

EDUC 619
Topics and Issues in Literacy
Fall 2002

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Office Hours:
Monday 12:00-1:00
Wednesday 4:00-5:00
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* (1994) (4th or 5th edition). Washington, D.C.: APA

Guidelines for Human Subjects Review: Go to the CSUSM web site: <http://ww2.csusm.edu>. Then go to **Information for Faculty**. Then go to **Faculty Affairs**. Scroll down to find **Institutional Review Board**. You can download the documents you need.

Course Description: An exploration of developing issues in the field of literacy and its instruction. This course prepares students to write proposals and begin research and development of master's thesis and master's projects.

- I.** **Introduction/Focus of the Thesis/Project:** "Defining the Research/Project focus" Explain what you hope to accomplish in your thesis or project. What issue is to be addressed and explored? Be very clear about your research question or curriculum 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 them and call them operational definitions.
- II.** **Review of the Literature:** "Putting the research project into context" Review what is currently known (and not known) about the issue to be explored. Where

is the field of literacy in terms of what is happening with your topic? Try to put your project/issue 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? The review of the literature puts the project into perspective and lets the reader know why the project is of significance.

III. Methodology “Research/Project Designs and data collection” How will the research/project be conducted? What must be done in order for you to accomplish your goals? How will you collect data and how will you analyze it? In the introduction to this section, you must cite research that supports using this methodology that you feel is appropriate and give a clear rationale. The remainder of this section may simply be a description of what you did.

IV. Analysis/Conclusions What were the results of your research or what did you learn from designing your project? 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?

V. Presentation of your work Write an abstract of 25-50 words describing your project that could be used to submit your research/project to a conference. Using this as a cover page for your handouts, you will present your work to colleagues, professors, first and second year master students, and other guests at the end of spring semester. You will have 15-20 minutes to present your project. If you want to begin to pull this together, see the attached guidelines.

Final Paper: Your final paper should be polished and in APA format. The second page should include a signature page for two peers who completed the final proofreading and a page for your advisor and second reader to sign. Final thesis/projects must comply with library guidelines to become part of the library collection (see attached guidelines)

GRADING

Attendance/Participation	100pts.
Introduction/Focus	20 pts.
Review of the literature	30 pts.
Methodology	20 pts.
Analysis/Conclusions	20 pts.
Abstract	10 pts.

Grading Scale:

A	190-200 points	B-	166-169 points
A-	184-189	C+	158-165
B+	178-183	C	152-157
B	170-177	C-	148-151

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.

TENTATIVE SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Aug 27	Introductions	
Sept 10	Introduction/Focus of the project	Plan of action DUE
Oct 1	Review of the literature	Introduction/Focus of the project DUE
Oct 22	Methodology	Review of the literature DUE Signatures of first and second readers DUE
Nov 12	Analysis/Conclusions	Methodology DUE
Dec 3	Final considerations	Analysis/Conclusions DUE
Dec 10	No Class	Last day to turn in final paper

I am available to meet any Thursday we don't have class, but please make an appointment.