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| Course Number | EDUC 650, section 01 |
| Course Title | Proposal Development |
| CRN Number | 40988 |
| Days | Wednesdays |
| Time | 5:30 – 8:15 pm |
| Course Location | CSUSM University Hall 440 |
| Semester / Year | Fall 2015 |
| Instructor | Leslie P. Mauerman, MS. Ed. |
| Phone | 760.750.8528 (voicemail) Cell: 760.846.0401 |
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| Office | University Hall 455 |
| Hours | Before 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

TABLE OF CONTENTS

| | |
|---|----|
| COURSE DESCRIPTION..... | 3 |
| Course Prerequisites..... | 3 |
| Course Objectives..... | 3 |
| Unique Course Requirements..... | 3 |
| Credit Hour Policy Statement..... | 3 |
| REQUIRED TEXTS, MATERIALS AND ACCOUNTS..... | 3 |
| Course Material Available..... | 3 |
| Cougar Courses..... | 3 |
| COURSE LEARNING OUTCOMES..... | 4 |
| Assessment of Professional Dispositions..... | 4 |
| PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)..... | 4 |
| GENERAL CONSIDERATIONS..... | 4 |
| School of Education Attendance Policy..... | 4 |
| CSUSM Academic Honesty Policy..... | 5 |
| Plagiarism..... | 5 |
| Students with Disabilities Requiring Reasonable Accommodations..... | 5 |
| All University Writing Requirement..... | 5 |
| Graduate Writing Requirements..... | 5 |
| Course Format..... | 5 |
| Necessary Technical Competency Required of Students..... | 6 |
| Contact Information for Technical Support Assistance..... | 6 |
| Use of Technology..... | 6 |
| Electronic Communication Protocol..... | 6 |
| COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS..... | 6 |
| Final Exam Statement..... | 6 |
| Grading Standards..... | 6 |
| Grading Scale..... | 7 |
| Student Collaboration Policy..... | 7 |
| COURSE SCHEDULE..... | 8 |
| EDUC 650 GRADING SHEET..... | 11 |

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 <https://cc.csusm.edu/course/view.php?id=801#section-0>
Culminating Experience Supports <http://community.csusm.edu/course/view.php?id=33>

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- EDUC 650 is a 3 unit course. Candidates will meet for 3.25 hours in face-to-face instruction every other week throughout the term. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning, which for 650, equals 6 hours per week in addition to class time.
- Because EDUC 650 is a hybrid course, every other week shall be conducted online and in small writing group sessions. These sessions shall be fully described to students and determined on the first night of class. These group sessions shall be a minimum of 2 hours.
- Out-of-class time associated with the face-to-face sessions, and on-line work will total a minimum of 45 hours per unit of credit. This means that over the 16 week term, candidates shall spend a total of 122 hours working toward a suitable proposal and product.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

A fully functioning laptop for in-class writing activities.

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 Material Available

Cougar Courses

EDUC 650 –Fall 2015 <http://cc2014.csusm.edu/course/view.php?id=708#section-0>

COURSE LEARNING OUTCOMES

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.

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 requires 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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

MA in Education is a professional preparation program. It is expected that graduate students 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 submitted on time, according to scheduled due dates. Please discuss individual issues with the instructor.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

EDUC 650 carries a 24% of final grade attached to attendance and active participation in writing groups.

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 assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material must provide credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM course catalog provides details regarding the ethical standards and penalties for infractions. There is a zero tolerance policy for plagiarism infractions. If any candidate believes there has been an infraction by someone in the class, please know that it is the ethical responsibility of all candidates to 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 failure of 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. Refer to the full Academic Honesty Policy at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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 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.

All University Writing Requirement

2500 words for courses of 3 units is satisfied in the course.

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.

Course Format

EDUC 650 meets for face to face instruction every other Wednesday throughout the entire semester, in general. Please see the detailed schedule below. On the weeks when class does not meet on campus, there shall be small group writing session meetings held either on campus or in a public place of students choosing, like a public or university library. Outside writing time beyond these meetings is required for a minimum of 6 hours per week.

Necessary Technical Competency Required of Students

Candidates must possess a working knowledge of MS Word and submit work using this protocol. Pages, Notes, Publisher, Works, or other software are not permitted. Additionally, candidates must possess a working knowledge of how to utilize and work with the track Changes function in MSWord.

Contact Information for Technical Support Assistance

Support for the use of MS Word and the use of Track Changes editing function can be found through the website: <http://www.techrepublic.com/article/microsoft-office-word-101-use-track-changes-more-efficiently/>
This may include support from the CSUSM Help Desk. 760.750.4750

Use of Technology

Candidates (Course participants) 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 AND GRADED COURSE COMPONENTS

Final Exam Statement

This course has no final examination, as it is a writing course offered in conjunction with, or as a precursor to the EDUC 698 culminating MA Experience.

Grading Standards

Attendance 24% = 24 Points

Students are required to attend 8 face-to-face sessions and 6 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. | |

Student Collaboration Policy

Writing teams shall follow instructions in the course schedule and assign someone to post group names and meeting places, time, etc. in the Cougar Course. Exchange of information will occur on first night of class. Please see Writing policy above.

COURSE SCHEDULE

EDUC 650 Calendar Fall 2015

| Session | Topic, Activity & Objectives |
|--|---|
| Week 1 September 2 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 9 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 16 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 23 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 30 F2F | Library Search – Literature Review Guest Speaker, Dr. Toni Olivas will review literature search tips, Objectives: 1. Identify strategies to search for peer reviewed articles 2. Differentiate between “and” and “or” |

| Session | Topic, Activity & Objectives |
|---|--|
| <p>Week 6 Oct 7</p> <p>Writing Team Meeting</p> | <p>Writing Team Meet Face-to-Face</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Meet with Writing Team face-to-face. 2. Exchange writing. 3. Read each other's work and provide constructive feedback: <ol style="list-style-type: none"> 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. |
| <p>Week 7 Oct 14 F2F class</p> | <p>Topic to be Determined – Meet Face-to-Face</p> <p>Students will identify what they need assistance with at this time.</p> |
| <p>Week 8 Oct 21</p> <p>Writing Team Meeting</p> | <p>Writing Team Meet Face-to-Face</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Meet with Writing Team face-to-face. 2. Exchange writing. 3. Read each other's work and provide constructive feedback: <ol style="list-style-type: none"> 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. |
| <p>Week 9 Oct 28 F2FClass</p> | <p>Topic to be Determined – Meet Face-to-Face</p> <p>Students will identify what they need assistance with at this time.</p> |

| Session | Topic, Activity & Objectives |
|---|--|
| <p>Week 10 Nov 4</p> <p>Writing team meeting</p> | <p>Topic to be Determined – Students will identify what they need assistance with at this time.</p> <p>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</p> |
| <p>Week 11 Nov 11</p> | <p>Veterans Day - Federal Holiday, thank a service person.</p> |
| <p>Week 12 Nov 18 F2F</p> | <p>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 include on your poster.</p> |
| <p>Week 13 Nov 25</p> | <p>Thanksgiving – No Class on November 26 Enjoy the week off. Happy Thanksgiving Day!</p> |
| <p>Week 14 Dec 2 F2F</p> | <p>MA Poster Session No official class meeting Wed Nov. 19th, instead attend the MA Poster Session Thursday, Time and Place to be announced</p> |
| <p>Week 15 Dec</p> | <p>TBA – Celebration of Learning and MA completion or readiness to complete next term!</p> |

This calendar has been thoughtfully planned, but could change to meet student needs.

EDUC 650 GRADING SHEET

Name _____

Phone Number _____

Email _____

Attendance (one free absence) _____ / 24 %

| | | |
|--------------|---------------|---------------|
| Week 1 _____ | Week 7 _____ | Week 12 _____ |
| Week 3 _____ | Week 9 _____ | Week 13 _____ |
| Week 5 _____ | Week 10 _____ | 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. |