

Education 628: Applied Research Methods (3 units)
Spring 2006 On Campus Cohort

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.

Instructor

Anne René Elsbree, Ph.D.
aelsbree@csusm.edu

Office Hours

By appointment in
University Hall 417

Phone #s

(760) 750-4384 office
(619) home

Class meeting times: Wednesday 5:30 - 8:15 pm University Hall 257 crn 21172

Course Description

This is an intensive study of a selected area of teaching, learning and leadership. 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. Special topics may include: affective education, motivation, creativity, and cultural diversity.

This course is designed to support students to progress on their culminating experience activity for their Masters degree and as such the activities will focus on providing a safe environment for students to experiment with various methodologies for conducting research, reflect on the process, discuss their efforts and apply this learning to their own culminating experience activity.

In addition this course was designed in collaboration with the instructor of EDUC 612: Literacy Development of Speakers of English as a Second Language, so the course content will focus on research that looks at how educators can support English Language learning. The instructors will model team teaching as well as provide connections for student to scaffold their learning across courses in meaningful ways. Schedule addresses Mon (EDUC 612) & Wed (EDUC 628) activities.

Course Objective

This course is specifically designed to provide opportunities for students to develop educational research skills. Students will be able to:

- Identify the key components in an educational empirical research study
- Read and apply educational research to pedagogical practices
- Design a research study
- Write up a research study
- Document their progress towards a culminating project for a Masters degree

Required Texts

- Course Reader at <http://library.csusm.edu/finding/reserves/> password = manuscript
- *Publication Manual of the American Psychological Association (5th ed.)* (2001). Washington D.C.: American Psychological Association. ISBN: 1-55798-791-2 (paperback bound)
Or you can consider a hardback or spiral option at www.apa.org
- Hubbard, R.S. & Power, B. M. (1999). *Living the Questions: A Guide for Teacher-Researchers*. York, ME: Stenhouse. ISBN: 1-57110-081-4 www.stenhouse.com

Recommended Texts

Cone, J.D. & Foster, S.L. (2003). *Dissertations and thesis from start to finishing: Psychology and related fields*. Washington, D.C.: APA.

ISBN: 1-55798-194-9 www.apa.org

Jaeger, R.M. (Ed.). (1997). *Complementary Methods for Research in Education*. (2nd Edition). Washington D. C.: American Educational Research Association.

<http://www.aera.net/AERAShopper/ProductDetails.aspx?productID=AERWCOMPETH2>

Trochim, W.M.K. (2005). *Research Methods: The concise knowledge base*. Cincinnati, OH: Atomic Dog Publications, p. 244-264.

ISBN: 1-59260-145-6 www.atomicdog.com

Wilkinson, David & Birmingham, Peter. (2003). *Using Research Instruments: A guide for researchers*. NY: RoutledgeFalmer.

ISBN: 0-415-27279-3 www.routledgefalmer.com

Wolcott, H. F. (1990). *Writing Up Qualitative research*. Newbury Park, CA: Sage.

ISBN:0-8039-3793-8 www.sagepub.com

Other Recommended Reading: To stay updated regarding educational issues that impact teaching, learning and leadership, 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*.

Accommodations for Disabilities: Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Craven Hall Room 5025A, (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.

Readings: Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

Course Load: In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

Professional Demeanor: Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- Attendance (Must attend more than 80% for passing grade);
- 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.

Students will have an opportunity to self-evaluate their professional demeanor and the instructor(s) will respond with feedback identifying students' strengths and areas for improvement. Professional demeanor will constitute 20% of total grade.

Make up assignments - Students may make up one absence by attending an approved educational conference. Students must complete the following tasks to earn make-up credit:

1. attending an educational conference
2. giving a verbal report in class and
3. provide paper resources for peers and instructor.

Here is a list of local educational conferences to be considered:

January 18-21, 2006 [National Association of Bilingual Education](#), NABE 2006
Convention Center, Phoenix, Arizona nabe@nabe.org, 202-898-1829

January 29 - February 1, 2006 American Association of Colleges for Teacher Education
Manchester Grand Hyatt, San Diego, CA http://www.aacte.org/Events/meeting_exhibits.htm

February 2-5, 2006 North Coast Education Summit (Education · Democracy · Social Justice)
Humboldt State University, Arcata, California 707.826.3735 <http://www.humboldt.edu/~edsummit/>

February 3-4, 2006 [California TASH: Equity, Opportunity & Inclusion of Persons with Disabilities](#)
CALTASH 24th Annual Statewide Conference, San Francisco Airport Marriott, Burlingame, California
Ann Halvorsen, CALTASH Board member, cal-tash@sbceo.org, 510-885-3087

February 3-5, 2006 [California Association of Teachers of English \(CATE\)](#)
Adventures in Anaheim-An "E" Ticket Experience, Hyatt Regency Orange County, Garden Grove, California
Jo Anne Mitchell, catweb.org, 323-660-1440

February 24-25, 2006 [Southern California Kindergarten Conference, Inc.](#)
SCKC 20th Annual Conference, Hilton Burbank Airport & Convention Center, Burbank, California
Darrin Cowie, SCKC@SOCAL.RR.COM, 818-363-0441

March 1-4, 2006 [California Association for Bilingual Education](#), CABE 2006
San Jose McEnery Convention Center, San Jose, California
Maria S. Quezada, maria@bilingualeducation.org, 626-814-4441

March 3-5, 2006 [California Council for the Social Studies](#), Town & Country Inn, San Diego, California
Jacqueline Purdy, ccssorg@earthlink.net, 661-533-2277

March 10-11, 2006 [Advancement Via Individual Determination \(AVID\)](#)
AVID/College Board 2006 National Conference, Hyatt Regency La Jolla at Aventine, San Diego
Michelle Schneider, mschneider@avidcenter.org, 858-623-2843

March 10-12, 2006 [CACE \(California Association of Compensatory Education\)](#)
Statewide Conference: Building Communication Between School and Home
Crowne Plaza Hotel, LAX, Los Angeles Judy Goddess, goddess2@mindspring.com, 415-759-1994

April 6-9, 2006 [California Teachers of English to Speakers of Other Languages](#) Statewide Conference
Bill Graham Auditorium, San Francisco, California Vicki Pabley, vickipabley@yahoo.com,

April 29, 2006 Hansen Symposium, CSUSM

For other conference options see <http://www.cde.ca.gov/re/ca/cc/index.asp>

Class Agenda - Each evening we will provide an opportunity to:

1. review key understandings from the readings (theory, pedagogy, and action plans)
2. learn about and practice a process for conducting and writing up research
3. meet with a writing group to support your culminating experience project.

Assignments

Group Presentation (25 %)

Each student will work as a team to provide a 30 - 45 minute power point presentation on how to write up research (literature review, methodology, data analysis or recommendations). In each presentation student will provide

- explicit definition of what needs to be included in the writing task,
- create a rubric for evaluating the writing task
- locate and teach an exemplary article modeling the writing task
- provide resources for writers
- provide a student writing example and lead us through an analysis and revision using rubric
- email presentation and all parts to Erika and Anne René by Feb 6th

Students will have an opportunity to co-create the grading rubric for the presentation in class.

Literacy Strategy Intervention Research Article (25%)

Students will prepare a paper about a literacy strategy intervention to support K-12 students learn English as their second language.

The project will include the following:

Identify an intervention strategy.

Identify what your students need and how you could meet their need with an intervention.

Locate current research on this intervention.

Read about this intervention to inform your design and implementation.

Identify an educational journal that this type of research could be published in.

Identify the submission guidelines for this journal and outline a typical article so that you can use this as the format for your paper.

Create a rubric to guide your writing and evaluation.

Use the submission guideline and journal format.

Conduct Research

- Use formative assessment to identify how your students need assistance
- Describe an intervention strategy
- Explain why intervention is appropriate (be specific-refer to assessment data)
- Use a summative assessment of students progress
- Create a record of what you did and how the students responded
- Write a reflection on the process and what you learned about assessments, pre-tests and post-tests, and specific interventions. What would you do differently next time? What was valuable about the experience? How can you use this experience to further your development as a reading specialist?

Write up the intervention for submission to the identified educational journal.

Evaluate your writing based on the rubric you designed.

Submit to instructor(s) for their evaluation.

Revise and submit to journal.

Culminating Activity Creation (30%)

You will meet with 1-3 other students during this course to support your writing/creation process for your culminating experience activity. Please create an individual rubric to evaluate your progress identifying benchmarks and criteria to evaluate the key tasks. Submit the rubric to instructor(s) for approval January 25th. You and the instructor will co-evaluate your progress throughout the semester.

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.

Each absence (or 3 tardies/early departures) will reduce a grade by 10 points (one full grade). For example if a student earns 95 % and is absent 2 times = $95 - 2(10) = 75$ points = C.

A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

student's name printed	school
signature	date
home telephone	cell phone
	email

Attendance

Jan 18		Feb 29		April 5	Defense Prep
Jan 25		Mar 1		April 12	Post Defense Presentation
Feb 1	Presentation Preparation	Mar 8		April 19	
Feb 8		Mar 15		April 26	
Feb 15		Mar 22		April 29 Sat	
Feb 22		March 29	Break	May 3	

Professional Demeanor

_____ / 20 %

Assignments

Due Dates

Percentage

Group Presentation	_____ / 25 %
Intervention Research Article	_____ / 25 %
Culminating Activity Writing	_____ / 30 %

Total	_____ / 100 % = _____ Grade
--------------	---

Course Grading & Evaluation

90-100 pts = A 80-89 pts = B 70-79 pts = C 0-69 pts = No Credit

**While this syllabus is carefully planned, it may be modified
at any time in response to the needs and interests of the class.**

Please note the dates below reflect schedule for EDUC 612 & EDUC 628

Date	Topic	Read/Due
Wed January 18	Building a Literacy Community Writing up your Introduction – Research Question – Chapter 1 Co-Create Rubric for Presentation Choose presentation topic and group Meet with Writing Group (identify goals, criteria, timeline & meeting times)	Tovani 1 Routman 1, 2 EDUC 628 Syllabus Create Presentation Rubric
Mon January 23	Review Literacy Strategy Intervention Co-Create rubric	Meet on campus—all other Monday sessions will be on Web CT. EDUC 612 syllabus
Wed January 25	Meet with librarian Judith Downie in Kellogg 3400 Identify educational journals to consider for writing submission. Research resources for your presentation (Intervention Lit Review, Culminating Activity Lit Review, & Writing Presentation) Meet with Writing Group - complete individual writing rubrics with clear tasks, criteria & benchmark deadlines - what supports will peers provide - seek advisors input/approval before next class - post rubric on line once approved	Klinger, J.K. Scanlon, D. & Pressley, M. (2005). How to publish in scholarly journals, <i>Educational Researcher</i> , 34(8), 14-20. Trochim, W.M.K. (2005). <i>Research Methods: The concise knowledge base</i> . Cincinnati, OH: Atomic Dog Publications, p. 244- 264. Post Writing Rubric
Mon January 30 Web CT	<i>Read powerpoint and article on L1 and L2 emergent literacy Respond to question on discussion board</i>	Aldridge, J. (2005). The Importance of Oral Language. <i>Childhood Education</i> . 81(3), 177- 180.
Wed February 1	Group Presentation Preparation - use powerpoint to present info - define expectations for writing task - create a rubric - locate and teach an example article - provide resources - provide a student writing and lead us through an analysis and revision using rubric Language acquisition debriefing/activity	Read the readings assigned for your presentation class. Meet with your group and email plan to Erika and Anne René by Feb 6 th .
Mon February 6 Web CT	<i>Read powerpoint and article on language and word study Respond to question on discussion board</i>	Routman 5, 6 <i>Rasinski, T. & Oswald, R. (2005). Making and Writing Words. Reading & Writing Quarterly.</i> 21(2), 151-163. Email presentation and all parts to Erika & Anne René by Feb. 6 th

Wed February 8	Language and Word Study Learning to read, write, and speak in the L1 & L2 Meet with Writing Group - use rubrics to note progress - identify next steps and deadlines - report progress using rubrics to Erika & Anne René in writing	Writing Progress Report Zutell, J. (1998). Word sorting: A developmental approach. <i>Reading & Writing Quarterly</i> . 14(2), 219-239.
Mon February 13 Web CT	<i>Sheltered Instruction: Discuss readings in the live chat room</i>	<i>Echevarria & Graves 3, 5</i> Harper, C. & de Jong, E. (2004). Misconceptions about teaching ELLs. <i>JAAL</i> . 48(2), 152-162.
Wed February 15	Discuss literature review on Sheltered Instruction from Monday: How will it guide your own? Writing Your Literature Review Presentation Meet with Writing Group - identify how this new info can inform your work - what might you need to locate as a support - develop a plan of action	Cone, J.D. & Foster, S.L. (2003). <i>Dissertations and thesis from start to finishing: Psychology and related fields</i> . Washington, D.C.: APA, 93-117.
Mon February 20 Web CT	<i>Comprehension in primary grades: Respond to question on discussion board using the readings to support your thinking and opinions</i>	<i>Routman 8, 9, 10</i>
Wed February 22	Writing Up Your Methodology Presentation Meet with Writing Group - identify how this new info can inform your work - what might you need to locate as a support - develop a plan of action Professional Demeanor Evaluation Extra Resources: Jaeger, R.M. (Ed.). (1997). <i>Complementary Methods for Research in Education</i> . (2nd Edition). Washington D. C.: American Educational Research Association. Wilkinson, D. & Birmingham, P. (2003). <i>Using Research Instruments: A guide for researchers</i> . NY: RoutledgeFalmer.	Cone, J.D. & Foster, S.L. (2003). <i>Dissertations and thesis from start to finishing: Psychology and related fields</i> . Washington, D.C.: APA, 119-145. Hubbard, R.S. & Power, B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 1-81.
Mon February 27 Web CT	<i>Comprehension w/ older students: Respond to question on discussion board using the readings to support your thinking and opinions.</i>	<i>Tovani 2, 3, 4</i> Faulkner, V. (2005). <i>Adolescent literacies within the middle years</i> . <i>JAAL</i> . 49(2), 108-117. Wolfe, P. (2004). "The Owl Cried." <i>JAAL</i> . 47(5), 402-413.
Wed March 1	Key understandings about comprehension Writing Up Data Analysis Presentation Meet with Writing Group - identify how this new info can inform your work - what might you need to locate as a support - develop a plan of action	Bring in Your Data Cone, J.D. & Foster, S.L. (2003). <i>Dissertations and thesis from start to finishing: Psychology and related fields</i> . Washington, D.C.: APA, 237-252. Hubbard, R.S. & Power,

Wed March 1 Cont		B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 82-160.
Mon March 6 Web CT	<i>Teacher As Researcher: Respond to question on discussion board using the readings to support your thinking and opinions.</i>	Hubbard, R.S. & Power, B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 161-204.
Wed March 8	Data Analysis Practice Writing Up Your Recommendations Presentation Meet with Writing Group - identify how this new info can inform your work - what might you need to locate as a support - develop a plan of action	Bring in Your Data Intervention Draft Hubbard, R.S. & Power, B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 161-204. Wolcott, H. F. (1990). <i>Writing Up Qualitative research</i> . Newbury Park, CA: Sage, 24-47.
Mon March 13 Web CT	<i>Live Chat—How is data analysis going? What support do you need?</i>	Grisham, D. & Wolsey, T. (2005) Improving Writing. <i>Reading & Writing Quarterly</i> , 21(4), 315-330 De La Paz, S. (2005). Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms. <i>Journal of Educational Psychology</i> . 97(2), 139-156,
Mon March 13 Web CT	Writing Instruction Writing Up Recommendations	Grisham, D. & Wolsey, T. (2005) Improving Writing. <i>Reading & Writing Quarterly</i> , 21(4), 315-330 De La Paz, S. (2005). Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms. <i>Journal of Educational Psychology</i> . 97(2), 139-156, Cone, J.D. & Foster, S.L. (2003). <i>Dissertations and thesis from start to finishing: Psychology and related fields</i> . Washington, D.C.:APA, 255-75.

Mon Mar 13 Cont		Hubbard, R.S. & Power, B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 205-290.
Wed March 15	<i>Meet with Writing Group</i> - identify how what you are learning can inform your work - what might you need to locate as a support - develop a plan of action	Echevarria and Graves 7 Tovani 7
Wed March 22	Assessment to inform instruction Defense Preparation (Model and Create)	Cone, J.D. & Foster, S.L. (2003). <i>Dissertations and thesis from start to finishing: Psychology and related fields</i> . Washington, D.C.:APA 255-75. Hubbard, R.S. & Power, B. M. (1999). <i>Living the Questions: A Guide for Teacher-Researchers</i> . York, ME: Stenhouse, 205-290.
Mon March 27 & Wed March 29	Spring Break	No Class No Assignments
Mon April 3 & Wed April 5	<i>Meet with your Writing Group and Prepare your Defense Presentation</i>	Read rest of Tovani (except ch 9)
Mon April 10 Web CT	<i>Upload your Defense Presentation on WebCT by April 10</i>	Echevarria and Graves 6 Routman 11
Wed April 12 WebCT	<i>Read other Presentations and provide feedback to peers by April 17th</i>	Post Literacy strategy intervention by April 17th Presentation Feedback
Mon April 17 WebCT	<i>Provide feedback to peers on defense presentations</i>	Post Literacy strategy intervention by April 17th Presentation Feedback
Wed April 19	Affective issues Psychological and sociolinguistic aspects of reading and writing Professional Demeanor Evaluation Practice Defenses	Echevarria & Graves 4 Reread Routman 2 Be sure that you have turned in your "AHA" assignment. Bring everything to practice defense.
Mon April 24 Web CT	<i>Live Chat on Web CT</i> <i>What are your literacy priorities? How will you balance them? How does theory inform your practice?</i>	Tovani 9 Routman 12
Wed April 26	Practice Defenses with peers	Bring everything to practice
Saturday April 29	Hansen Conference: Attend, Present Defense & Provide Support for Colleagues	Presentations & Treats for Guests
Mon May 1	Celebration TBA	Food & Fun
Wed May 3	Celebration TBA	Food & Fun