California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDUC 628 Section 1
Applied Research Methods
CRN #20802
Wednesdays
5:30 pm – 8:15 pm
University Hall 237
Spring 2015

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

Professor:	Toni Olivas, Ed.D.
Phone:	Office 760.750.4333 or Cell 760.271-1527
E-Mail:	tolivas@csusm.edu
Office:	Kellogg 5011
Hours:	By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework
- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This course is designed to guide students through the planning, preparation and/or completion of the MA Education culminating experience: research, project or exam. Involves intensive study of current issues and concepts in education..

Course Prerequisites

Admission to the MA Program & EDUC 622 (concurrent enrollment upon instructor approval)

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.

Required Texts

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association.
ISBN 9781433805615 (paperback), 9781433805622 (spiral), or 9781433805592 (hardcover).

STUDENT LEARNING OUTCOMES

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he
should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December,*
1997).

This course: Students are required to attend at least 10 face-to-face sessions and 4 writing team meetings. Students may have one absence with no penalty. Any absence beyond will result in a loss of points. A minimum grade of C is required in EDUC 628 to qualify as part of the MA requirement. Absences and late arrivals/early departures will affect the final grade. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the Publication Manual of the American Psychological Association, 6th Ed. (2009). This is a required textbook for all CSUSM SOE graduate courses.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Grading Standards

Course Assignment Descriptions

Attendance 25% = 25 Points
Students are required to attend at least 10 face-to-face sessions and 4 writing team meetings. Each writing team can determine location and place for their meetings. Students may have one unexcused 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 25% = 25 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.

SCHEDULE/COURSE OUTLINE

Session	Topic & Objectives
Week 1 **1/21**	**Introduction, Goals & Models** 1. Articulate Semester Goals & Deadlines 2. Choose Writing Teams and introduce peer writing feedback process 3. Identify 3 Model Thesis/Projects from CSUSM ScholarWorks 4. Meet with your chair and review your goals for the semester
Week 2 **1/28**	**Literature Review (Chapter 2)** 1. Identify needs in own literature review 2. Practice skills to locate and analyze articles for literature review 3. Practice skills for synthesizing articles for literature review 4. Share with writing team
Week 3 **2/4**	**APA Format** 1. Mark the APA Manual for easy reference; 2. Learn how to cite in-text and the reference list; 3. Intro to tables & figures; 4. Provide APA feedback to writing team

Week 4
2/11
 	
(No in person class— Meet with your writing
	Writing Teams Meet "Face-to-Face"
	
	1. Meet with your team either in person or virtually at the predetermined location you agreed
	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

partners)	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
Week 5 **2/18**	**Methodology (Chapter 3)** 1. Identify the components of chapter. 3; 2. Determine which chapter 3 sections need revision; 3. Revisit your timeline goals
Week 6 **2/25**	**Writing Transitions** 1. Identify the key components to a transition; 2. Review the transitions in writing; 3. Identify how to revise transitions

Session	Topic & Objectives
Week 7 **3/4 (No in person class— Meet with your writing partners)**	**Writing Teams Meet "Face-to-Face"** 1. Meet with your team either in person or virtually at the predetermined location you agreed 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
Week 8 **3/11**	**Presentation of Data (Chapter 4)** 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
Week 9 **3/18**	**Conclusion (Chapter 5)** 1. Identify key components of thesis chapter 5; 2. Identify key components of project chapter 5; 3. Determine what components to revise for chapter 5
Week 10 **3/25 (Meet with your writing partners)**	**Writing Teams Meet "Face-to-Face"** 1. Meet with your team either in person or virtually at the predetermined location you agreed 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.
Week 11 **4/1**	**No Class!!! Enjoy your spring break (but try to get *some* writing done)**
Week 12 **4/8**	**Topic to Be Determined** Students will identify what they need assistance with at this time.
Week 13 **4/15 (No in-person class --**	**Writing Teams Meet "Face-to-Face"** 1. Meet with your team either in person or virtually at the predetermined location you agreed 2. Exchange revised writing from last week.

Session	Topic & Objectives
Meet with your writing partners)	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
Week 14 **4/22**	**Prepare for MA Poster Session** (to be held next **Thursday**) 1. Bring draft poster slides. 2. Come prepared with questions. 3. Finalize your poster slides and identify what else you will put on your
*Week 15 **4/30 (Instead of class, attend the MA Poster Session)***	**MA Poster Session** We will not have class on 4/29. Instead you must attend the MA Poster Session **When:** Thursday, April 30th **Where:** McMahon House **Time:** 5pm-7pm ***Please take note of the date/time change for this session***
Week 16 **5/6**	**Last Day of Class** **Celebration & Next Steps**

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

Writing Teams

Your writing team will consist of yourself and one (or two) other person(s). You are required to meet "face-to- face" to discuss your writing and offer constructive feedback to each other. The term "face-to-face" means that you and your team will set up an agreed upon, pre-determined location on or off campus where all parties of your team feel *safe*, *comfortable*, and *productive*. If you choose to meet virtually (using products such as Facetime, Google+, or Skype), *all* team members must feel comfortable using the technology. The point is for you and your team members to see each other face-to-face and produce quality work together.

Possible Editors

Keep in mind that you are under *no obligation* to hire an outside editor for your master's thesis/project. However, if you choose to hire someone, here are two possible choices who have both worked with CSUSM students in the past. Feel free to contact them directly for individual pricing information and tell them you are in my class:

Diane M. Yerkes, Ed. D.
yerkes@cox.net
760-781-1160

Susan E. Graham
seagraham@juno.com or seahg56@outlook.com
815-915-7277