

**EDUC 619**  
**Topics and Issues in Literacy**  
**Fall 2006**  
**CRN 41862**

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Office Hours:  
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and by appointment

**California State University San Marcos**

**COLLEGE OF EDUCATION**

**Mission Statement**

The mission of the College 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.

**Required Text:**

*Publication Manual of the American Psychological Association*, 2000 (5<sup>th</sup> edition). Washington, D.C.: APA.

**Helpful Websites:**

Guidelines for Human Subjects Review: <http://www.csusm.edu/research/IRB.htm>

Use the exempt form.

CSUSM Thesis Information: [http://www.csusm.edu/graduate\\_studies/thesis\\_project.htm](http://www.csusm.edu/graduate_studies/thesis_project.htm)

CSUSM Library: <http://library.csusm.edu/>

**Course Description:** An exploration of developing issues in the field of literacy and its instruction. This course prepares students to write the first three chapters of a master's thesis or project.

## Assignments:

### 1. Research Proposal

300 points

#### *Chapter One*

##### *Introduction*

This chapter will introduce your question or topic and explain why it is important to you and to the educational community. Explain what you hope to accomplish. Be very clear about your research question or curriculum project. Try to put your project or question in a theoretical context. On what theories/principles are you basing your project? What are your assumptions? What has informed your own thinking about this project? Definitions of terms must be very clear in this section. Do not assume that the reader knows what you mean when you use educational jargon. Everyone might not agree with your definitions, so you can define terms however you wish and call them operational definitions. If you use several terms that need defining, you may want to put a *Definition of Terms* subsection at the end of the chapter. The terms should be in alphabetical order, level four.

#### *Chapter Two*

##### *Review of the Literature*

This chapter will review what is currently known (and not known) about the topic. Where is the field of literacy in terms of what is happening with your topic? The review of the literature puts the project into perspective and lets the reader know why the project is of significance. 5. After you have completed your paper, you may need to go back and modify this chapter. It is fine to use books and various other sources, but *you must have at least 15 referred journal articles*. Use the following subheadings (level 3) in chapter two:

##### *Introduction*

Restate the question and purpose of your paper. Give an overview of this chapter.

##### *Key word or phrase from the title of your project/question*

From your question or project title, review what is known about key topics.

##### *Key word or phrase from the title of your project/question*

From your question or project title, review what is known about key words.

##### *Summary*

Summarize what you learned from the review of the literature.

## **Guidelines for Chapter Two:**

1. Are there too many or too few quotes. It's okay to paraphrase and then cite an author (many times this is preferable). But every other line or so shouldn't be a quote.
2. How well does the whole chapter hold together? Does it all seem necessary? Could any part(s) be cut out?
3. Is there a clear and easy-to-follow organization? Your questions must help you develop the "chunks" of research or theory you're using for your project. For example; all the literature on thematic curriculum, then the literature on accessing the curriculum, then the literature on using literature as the basis for learning the curriculum. Put together theorists and researchers who write about similar topics. Are large pieces of text broken up? Are there appropriate subheadings?
4. As much as possible find the original sources and cite them (rather than citing what someone else cited, or secondary sources).
5. After you have analyzed your data or completed your paper, you may need to go back and add literature that supports findings you didn't expect.

## *Chapter Three*

### *Methodology*

Research/Project Designs and data collection" How will the research be conducted, or how will the project be constructed? What must be done in order for you to accomplish your goals? How will you collect data and how will you analyze it?

Use these subheadings for Chapter Three (these may need some modification if you are doing a project). If you are doing a **project**, this chapter will highlight the significant findings of Chapter Two and relate how you used those findings in your project.

### *Introduction*

Restate the question and purpose of your paper. Give an overview of this chapter.

### *Design*

Explain the methodology you used and why it was selected. If appropriate cite a textbook defining and describing your methodology.

### *Setting*

Give the demographics of school district and the school, but do NOT name schools or districts; you may give them a pseudonym.

### *Participants*

Give details about how the subjects were chosen, who they are. How many males, females? What ages, ethnicity and grades are your subjects? Give as much information as possible.

### *Materials*

Describe and cite all tests, books, or other materials you will be using and explain why they were selected. If any of your materials are teacher made they must be in the appendix. Be sure to check APA on how to reference an appendix item.

### *Procedure*

This should almost be a cookbook type description, write it so that a peer could replicate what you have done. Use headings such as Week One, Week Two to give a sense of a timeline. Also explain why things were done as they were.

*Week one.* Start text here.

### *Analysis*

Do not confuse this section with results which will be in Chapter Four. Explain how you will analyze all data you collect and give a rationale for why you selected these methods. List all the data you will have collected (using level four headings) such as Spelling Tests, Writing Samples. Then explain under each what you will do with that data to make sense of it and to be able to draw conclusions.

### *Limitations*

Discuss the limitations of the study including those of your research design, number of subjects, etc.

### *Summary*

Restate your question and summarize how your methodology will answer your question(s).

### **Guidelines for Chapter Three:**

1. This is the “how to” of your project. It should be written in past tense.
2. Is there a clear and easy-to-follow organization? Are large pieces of text broken up? Are there appropriate subheadings?
3. Is it clear how data will be collected or your plan for putting your project together.
4. Is it clear how data will be analyzed?

5. If you are using human subjects, a completed Institutional Review Form is due with Chapter Three (see website).

**General Guidelines for all Chapters:**

1. Anything that is quoted needs a page number
2. Quotes longer than 5 lines should be in block format. Be sure to check APA for block quote formatting.
3. Never put quotes back to back.
4. **DO NOT USE BOLD or PUT WORDS IN CAPS FOR EMPHASIS.**
5. Everything (including block quotes and the reference pages) should be double spaced.
6. Use author (year), in the text, not the title of the article or book, and only use last names (no initials).
7. Cite a source only once in each paragraph, then just use last name(s) of author(s).
8. Be sure to use proper placement of a period after a quote. Correct: "...is a problem" (Smith, 2003). NOT "is a problem." (Smith, 2003).
9. Use Times New Roman 12 font.
10. Put a page break at the end of each chapter.

***The following chapters will be done next semester under the direct supervision of your chair and second reader:***

*Chapter Four*

*Results*

What were the results of your research? This is not the place for opinions or conclusions, just the facts. Put as many of your findings in tables and charts as possible. If you are doing a project, this is where you put the actual project. Be sure to include an introduction and a summary.

*Chapter Five*

*Conclusions*

This chapter is your chance to explain what you think the results of your study mean. What are the implications of your findings? What recommendations would you make for future study? What questions did your project raise for you? What other kinds of research would be helpful to the field? How will the findings be presented to a wider audience? Be sure to include an introduction and a summary.

## **APA Formatting**

There should be NO BOLD; use 12 font Times New Roman.

Be certain references in text match reference page

Double space everything, no more, no less.

	Page:
Levels of headings	113, 307-8
Page numbers & headers	12, 288
Writing numbers	122
Citations in text	120-121; 207-214
Reference page	215-281, 313
Direct & Block quotes	121, 117-119
Multiple author citations	208
Capitalization of words in titles	95
Secondary Sources	247
Title page	306
Use of et. al.	208; 241; 404

**Final Paper:** Your final paper should be polished, in APA format, and comply with CSUSM library guidelines (see website).

## RESEARCH PROPOSAL RUBRIC

	<u>Chapter 1</u>	<u>Chapter 2</u>	<u>Chapter 3</u>
	100	100	100
<b>Organization (20)</b>			
<b>Completeness (20)</b>			
<b>Clarity (20)</b>			
<b>Relevance (20)</b>			
<b>Conventions (20) (including APA)</b>			

Total Score \_\_\_\_\_

### GRADING

Attendance/Participation 100 pts.  
Final Paper 300 pts.

Grading Scale (based on percentages of above points)

100-94 A  
93-91 A-  
90-88 B+  
87-84 B  
83-81 B-

## 2. Attendance and Participation

**100 points**

### COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College 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.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

## **All University Writing Requirement**

Every course at the university must include the writing of at least 2500 words. Your notebook, in-class writing, and lesson plan will count towards this requirement.

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## **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 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.”

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

Students 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 5205, 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.

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