

California State University San Marcos, College of Education
Development in Learning and Instruction (EDUC 628)
UNIV 439, Fall 2003
Tuesdays 5:00-8:50 PM

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Office Hours: 4:00-4:45 PM on Tuesdays and by appointment

Mission Statement of the College of Education, CSUSM

The mission of the College of Education 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.

In 1992 the College voted to infuse cross-cultural, language, and academic development (CLAD) competencies across the curriculum. The CLAD competencies are embedded throughout the course.

Course Description

This course invites students to focus on a selected area of learning and instruction. Students will become familiar with current research, multiple applications, issues, and perspectives as they relate to students' topics. Students will plan a research study or a curricular project.

Course Objectives

The purposes of this course are threefold:

- to document students' progress towards a culminating project for a Masters degree;
- to encourage students analysis of their own teaching practice;
- to provide a safe environment for masters candidates' reflection, discussion, and experimentation with various approaches to conducting research.

Required Text

- Hubbard, R.S. & Power, B.M. (1999). *Living the questions: A guide for teacher researchers*. Portland, MN: Stenhouse.
- Wolcott, H. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

94-100%=A	80-83% =B-	67-69% =D+
90-93% =A-	77-79% =C+	64-66% =D
87-89% =B+	74-76% =C	60-63% =D-
84-86% =B	70-73% =C-	Below 60% =F

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructor’s ability to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.

Finally, students will conduct themselves in a professional manner. This notion of professionalism includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, it is necessary to cite them clearly and completely. Failure to do so may result in failure of the course.

College of Education attendance policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C+”.

Notification of absences does not allow students to assume they are automatically excused.

(student’s name/ signature and date)

(home telephone/cell phone)

Attendance/participation (12%)

9/2	_____	10/14	<u>schedule ind./small groups</u>
9/9	_____	10/21	_____
9/16	_____	10/28	_____
9/23	_____	11/4	_____
9/30	_____	11/11	_____
10/7	_____	11/18	_____

Assignments (88%)

Facilitate dialogue about project (three times)	_____	_____ (5%)
	(date)	
	_____	_____ (5%)
	(date)	
	_____	_____ (5%)
	(date)	
9/23	1 st draft of Masters project (3-10 pages)	_____ (15%)
9/30	Feedback to a peer's 1st draft	_____ (5%)
10/28	2 nd draft of Masters project (7-15 pages)	_____ (15%)
11/4	Feedback to a peer's 2 nd draft	_____ (5%)
11/11	Final draft of Masters project (10-20 pages)	_____ (20%)
11/18	Practice presentations	_____ (10%)
On-going	Suggest a song title for 10/28	_____ (3%)
Total		_____ (100%)

- September 2 Introduction to course
- Two truths and a lie.
 - Review steps in a Masters program.
 - Think about (R)research.
 - What does research look like?
 - Who engages in research?
 - Where is research done?
 - Is there a best time to do research?
 - Why should we do research?
 - Review basic components of a thesis/project.
 - Assessment activity to discern students' starting points and personal goals for the course.
 - Review syllabus, course, and project presentation expectations.
 - Pick project presentation nights.
- September 9 Let's start at the very beginning: (Re)visiting our preliminary thinking and basic research skills
- Learning to write an abstract/précis: An icebreaker activity to review key points.
 - (Re)learning to write a literature review.
 - * H & P, chapters 1-2.
 - * W, chapters 1-2.
- September 16 Continuing with preliminary thinking and basic research skills
- APA citation exercise from 9/9 and 9/16 readings.
 - Develop a 15 pt. rubric for 1st draft.
 - Two students present their work.
 - * H & P, chapter 3.
 - * W, chapter 3.
- September 23 Follow the yellow brick road: Organizing research
- Brainstorming and trying various data organization techniques.
 - Two students present their work.
 - * **Turn in 1st draft of Masters project (3-10 pages)**
 - * W, chapter 4.
- September 30 Continuing along the yellow brick road: More thinking about organizing data.
- In-class feedback to peer's work, with particular attention to organization.
 - Two students present their work.
 - * **Feedback to a peer's 1st draft.**
 - H & P, chapter 4.

- October 7 Living la vida loca: Diving into data analysis
- Hands-on activity: Organizing data in at least two different ways. Pros and cons?
 - Make appointments (30 minutes at a time) to meet individually or in small groups
With Pr. Woo regarding research skills/ research project/ data analysis.
 - Two students present their work
 - * H & P, chapter 5.
 - * W, chapter 5
- October 14 Continuing la via loca: Meeting individually or in small groups
With Pr. Woo to talk about specifics of research skills/ research Project/data analysis
- * H & P, chapter 6.
- October 21 Fantasy: Thinking and reading like a researcher
- Encouraging students to adopt researcher lenses.
 - Develop 15 pt. rubric for 2nd draft.
 - Two students present their work
 - * H & P, chapter 6 & 7.
 - * W, chapter 5.
- October 28 (need a song) Recommendations for future work
- Individual/ then pair share ways in which to continue building upon work. “What areas need further exploration?”
 - **Turn in 2nd draft of Masters project (7-15 pages).**
 - H & P, chapter 8
- November 4 Continuing future work
- In-class feedback to peer’s work, with particular attention to data analysis and areas for future work.
 - **Feedback to a peer’s 2nd draft.**
 - * H & P. chapter 9
 - * W, chapter 6
- November 11 I did it my way: Preparing for the “defense”
- Review entire process:
 - Did I meet my personal goals for the course?
 - What helped?
 - What hindered my progress?
 - Co-create the practice presentation format and rubric.
 - * **Submit final version of Masters project (10-20 pages long).**
- November 18 Wrap up
- Practice presentations
 - Course evaluations.

EDUC 628 Project Facilitating Calendar (Fall 2003, Tuesday 5:00-8:50 PM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
9/2	Introduction Woo	Woo
9/9	Woo Athena Craig	Everyone brings
9/16	Tina Tracy	
9/23	Craig Mike	
9/30	Athena Tina	
10/7	Jason Tracy	
10/14	30-minute appointments and independent work	
10/21	Mike Tina	
10/28	Tracy Jason	
11/4	Craig Mike	
11/11	Athena Jason	
11/18	Practice presentations (everyone)	Everyone brings