

California State University, San Marcos
School of Education

EDUC 650 01

Proposal Development
CRN 21422

Spring 2012

Tuesday, 5:30 – 8:15 p.m., UH 443

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Office Hours: By appointment only

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

COURSE DESCRIPTION

This course will guide students through the planning, preparation and completion of the research or project proposal. With the guidance of the instructors, 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 proposed 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

Course Objectives

- Identify Key Components of a Research Thesis or Curriculum Project
- Master APA Manual Format
- Write Thesis or Project
- Prepare for Poster Presentation

Required Text

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington D.C.: American Psychological Association. ISBN 1433805618 (paperback), 1433805626 (spiral bound), or 1433805596 (hardcover).

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 COE Governance Community, December, 1997).

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need.

Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students. The Office of Disabled Student Services (DSS) 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

Every course at the university must have a writing requirement of at least 2500 words. Writing will include content that is focused and cohesive, as well as free of grammatical, spelling, punctuation, and capitalization errors. The Writing Center provides tutoring for students at all stages of the writing process. The center also offers computers and resources on writing. Please, contact the center at KEL 1103 or at (760) 750-4168, www.csusm.edu/writing_center.

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 Office. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each 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> and the Dean of Students website <http://www.csusm.edu/dos/studres/cheating11.html>. If there are questions about academic honesty, please consult the University catalog or the Dean of Students Office.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

Interact professionally and collaborate responsibly with your colleagues

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. Details will be given in class. *Please refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

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.

Appeals

Every student has the right to appeal a course grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grade appeal process. For the latter, consult with the Associate Dean of the College of Education, Health and Human Services

COURSE REQUIREMENTS

Assignments/Points Possible

Note: The following is an explanation of tentative assignments for this course. If the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

1. Attendance = 20 points

Students are required to attend at least 10 sessions. Students may choose which sessions to attend in order to support their writing needs. Students may earn up to 2 extra points for attending one extra session. Students will lose 2 points for each absence or portion of a session absence under the minimal 10 sessions

As noted in the School of Education attendance policy, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course. A minimum grade of C is required in EDUC 650 to qualify as part of the MA requirement. Should the student have extenuating circumstances, s/he should contact the instructor (Cougar Courses, email, and/or phone) as soon as possible. *Notification of absence or tardiness does not warrant an excuse.*

The following individual penalties will be assessed for absences:

- 1-2 points will be deducted for each hour absent; 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 of due date
- 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.
- An extra credit assignment is available for students who have not missed any class sessions and is due during Session 12.

2. Writing = 60 points

Student will be required to write 3 or more chapters of the thesis or project. Students will submit their writing 4 times throughout the semester. Each of the 4 times will be reviewed by at least one peer. Two of these drafts will be reviewed and graded by the instructor. Chapters will be evaluated using the chapter rubrics for the School of Education. Chapter rubrics are available through the School of Education and Cougar Courses.

3. Writing Feedback = 20 points

Each student will provide feedback to a peer's writing 4 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 instructor will evaluate the feedback quality.

Grading Standards

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100 A	77 – 79 C+
90 – 92 A-	73 – 76 C
87 – 89 B+	70 – 72 C-
83 – 86 B	60 – 69 D
80 – 82 B-	59 – below F

TENTATIVE Weekly Schedule

Considering the strengths and challenges that each class may have, there may be revisions on how the readings and assignments will progress. I will keep you well informed of any changes to the reading and assignments.

Date	Topic	Assignments Due (Prior to class/In class)
Week 1 January 24	<ul style="list-style-type: none"> • Introductions / Syllabus Overview • Learn classmate names • Semester Plan • Develop Initial Research/Project Plan 	<ul style="list-style-type: none"> • Register for EDUC 650 • Purchase APA Manual 6th Edition • Needs Survey • Pick Writing Partner(s)
Week 2 January 31	Literature Review (Chapter 2) Meet in Kellogg Library 3400 Guest: Toni Olivas Feedback using PQP (Praise, Question, Polish)	<ul style="list-style-type: none"> • Draft timeline with Chair • Personal Introduction on Cougar Courses • Share Writing with Partner(s) • Learn Research Strategies • Practice PQP with parts of your partner(s) writing
Week 3 February 7	Backwards Planning, APA, and Avoiding Fluff Guest: Dr. Jeff Harlig	<ul style="list-style-type: none"> • Review and Mark APA Manual • Review Writing Center website • Write up feedback for Partner(s) • Exchange Feedback Sheet and Provide Feedback to Partner(s) • Submit Writing Feedback Sheet to Greg on CC • Refine timeline and send to Chair
Week 4 February 14	No class: Write on your own	<ul style="list-style-type: none"> • Revise writing based on partner(s) feedback • Submit writing to Greg on Cougar Courses (CC)
Week 5 February 21	Ch.3: Methods	<ul style="list-style-type: none"> • Partner review of Ch.3
Week 6 February 28	Ch.4: Presentation	<ul style="list-style-type: none"> • Share Writing with Partner(s) • Partner Review of Ch.4
Week 7 March 6	Ch.5: Recommendations	<ul style="list-style-type: none"> • Provide Written Feedback for Partner(s) • Submit Writing Feedback Sheet to Greg on CC • Sign-up for Individual meetings with Greg
Week 8 March 13	NASPA No Class: Write on your own	<ul style="list-style-type: none"> • Submit writing to Greg on CC
Spring Break March 20		<ul style="list-style-type: none"> • Take a break, then write more
Week 9 March 27	Individual Meetings Write on your own	<ul style="list-style-type: none"> • Share Writing with Partner(s)
Week 10 April 3	IRB Workshop via Graduate Studies No class meeting – Writing Time April 3, 5:00-6:30 p.m. Individual Meetings	<ul style="list-style-type: none"> • Register for IRB workshop: www.csusm.edu/gsr/irb/rsvp-irbworkshop.html • Provide Written Feedback for Partner(s) • Submit Writing Feedback Sheet to Greg on CC • Share draft poster writing slides with partner(s)
Week 11 April 10	Poster Presentation Workshop Guest: Gilberto, Bill, Robert AH, Christina	<ul style="list-style-type: none"> • Identify what needs to be on poster • Create poster slides • Share poster writing slides with partner(s)

Week 12 April 17	Work on Posters and Writing, Individual Meetings	<ul style="list-style-type: none"> • Share poster writing/slides with partner(s) • Provide Written Feedback for Partner(s) • Submit Writing Feedback Sheet to Greg on CC
Week 13 April 24	Practice Poster Session	
Week 14 May 1	School of Education Poster Session May 3, 5:30-7:00 p.m., Clarke Grand Salon	
Week 15 May 8	Course wrap-up and evaluations	

SATURDAY, MAY 19, 3:00 P.M. – COMMENCEMENT!!!
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES
@ CSUSM MANGRUM TRACK

WWW.CSUSM.EDU/COMMENCEMENT