

California State University San Marcos  
College of Education

EDUC 628: Developments in Learning and Instruction  
Fall Semester 2001

Instructor: Robin D. Marion, Ph.D.

Office Hours: Thirty minutes before and after class and by appointment

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Class meeting times and location: Wednesday 5:30-8:15 PM, UH441

**Mission and Commitments of the CSUSM College of Education:**

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value 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 attached to this syllabus and are embedded throughout the course.

**Course Description:**

This course focuses on intensive study of a selected area of learning and instruction. Current research, applications, issues, and perspectives in the specific topic are explored. Students will plan a research study or a curricular project in the course topic. Sample topics include: affective education, motivation, creativity, or cultural diversity.

**Course Objective:**

Upon completion of this course participants will have documented progress towards a culminating project for the Masters' degree. An alternating focus on the research process and the content of individual student studies forms the core of coursework throughout the semester. There is an emphasis both on research conducted by K-12 teachers in their classrooms and the importance of writing throughout the research process. Written assignments will be both descriptive and analytical and move students toward a polished final Masters' project. Analysis of one's own teaching practice is encouraged, one example of the entries required for the National Board for Professional Teaching Standards certification process.

**Required Texts:**

**Hubbard, R. S. & Power, B. M. (1999).** Living the questions: A guide for teacher researchers, MN: Stenhouse Publishers.

**Wolcott, H. (1990).** Writing up qualitative research, CA: Sage Publications.

### **Recommended Reading:**

In order to stay updated regarding educational issues that impact learning and instruction, you are urged to read current publications in the field. Some examples include: *Educational Leadership*, *Language Arts, Science and Children*, *Democracy & Education*, *Phi Delta Kappan*, and *Rethinking Schools*. These and similar publications will be very helpful as you complete the assignments for this course.

### **Attendance Policy:**

Due to the interactive nature of courses in the College and the value placed on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor before you miss class and make arrangements to make up what you have missed.

### **Accommodations for Disabilities:**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, they can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

### **Plagiarism:**

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

### **Tentative Class Schedule**

(P = process and C = content)

*Readings are in italics next to the date you should have **completed** the reading. Assignments are in bold next to the date they are due.*

#### **Wherever you go, there you are...**

- |              |   |
|--------------|---|
| Aug 29 (P&C) | Course introduction<br>Starting from where you are<br>Anatomy of a Masters' project<br>What a Masters' student needs/rubric development for content sessions<br>Form study/facilitation groups, discuss peer readings   |
| Sept 5 (P)   | Writing as you go, getting going<br>Teacher research, evolving questions<br>Rubric development for project drafts<br><i>Read Hubbard &amp; Powers Ch. 1&amp;2 p. 0-46 and Wolcott p. 0-36</i><br><b>Group 1: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.</b> |
| Sept 12 (C)  | <b>Group 1: Focus on classroom research</b><br><i>Peer readings</i>   |

Sept 19 (P) What counts as data?  
Peer response to draft one  
**Three to ten page draft of project due, four copies (self, instructor and two peers) to share in class.**  
**Group 2: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.**

### **Seeking Patterns**

Sept 26 (C) **Group 2: Focus on classroom research**  
*Peer readings*

Oct 3 (P) Making meaning  
*Read Hubbard & Power Ch. 5, p.117-160*  
**Bring a sample of your study data**  
**Group 1: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.**

Oct 10 (C) **Group 1: Focus on classroom research**  
*Peer readings*

Oct 17 (P) Revisiting data – Displaying for patterns  
What’s an annotated citation? APA format? Web: APAstyle.org  
Locating fugitive literature—teacher studies (locate and choose two to read and share for 10/31)  
**Bring data to analyze and display**  
**Group 2: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.**  
*Read Hubbard & Power Ch. 6, p. 161-178*

Oct 24 (C) **Group 2: Focus on classroom research**  
*Peer readings*

### **Making Connections**

Oct 31 (P&C) What practitioners tell us  
**Share teacher studies selected 10/17**  
**Group 1: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.**  
**Ten annotated citations using APA format are due, at least half authored in part by classroom teachers.**

Nov 7 (C) **Group 1: Focus on classroom research**  
*Peer readings*

Nov 14 (P) Writing some more  
*Read Hubbard & Power Ch. 7, p. 179-204*

**Group 2: each brings 7 copies of a journal article/book excerpt (4-8p.) related to the content of your study for next week.**

Nov 21(C)            **Group 2: Focus on classroom research**  
*Peer readings*

Nov 28 (P)            Tightening the writing  
*Read Wolcott p. 47-81*  
**Ten to twenty page draft of project due, one copy (instructor), with first draft and peer/instructor comments attached. Be ready to share an excerpt in class.**

**Continuing to ask questions**

Dec 5 (P)            Sustaining the process/Finding your place  
*Read Hubbard & Power Ch. 8 & 9, p. 205-265*

Dec 12 (P&C)        Reflections on your teaching and your student's learning  
*Read Hubbard & Power Ch. 10, p. 266-316*

**Grading policies and assignments:**

**Points possible -**

Attendance, preparation for class, respectful participation	10 points
Three to ten page draft of Masters' project (9/19)	20 points
Class sets of articles/excerpts to read (3X)	15 points
Facilitate dialogue about your project (3X)	15 points
Ten annotated citations, at least half K-12 teacher-authored (10/31)	10 points
Ten to twenty page draft of Masters' project (11/28)	<u>30 points</u>
Total .....	100 points

Assignments are due when noted even if absent.

All assignments should be thoughtfully completed, high quality, edited, and proofed.