

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION

EDUC 650 01

PROPOSAL DEVELOPMENT  
CRN 41747

FALL 2011

Wednesday 5:30 – 8:15 pm  
UH 270

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**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School 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. *(Adopted by College of Education Governance Community, October, 1997).*

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## **2. MA IN EDUCATION COURSEWORK INFORMATION & REQUIREMENTS**

### **Course Prerequisites**

Admission to the MA Program & EDUC 622

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School 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. (*Adopted by the College of Education Governance Community, December, 1997.*)

### **Graduate Students with Disabilities Requiring Reasonable Accommodations**

Graduate students 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. 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 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. 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 graduate 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.

### **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 College 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.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, 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 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 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.

### **3. COURSE INFORMATION & REQUIREMENTS**

#### **Course Description**

EDUC 650: This course is designed to 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 proposal methodology. *In addition to proposal development (Chapter 1-3), this course will support students to conduct research or develop a project (Chapter 4) and write up educational recommendations (Chapter 5) based on their culminating activity.*

#### **Objectives**

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

#### **Required Texts: Available at CSUSM Bookstore.**

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).

#### **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.

#### **Instructor Application of the Attendance Policy**

For this course attendance, students are required to attend 10 of the 15 sessions. Any absence beyond will result in a loss of 2 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.

The following individual penalties will be assessed for absences:

- Two (2) points will be deducted for each hour absence or portion of a session; this includes tardiness and early departures.
- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.

- No credit for the intermediate assessment for that day's work (reading responses, in-class activities, presentations...)
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence – assignment is due 1 week after absence. Make Up Assignment must be negotiated with instructor. Make up assignments are due within one week of absence.
- The extra credit assignment is available for students that have not missed any class sessions and the extra credit assignment is due the fourth to last class session (Session 12). Extra Credit/Make-Up Assignment Options are provided online.

#### **4. COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS**

##### **Attendance 20% = 20 Points**

Students are required to attend 10 or 15 sessions. Students may choose which sessions will support their writing needs. Students can earn 2 extra points for attending any extra session. Students will lose 2 points for each absence or portion of a session absence under the minimal 10 sessions.

##### **Writing 55% = 55 Points**

Students will be required to write 3 or more chapters of the thesis or project. Students will turn in their writing 6 times throughout the semester. Each of these six 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 cougar course and the School of Education Website.

##### **Writing Feedback 25% = 25 Points**

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

## EDUC 650 Calendar

Session	Topic & Objectives	Assignments (Do prior to class/Do in class)
<b>1</b> <b>Aug 31</b>	<b>Overview of Chapter 1-5</b> 1. Understand course expectations 2. Learn classmate names. 3. Identify key components of 5 chapters. 4. Develop Initial Research/Project Plan 5. Identify writing objectives for semester 6. Register for EDUC 650 7. Purchase APA Manual 8. Pick a Writing Partner	1. Research/Project Plan 2. Identify writing objectives 3. <b>Register for EDUC 650</b> 4. <b>Purchase APA Manual 6<sup>th</sup> Edition</b> 5. Pick a Writing Partner
<b>2</b> <b>Sept 7</b>	<b>Literature Review Meet in Kellogg Library</b> 1. Identify an area that is gapping in their literature review. 2. Develop skills to locate published research. 3. Set a date to meet with librarian for extra support. 4. Share writing with partner.	1. <b>Identify literature research goals</b> 2. <b>Learn research strategies</b> 3. Set appointment with librarian 4. Share writing with partner 5. <b>Develop a Timeline with Chair</b>
<b>3</b> <b>Sept 14</b>	<b>APA Format</b> 1. Bring APA Manual and post its to class. 2. Mark the APA Manual for easy reference. 3. Learn how to cite in text. 4. Learn how to write a reference. 5. Swap writing and provide feedback to partner using PQP (Praise, Question & Polish).	1. Bring APA Manual and post its to class. 2. <b>Mark the APA Manual for easy reference.</b> 3. Learn how to cite in text. 4. Learn how to write a reference. 5. Write up feedback for partner. 6. <b>Provide feedback to partner.</b>
<b>4</b> <b>Sept 21</b>	<b>Committee Relations</b> 1. Identify key strategies to enhance a positive committee relationship. 2. Give an update on your timeline goals. 3. Provide writing to partner	1. Identify key strategies to enhance a positive committee relationship. 2. Give an update on your timeline goals. 3. <b>Provide writing to partner.</b> 4. <b>Give a copy of writing to Anne René.</b>
<b>5</b> <b>Sept 28</b>	<b>Transition Writing</b> 1. Identify the key components to a transition. 2. Review the transitions in writing. 3. Identify how to revise transitions. 4. Write up feedback for partner. 5. Provide feedback to partner.	1. Identify the key components to a transition. 2. Review the transitions in writing. 3. Identify how to revise transitions. 4. <b>Write up feedback for partner</b> 5. Provide feedback to partner
<b>6</b> <b>Oct 5</b>	<b>Ch 3: Methods</b> 1. Identify the components for chapter 3. 2. Determine what Ch 3 sections need to be revised. 3. Share writing with partner.	1. Identify the components for chapter 3. 2. Determine what Ch 3 sections need to be revised. 3. <b>Share writing with partner.</b>
<b>7</b> <b>Oct 12</b>	<b>Ch 4: Presentation</b> 1. Identify the key components for Project Chapter 4. 2. Identify the key components for Thesis Chapter 4. 3. Determine what sections need to be revised and how. 4. Write up feedback for partner. 5. Provide feedback to partner.	1. Identify the key components for Project Chapter 4. 2. Identify the key components for Thesis Chapter 4. 3. Determine what sections need to be revised and how. 4. <b>Write up feedback for partner.</b> 5. <b>Provide feedback to partner.</b>
<b>8</b> <b>Oct 19</b>	<b>Ch 5: Recommendations</b> 1. Identify key components of Thesis Ch 5. 2. Identify key components of Project Ch 5. 3. Determine what components to revise for their Chapter 5. 4. Share writing with partner 5. Provide a copy of writing to Anne René.	1. List key components of Thesis Ch 5. 2. List key components of Project Ch 5. 3. Determine what components to revise for their Chapter 5. 4. <b>Share writing with partner</b> 5. <b>Provide a copy of writing to Anne René.</b>
<b>9</b> <b>Oct 26</b>	<b>APA Format for References</b> 1. Revise citations within text using the APA Style Format. 2. Revise reference section using the APA Style Format. 3. Write up feedback for partner. 4. Provide feedback to partner.	1. Revise citations within text using the APA Style Format. 2. Revise reference section using the APA Style Format. 3. <b>Write up feedback for partner</b> 4. <b>Provide feedback to partner</b>
<b>10</b> <b>Nov 2</b>	<b>IRB Workshop via Graduate Studies</b> <b>No class meeting – Time for writing.</b>	1. Attend IRB Workshop if needed. 2. Write 3. Share poster writing with partner.
<b>11</b> <b>Nov 9</b>	<b>Poster Presentation Workshop</b> 1. Identify what needs to be on a poster. 2. Create Poster. 3. Share Poster Writing with Partner.	1. Identify what needs to be on a poster. 2. Create Poster. 3. Share Poster Writing with Partner.
<b>12</b> <b>Nov 16</b>	<b>Poster Presentation Practice</b> 1. Finish poster. 2. Present poster presentation. 3. Provide feedback on posters. 4. Identify any revisions you will make for poster.	1. <b>Finish poster.</b> 2. Present poster presentation. 3. Provide feedback on posters. 4. Identify any revisions you will make for poster.
<b>13</b> <b>Nov 23</b>	<b>Thanksgiving Break</b>	<b>Break – No Class</b>
<b>14</b> <b>Nov 30</b>	<b>Poster Session</b> 1. Attend Poster Session 2. Present poster. 3. Finish MA.	1. Attend Poster Session 2. Present poster. 3. Finish MA.
<b>15</b> <b>Dec 7</b>	<b>Culminating Activity Action Plan &amp; Closure</b> 1. Review what was learned this semester. 2. Review achievements for the semester. 3. Identify next steps in action plan.	1. Review what was learned this semester. 2. Review achievements for the semester. 3. Identify next steps in action plan.

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

# EDUC 650 ASSIGNMENT GRADING SHEET

Paste a picture of yourself to this sheet and put in your class folder.

Name \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

e-mail \_\_\_\_\_ School Site \_\_\_\_\_

phone(s) \_\_\_\_\_

Session	Topic & Objectives	Attendance Must attend a minimum of 10 sessions.	Writing/Presentation	Writing Feedback
1 Aug 31	Overview of Chapter 1-5	____ / 2		
2 Sept 7	Literature Review	____ / 2		
3 Sept 14	APA Format	____ / 2	____ / 5	____ / 5
4 Sept 21	Committee Relations	____ / 2	____ / 5  ____ / 10 Provide writing to partner and Anne René	
5 Sept 28	Transition Writing	____ / 2		____ / 5
6 Oct 5	Ch 3: Methods	____ / 2	____ / 5	
7 Oct 12	Ch 4: Presentation	____ / 2		____ / 5
8 Oct 19	Ch 5: Recommendations	____ / 2	____ / 5  ____ / 15 Provide writing to partner and Anne René	
9 Oct 26	APA Format for References	____ / 2		____ / 5
10 Nov 2	IRB Workshop		____ / 5 Provide poster writing with partner.	
11 Nov 9	Poster Presentation Workshop	____ / 2		
12 Nov 16	Poster Presentation Practice	____ / 2		____ / 5 Provide feedback on posters.
13 Nov 23	Thanksgiving Break			
14 Nov 30	School of Education Poster Session	____ / 2		
15 Dec 7	Culminating Activity Action Plan & Closure	____ / 2	____ / 5 Action Plan	
<b>Sub Totals</b>		____ / 20	____ / 55	____ / 25

## GRADING SCALE

A= 93-100  
A-=90-92

B+=86-89  
B=83-86  
B-=80-82

C+= 77-79  
C= 73-76  
C- =70-72

D=60-69

F=59 or lower.

<b>Total</b>	<b>Grade</b>
____ / 100	

Make up assignments must be turned in 1 week from absence. Extra credit is due Week 12.