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 619
Developments and Issues in Literacy
CRN #29130
Days: N/A
Time: N/A
ONLINE
Spring 2014

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

Professor:	Erika Daniels, Ed. D.
Phone:	760.750.8547
E-Mail:	edaniels@csusm.edu
Office:	UH 402
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

An exploration of developing issues in the field of literacy and its instruction.

Daniels: This course is designed for teachers interested in conducting teacher research in their classrooms. Its goal is to create a community of practice for teachers-as-researchers who can reflect on, investigate, understand, and share their craft, students, and classrooms with colleagues. At the outset of this course, participants will decide on questions about their teaching practices that they will research throughout the academic year. They will personally situate their questions in their classrooms, their practitioner experience and the field of teacher research; they will also discover what fellow researchers have learned about their questions. They will collect multiple forms of data in their classrooms, analyze and interpret this information, and present their findings and uncertainties to their research community. Students will prepare a paper narrating, explaining, and summarizing their classroom research, thereby generating teacher knowledge.

Course Objectives

Through this course, participants will become better able to:

• Craft inquiry questions pertinent to important issues in their work
• Reflect on, interrogate, and discuss their practices, students, and classrooms
• Design procedures for collecting different forms of data
• Interpret collected data for utility and validity
• Investigate and evaluate existing teacher and university research
• Produce and present a polished teacher-research paper
• Engage in the discourse of their teacher-as-researcher community
• Collaborate with their peers in inquiring into their practice
• Understand the role that teacher research can have in professional development and in improving schools
• Exemplify the inquiry stance of lifelong reflective teachers

Required Texts

- Shagoury, R., and Power, B. (2012). *Living the Questions, 2nd Edition*. Portland, ME: Stenhouse Publishers.

- A professional text of your choice that is focused on your content area or a aspect of your practice on which you are currently focusing

- Research articles that you will find according to the course topics listed in the schedule below

GENERAL CONSIDERATIONS

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.

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).*

For EDUC 619, participation in each module's activities counts as weekly attendance. These activities are considered "participation" or "attendance" and are separate from the major course assignments.

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.

All University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. The requirement is met for EDUC 619 through participation in discussion forums and completion of the course assignments.

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 and Grading Standards

Class Participation

Participation is very important, and completion of all the activities in each module count as weekly attendance. Each module will involve analysis of our readings as well as collaboration with each other on individuals' professional inquiry projects. An important element for success of teacher research is the development of a reflective community, and inconsistent participation interferes with the development of that community. Regular, timely completion of activities and thoughtful, supportive participation are expected. If you do not complete the activities for two modules, your grade will be lowered by one full grade. If you do not complete the activities for three modules, your grade will be lowered by two full grades.

Course Assignments

Reflection Mini-Papers—Due weeks 4, 6, 8, 10 (40%)
For weeks 4, 6, 8, and 10, you will find a research article connected to the course topics listed in the schedule below. Read it and write a paper that summarizes the article's major ideas and reflects on the systematic inquiry described within. Each reflection should contain the following elements:
1. APA citation of the article you studied
2. A summary of and overall impressions about what you read
3. Analysis of the section of the paper on which we are focusing each week
4. Discussion about how the inquiry process might be used in your own practice
5. What questions does the reading raise for you about your own research and/or teacher research in general?

Action research project—Separate portion due weeks 3, 5, 7, 9 (40%); Final project due week 15 (20%)
The course will build toward and culminate in a major action research study. Each portion will be discussed in class and is as follows:
1. (week 3) Problem statement, research question(s), and significance of the statement/questions
2. (week 5) Literature review synthesizing the existing research on your area of study
3. (week 7) Methodology
4. (week 9) Initial data analysis
5. (week 15) Final action research project

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment
January 21-January 26, 2014	What is action research? What are your questions about your practice? Where might our research lead?	*Read:* Shagoury/Power Chapter 1
January 27-February 2	Developing your research questions Identifying the significance of your study	*Read:* Shagoury/Power Chapter 2
February 3-Fabruary 9, 2014	Connecting your research questions to the existing literature	*Read:* Shagoury/Power Chpater 3 *Due: Problem statement, research questions, significance of the study*
February 10-February 16, 2014	Reading research with a critical eye	*Read:* A research article of your choice on a topic that matters to you professionally *Read:* Shagoury/Power Chapter 6 *Due: Reflection mini-paper*
February 17-February 23	Synthesizing the existing research	*Due: Literature review*
February 24-March 2, 2014	Collecting data based on your research question	*Read:* A research article of your choice on a topic that matters to you professionally *Read:* Shagoury/Power Chapter 4 *Bring:* One data sample that explores your question *Due: Reflection mini-paper*
March 3-March 9, 2014	Collecting data, continued	*Read:* A research article of your choice on a topic that matters to you professionally *Due: Methodology*
March 10-March 16, 2014	Analyzing data: What do the students say? Whose voices are represented? Whose are not? What do these data tell you, and not tell you?	*Read:* A research article of your choice on a topic that matters to you professionally *Read:* Shagoury/Power Chapter 5 *Bring:* One example of data that generates student voices *Due: Reflection mini-paper*
March 17-March 23, 2014	Learning from our data: What additional claim(s) might you make so far based on your data?	*Due: Initial data analysis*
March 24-March 30, 2014	Writing up the results	*Read:* A research article of your choice on a topic that matters to you professionally *Read:* Shagoury/Power Chapter 7 *Due: Reflection mini-paper*
Spring Break	*No class*	
April 7-April 13, 2014	Writing up the implications	No additional reading
April 14-April 20, 2014	Analyzing the implications/discussion sections of existing research	*Read:* A research article of your choice on a topic that matters to you professionally
April 21-April 27, 2014	Identifying implications, continued	
April 28-May 4, 2014	Learning from action research Articulating the significance of our findings	*Read:* Shagoury/Power Chapter 8
May 5-May 11, 2014	Strategizing next steps for your practice	*Due: Complete action research project*