

California State University San Marcos, College of Education

EDUC 628, Development in Learning and Instruction

Off Campus-Westview High School (room A131)

Tuesdays 4:00-6:45 PM

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Office Hours: 3:00-3:45, 7:00-7:45 on Tuesdays and by appointment

Mission Statement of the College of Education, CSUSM

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.

Course Description

This course invites students to focus on selected areas of learning and instruction. Students will become familiar with current research, multiple applications, issues, and perspectives as they relate to students' topics. Students will work on group and individually determined culminating project goals..

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 Texts

- Hubbard, R.S. & Power, B.M. (1999). *Living the questions: A guide for teacher researchers*. Portland, MN: Stenhouse.
- Wolcott, H. (2001). *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. Students' final grades for the course will be calculated as follows:

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 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)

(telephone number)

Attendance and participation (15%)

1/23 _____

3/20 _____

1/30 _____

4/3 _____

2/6 _____

4/10 _____

2/13 _____

4/17 _____

2/20 _____

4/24 _____

2/27 _____

5/1 _____

3/6 _____

5/8 _____

3/13 _____

Assignments (85%)

Facilitate activity(s) and dialogue about reading _____ (20%)
(date)

2/20 Feedback to a peer's 1st draft _____ (5%)

2/20 1st draft _____ (10%)

3/20 Feedback to a peer's 2nd draft _____ (5%)

3/20 2nd draft _____ (10%)

5/1 Final version _____ (20%)

5/8 Class presentations _____ (10%)

Professional demeanor (3%) _____ (5%)

Total _____ **(100%)**

- January 23
1. Introduction to course
 2. Icebreakers: Two truths and a lie, “This is a what?” Paired Introductions with one risk.
 3. Review process of the CSUSM T & L MA program (Tracking sheets).
 4. Activity to discern students’ MA thesis/project status.
 5. Individual writing goal for the course.
 6. Review syllabus.
 7. Pick reading presentation nights.
- January 30
1. Two students present the readings.
 2. 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.
 - * H & P, chapters 1.
 - * W, chapters 1.
- February 6
1. Two students present the readings.
 2. Basic research skills and creating “the question(s)”
 3. (Re)visiting our preliminary thinking and basic research skills
 - Learning to write an abstract/précis: An icebreaker activity to review key points.
 - APA citation exercise with readings from 1/30 and 2/6.
 - * H & P, chapter 2.
 - * W, chapter 2.
 - * Bring APA 5th edition manual to class tonight ☺
- February 13
1. One student presents reading.
 2. (Re)learning to write a literature review.
 3. Develop criteria for 1st draft.
 - * H & P, chapter 3.

- February 20
1. One student presents readings.
 2. What are data? What is datum?
 - Brainstorm and experiment with various data gathering techniques.
 - Going into the field to practice taking field notes.
 - **PLEASE KEEP FIELD NOTES FOR 2/27 class!**
 - Feedback to a peer's 1st draft.
- * **Turn in 1st draft of individual writing project (2 copies)**
 - * H & P, chapter 4.
- February 27
1. Two students present readings.
 2. Organizing data
 - * Bring markers or colored pencils to class.
 - * Bring sticky notes to class.
 - * Bring 3 x 5 cards to class.
 - * Bring data and materials from tonight's class to 3/13 class.
 - * H & P, chapter 5.
 - * W, chapter 5
- March 6
- Guests come and class practices field note taking. Insights from guests.
- March 13
1. One student presents readings.
 2. Data analysis
 - Hands-on activity: In pairs or triads, analyze data in at least two different ways.
 - Pros and cons?
 - Develop criteria for draft #2.
- * H & P, chapter 6.
- March 20
1. Two students present readings.
 2. Feedback to a peer's 2nd draft.
- * **Turn in 2nd draft of individual writing project (2 copies)**
 - * H & P, chapter 7.
 - * W, chapter 6.
- March 26-30
- CSUSM Spring break
- April 3
1. One student presents the readings.
 2. Developing interview and survey questions.
 3. Practice asking and recording interview questions.
 4. Please bring tape recorders and cassettes to class 4/10.
- * Bring a tape recorder and cassette to class.
 - * H & P, chapter 8

- April 10
1. Two students present the readings.
 2. Transcribing
 3. Time to meet with students about their writing projects.
 - * H & P. chapter 9
 - * W, chapter 7
- April 17
1. One student presents the reading.
 2. Thinking and reading like a researcher
 - o Encouraging students to adopt researcher lenses.
 3. Nacirema activity.
 4. Develop expectations for final version of writing project.
 - * H & P, chapter 10
- April 24
1. In-class feedback to two peer's draft #3, with particular attention to data analysis and areas for future work.
 2. Develop rubric for student presentations on 5/8.
 - o Time allotted
 - o Research question(s)
 - o One thing learned (content or process)
 - o One recommended process change
- May 1
1. Preparing for the "defense."
 2. Ways/avenues to disseminate students' work.
 3. Review entire process:
 - o Did I meet my personal goals for the course?
 - o What helped?
 - o What hindered my progress?
 4. **Submit final version of writing project.**
- May 8
1. Student presentations.
 2. Course evaluations.

EDUC 628 Peer teaching and snack calendar (Spring 2007, Tuesday 4:00-6:45 PM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/23	Introduction Woo	Woo
1/30	*----- *-----	*
2/6	*----- *-----	*
2/13	*	* *
2/20	*	* * *
2/27	*----- *-----	
3/6	Guest	* * *
3/13	*	* * *
3/20	*----- *-----	
4/3	*	* *
4/10	*----- *-----	
4/17	*	* *
4/24	No readings	* *
5/1	No readings	* *
5/8	*	* * *