, YEAR) Case Study Chapter	1. Reading Response: What are some research questions that would be best suited for quantitative research? What research might not be suited for quantitative methods? 2. No Peer Review 3. Attend IRB Workshop or do the online training. Bring verification to Session 11.
11: Experimental & Mixed Methodologies	(Mertler & Charles, 2010) Chapter 13: Experimental Research Chapter 14: Mixed Methods Research	1. Reading Response: What kind of research question is suited for experimental methods? How could you use mix methods for your work? What methods would you mix and why? 2. Peer Review Draft 2 of Chapter 3 3. Article Presentations
12: Methodology	(Mertler & Charles, 2010) Chapter 15: Action Research Chapter 16: Evaluation Research  Hubbard & Power, 1999, p. ##	1. Reading Response: How could you use action and/or evaluation methodology? 2. No Peer Review 3. Article Presentations 4. Culminating Activity Proposal: Chapters: 1-3

**EDUC 622 FALL 2010 COURSE SCHEDULE CONTINUED**

<b>Session #: Topic</b>	<b>Readings</b> (To be read before class unless otherwise stated.)	<b>Assignments</b> 1. Reading Response 2. Peer Review 3/4. Course Assignment
13: Thanksgiving No Class Meeting	No Class Meeting	1. No Reading Response 2. No Peer Review 3. Enjoy Thanksgiving Vacation
14: MA Poster Session TBA	No Reading	1. No Reading Response 2. No Peer Review 3. Attend the MA Poster Session
15: Culminating Activity Action Plans & Course Closure	Read Professor Feedback No Reading Response	1. No Reading Response 2. No Peer Review 3. Action Plan: Write & present what your next steps are for your Culminating Activity.

**WHILE THIS SYLLABUS IS CAREFULLY PLANNED, IT MAY BE MODIFIED AT ANY TIME IN RESPONSE TO THE NEEDS AND INTERESTS OF THE CLASS.**

**EDUC 622 JOURNAL ARTICLE CRITIQUE RUBRIC**

**10 POINTS POSSIBLE**

<b>Critique Components</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Points &amp; Comments</b>
<b>APA 6<sup>th</sup> Edition Format (1 point)</b>	Article citation correctly uses APA format	Entire Critique follows APA Format.	For each use of APA the authors provide the page number that outlines how to use APA format. For example: (APA, p. 121)	
<b>Research Problem (1 point)</b>	Reviewers concisely identify the research problem in 1-3 sentences.	Reviewers identify the strength and/or weakness of the research problem.	Reviewers outline how the research problem section can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Literature Review (1 point)</b>	Reviewers concisely describe the research literature in 3-5 sentences and citing the leading authors.	Reviewers identify the strength and/or weakness of the literature review.	Reviewers outline how the literature review section can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Methodology (1 point)</b>	Reviewers concisely describe the research methodology in 3-5 sentences.	Reviewers identify the strength and/or weakness of the methodology, describing how it fits or does not fit the research problem.	Reviewers outline how the methodology section can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Findings (1 point)</b>	Reviewers concisely describe the research findings in 3-5 sentences.	Reviewers identify the strength and/or weakness of the findings, describing how the data answers the research question(s).	Reviewers outline how the findings section can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Recommendations (1 point)</b>	Reviewers concisely describe the educational recommendations and/or educational significance of research in 3-5 sentences.	Reviewers identify the strength and/or weakness of the recommendations, describing how the data is contextualized to provide insight to educators.	Reviewers outline how the recommendation section can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Article Questions (1 point)</b>	Reviewers identify 3 questions they have about the research process or the written article.	Reviewers contextualize their questions within research paradigms and methodologies.	Reviewers provide some answers to their questions using examples from other research articles.	
<b>Critique Identify Strengths &amp; weaknesses (3 points)</b>	Reviewers identify the strength(s) and/or weakness(es) of the research process.	Reviewers identify the strength(s) and/or weakness(es) of the written article.	Reviewers outline how this article can be a model or non-example for other researchers and provide "guidelines" to write up good research.	
<b>Total Points</b>				

**EDUC 622 JOURNAL ARTICLE PRESENTATION RUBRIC**

**10 POINTS POSSIBLE**

<b>Presentation Components</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Points &amp; Comments</b>
<b>Preparation (2 points)</b>	Review and presentation plan were turned in on time and allowed the professor time to provide meaningful feedback to group.	Presentation is professional and runs smoothly with no hesitation and within the time limit. All members role are apparent and equitable. Group complete 1 self-assessed presentation rubric. Each member provided an individually written group reflection.	Superior presentation – ready to present at a professional conference. Presenters video taped their presentation (and provide a copy of presentation) for a model for future classes.	
<b>Research Problem (0.5 points)</b>	Reviewers concisely identify the research problem in 1-3 sentences.	Reviewers identify the strength and/or weakness of the research problem.	Reviewers outline how the research problem section can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Literature Review (1 point)</b>	Reviewers concisely describe the research literature in 3-5 sentences and citing the leading authors.	Reviewers identify the strength and/or weakness of the literature review.	Reviewers outline how the literature review section can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Methodology (1 point)</b>	Reviewers concisely describe the research methodology in 3-5 sentences.	Reviewers identify the strength and/or weakness of the methodology, describing how it fits or does not fit the research problem.	Reviewers outline how the methodology section can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Findings (1 point)</b>	Reviewers concisely describe the research findings in 3-5 sentences.	Reviewers identify the strength and/or weakness of the findings, describing how the data answers the research question(s).	Reviewers outline how the findings section can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Recommendations (1 point)</b>	Reviewers concisely describe the educational recommendations and/or educational significance of research in 3-5 sentences.	Reviewers identify the strength and/or weakness of the recommendations, describing how the data is contextualized to provide insight to educators.	Reviewers outline how the recommendation section can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Critique – Identify Strengths &amp; weaknesses (2 points)</b>	Reviewers identify the strength(s) and/or weakness(es) of the research process.	Reviewers identify the strength(s) and/or weakness(es) of the written article.	Reviewers outline how this article can be a model or non-example for other researchers and provide “guidelines” to write up good research.	
<b>Article Questions (0.5 point)</b>	Reviewers identify 3 questions they have about the research process or the written article.	Reviewers contextualize their questions within research paradigms and methodologies.	Reviewers provide some answers to their questions using examples from other research articles.	
<b>Engaging Presentation (1 point)</b>	Presentation not only presents the critical information, but it brings the research to life, it tells a story that is compelling.	Presentation includes audience participation.	The presenters provide engaging activities for the class to do online beyond the presentation. For example: an online tool for writing a chapter, a game to reinforce the research process or findings, activities for K-12 students based on the research recommendations.	
<b>Total Points</b>				

## **CULMINATING ACTIVITY PROPOSAL SUGGESTED WRITING STEPS**

***The key to good writing is rewriting.*** During this course you will be required to write a proposal for your culminating activity for the MA program. This will be in the form of Thesis/Project Chapters 1-3. You will write three or four drafts of your chapters for this course, but be prepared to revise multiple times (5-10 possibly) through out the completion of your MA. During the semester you will form writing groups to support your efforts. We will use a feedback process to help you focus on what you have done, what you need to clarify and how you can polish your writing. In addition you will be required to share your writing with another professor – possibly your committee chair or another committee member. If you do not have a committee yet, this course will support you to choose these key people.

### **Step 1: Culminating Activity Idea - Session 1**

Identify what your culminating activity will be for the MA program. You will write a brief description on the first night of class. The professor will give you feedback on your first draft and give you guidance on how to refine your ideas and outline an action plan.

### **Step 2: Culminating Activity Action Plan – Session 2**

Once you have decided on a topic for your culmination activity You will develop an action plan to conduct your culminating activity and to write up your thesis or project. We will do an initial plan the second night of class.

### **Step 3: Research Collection and Review – Session 2+**

Based on this plan you will begin to research a topic of your choice. You will collect 10 full-text articles that are about research studies and that were published since 1999 in refereed professional journals. Read the articles and write a 600-900 word overview of the articles and the bibliographic information (not counted in word count) in APA format. In your overview, be sure to emphasize common threads and significant results. Do not have a separate paragraph on each article. You will weave them together by common threads. This is the beginning of your literature review, Chapter 2 in your research proposal.

### **Step 4: Peer Review Workshop - Session 3**

- You will bring 2 copies of your research review and Chapter 2 Rubric.
- Get in groups of 2 (no larger), provide your peer with a copy your draft #1 of Chapter 2 and your writing rubric. Provide other copy to instructor, this copy will be read anonymously.
- Read 2 peer's writing (approximately 15-30 minutes).
- Write notes on each draft using the **Praise, Question, & Polish Process (PQP)**:
  - **Praise:** praise the strong parts of the paper. Be specific.
  - **Questions:** identify what questions you had about the paper  
Ask questions that probe and push the author to articulate what they mean.
  - **Polish:** what could be done to polish up the paper? Be specific.
- Provide the anonymous paper and feedback to instructor to redistribute.
- Receive written feedback from 2 peers. Read feedback.
- Discuss each paper. Focus on one paper at a time as a group. Be attentive to the theoretical ideas, how well the ideas supported, and how well the ideas connected to ideas of others (citations). Ask the author the questions generated in the written feedback response.
- Compare the feedback from the face-to-face peer as well as the anonymous reviewer.
- As an author, write notes to help make needed revisions.
- Allow about 30-60 minutes of undivided attention per draft, roughly 10-20 minutes to read (first meeting only), 10-20 minutes to write response, and 10-20 minutes to discuss as a group.
- Be sure author name, date and draft # are clearly indicated on draft and draft feedback sheet.
- In the last 10 minutes, as a large group discuss what you learned by reading and receiving feedback from your peers. What went well and what could be improved next time? Develop a plan to implement improvement strategies.

### **Step 5: Write Draft 2 of Chapter 2 – HW for Session 3/Due Session 4**

Self-assess with the rubric before sharing your writing.

**Step 6: Write Draft 1 of Chapter 1 – HW for Session 4/Due Session 5**

Self-assess with the rubric before sharing your writing.

**Step 7: Peer Review Draft 2 of Chapter 2 – Session 5**

Bring copies of your writing, rubric and feedback sheet. Meet with face-to-face peer for review. Follow step 4 above. Make sure you use APA style.

**Step 8: Write Draft 1 of Chapter 3 – HW for Session 5/Due Session 6**

Self-assess with the rubric before sharing your writing.

**Step 9: Peer Review Draft 1 of Chapter 1 – Session 6**

Bring copies of your writing, rubric and feedback sheet. Meet with face-to-face peer for review. Follow step 4 above. Make sure you use APA style.

**Step 10: Write Draft 2 of Chapter 1 – HW for Session 6&7/Due Session 8**

Self-assess with the rubric before sharing your writing.

**Step 11: Peer Review Draft 1 of Chapter 3 – Session 8**

Bring copies of your writing, rubric and feedback sheet. Meet with face-to-face peer for review. Follow step 4 above. Make sure you use APA style.

**Step 12: Write Draft 2 of Chapter 3 – HW Session 8/Due Session 9**

Self-assess with the rubric before sharing your writing.

**Step 13: Peer Review Draft 2 of Chapter 1 – Session 9**

Bring copies of your writing, rubric and feedback sheet. Meet with face-to-face peer for review. Follow step 4 above. Make sure you use APA style.

**Step 14: Peer Review Draft 2 of Chapter 3 – Session 11**

Bring copies of your writing, rubric and feedback sheet. Meet with face-to-face peer for review. Follow step 4 above. Make sure you use APA style.

**Step 15: Write Draft 3 of Chapters 1-3 Due for Instructors Feedback – Session 12**

Provide of all drafts and comments from peers to instructor. IF any are missing you will earn one grade less.

**Step 16: Revise Chapter 1-3**

Self-assess with the rubric before sharing your writing.

**Step 17: Meet with Thesis/Project Chair.**

Get feedback on Chapter 1-3. Outline next steps - Create a timeline for your work and get writing feedback from your chair.

**Step 18: Identify Other Thesis/Project Committee Member**

Have a conversation with your committee chair member, who would be a good candidate for an additional committee member. Remember that you want someone that is knowledgeable about your topic, and works well with your chair as well as you.

**Step 19: Contact perspective committee member.**

Share with them what your culminating project /thesis is, what you predict for a timeline and copies of your completed chapters. Remember you are marketing yourself. You need to convince this person you would be a good person to work with and that you are prepared to complete the task. If you do not have much completed you may wait to contact them. Check with your chair.

**Step 20+: Revise again & follow instructions from Thesis/Project Committee.**

Make sure you use APA style.

Author \_\_\_\_\_ Reader \_\_\_\_\_ Date \_\_\_\_\_ Draft # \_\_\_\_\_

### Writing Workshop Feedback Guide

Objective of Writing Assignment: Author will be able to \_\_\_\_\_

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#### **Praise**

Praise the strong parts of the paper. Be specific.

#### **Questions**

Identify what questions you have about the paper.

Ask questions that probe and push the author to articulate what he/she means.

#### **Polish**

What could be done to polish up the paper? Be specific.

Author must provide the reader with the rubric for each review.

Reader must make reference to rubric: cite criteria, how author is making progress & what needs attention.

**GROUP REFLECTION**

**Your Name** \_\_\_\_\_

**Book** \_\_\_\_\_

Fill in the name of each group member (including yourself).  
 Rate each area from 1- 10 (1 being low and 10 being high) and provide some evidence.  
 If your group has more than 3 people complete another group reflection form or use back.

<b>Group Member Name</b>	<b>Work Contributions</b> How did this member contribute to the weekly work that needed to be done? Was the person present for all meetings? Did the person complete the tasks needed for weekly preparation? How did this person assist others and their work?	<b>Collegiality</b> How did this person conduct him/herself as a collegial contributor to the group project? How did this person handle conflict? How did this person seek resolution for group differences? Would you volunteer to work with this person again?	<b>Completed Tasks</b> Did this person volunteer for a specified task? Did this person complete their assigned tasks for the presentation? Was this person able to do this with no problem? Was the member's work of stellar quality?
(Yourself)			

What worked in this group assignment?

What didn't work?

How would this work with your students or peers?

How does this "fit" or "doesn't fit" with your own learning style preference?

**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. Each absence will reduce a grade by 10 points (one full grade). If a student earns 95 % and is absent 2 times =  $95 - 2(10) = 75$  points = C. A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

student's name printed	school
signature (confirmation of expectations)	date
home telephone	cell phone
email	email
culminating activity topic	committee chair

**Participation**

Session #	Attendance	Reading Response	Peer Review
1			No Review
2			No Review
3			
4			No Review
5			
6			
7	Group Work	No Class Meeting	No Review
8			
9			
10	IRB Workshop		No Review
11			
12			No Review
13	Thanksgiving	No Class Meeting	No Review
14	MA Poster Session	No Reading	No Review
15		Read Teacher Feedback – No Response	No Review

\_\_\_\_\_ / 30 %

**Article Critique (Due Session 5)** \_\_\_\_\_ / 10 %

**Article Presentation (Due Session 8-14)** \_\_\_\_\_ / 10 %

**Culmination Activity Proposal / Chapter 1-3 (Due session 8 &12)** \_\_\_\_\_ / 50 %

<b>Total</b>	_____ / 100 % = _____ <b>Grade</b>
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**Grading Scale** 90-100 pts = A      80-89 pts = B      70-79 pts = C      0-69 pts = No Credit