

<b>Course &amp; Section Nos.</b>	<b>EDUC 650, section 01</b>
<b>Course Title</b>	<b>Proposal Development</b>
<b>Class Roster No.</b>	<b>40931</b>
<b>Course Day(s)</b>	<b>Wednesdays</b>
<b>Time</b>	<b>5:30 – 8:15 pm</b>
<b>Course Location</b>	<b>University Hall 101</b>
<b>Semester / Year</b>	<b>Fall 2016</b>
<b>Instructor</b>	<b>Leslie P. Mauerman, MS. Ed.</b>
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<b>Office Hours</b>	<b>Before class and by appointment</b>

### **WELCOME**

MA Candidates engaged in the writing process can expect to have tailored support and peer support throughout the semester. This hybrid course is intended to allow the flexibility needed by candidates for uninterrupted writing time. It is my goal to elevate and support your writing throughout the process!

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## COURSE DESCRIPTION

Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology

### Course Prerequisites

Admission to the MA Program & EDUC 622

### Course Objectives

1. Identify Key Components of a Research Thesis, Curriculum Project or Exam.
2. Master APA Manual Format.
3. Write Thesis, Project or Exam.
4. Practice for Poster Presentation.

### Unique Course Requirements

**EDUC 650 Cougar Course** <https://cc.csusm.edu/course/view.php?id=801#section-0>  
**Culminating Experience Supports** <http://community.csusm.edu/course/view.php?id=33>

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

A fully functioning laptop for in-class writing activities.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association.

ISBN 9781433805615 (paperback), 9781433805622 (spiral), or 9781433805592 (hardcover).

### Cougar Courses

<https://cc.csusm.edu/course/view.php?id=884>

## COURSE LEARNING OUTCOMES

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

### Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

**SCHEDULE/COURSE OUTLINE  
EDUC 650 PROPOSAL DEVELOPMENT MAUERMAN**

Session	Topic, Activity & Objectives
WEEK 1 AUG 31 F2F	<p><b>Introduction, Goals &amp; Models: Face-to-Face (F2F) Class</b></p> <ol style="list-style-type: none"> <li>1. Articulate Semester Goals &amp; Deadlines</li> <li>2. Choose Writing Team</li> <li>3. Identify 3 Model Thesis/Projects from CSUSM ScholarWorks</li> </ol>
WEEK 2 Sept 7 F2F	<p><b>Full Class Meeting—Geo Meeting Run Through</b> Complete the following tasks by Wednesday September 3rd:</p> <ol style="list-style-type: none"> <li>1. Meet with your culminating experience committee chair and review your goals for the semester and determine deadlines.</li> <li>2. Post what your goals are for this semester and the deadlines.</li> <li>3. Post who is on your writing team</li> <li>4. Identify the 3 thesis or projects from CSUSM ScholarWorks that you will use as a model for your writing. Identify what you will focus on for each model, i.e. literature review, methodology, research analysis, curriculum design...</li> <li>5. Post a chapter for your writing team to read and provide feedback at Team meeting session</li> </ol>
WEEK 3 Sept 14 Writing Team	<p><b>Writing Team Meets Face-to-Face – NO FULL CLASS MEETING</b></p> <p><b>Writing Team Meet Face-to-Face</b> Objectives:</p> <ol style="list-style-type: none"> <li>1. Meet with Writing Team face-to-face.</li> <li>2. Exchange revised writing from last week.</li> <li>3. Read each other's work and provide constructive feedback: <ol style="list-style-type: none"> <li>a. Praise: Identify what the author did well.</li> <li>b. Question: Articulate where you had questions and what needed clarification.</li> <li>c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation...</li> </ol> </li> <li>4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review.</li> </ol> <p>Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions</p>
WEEK 4 SEPT 21 F2F	<p><b>Library Search – Literature Review</b> Guest Speaker, Dr. Toni Olivas will review literature search tips, Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify strategies to search for peer reviewed articles</li> <li>2. Differentiate between “and” and “or”</li> </ol>

Session	Topic, Activity & Objectives
WEEK 5 SEPT 28 Writing Team	<p><b>Writing Team Meet Face-to-Face</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Meet with Writing Team face-to-face.</li> <li>2. Exchange writing.</li> <li>3. Read each other's work and provide constructive feedback:               <ol style="list-style-type: none"> <li>a. Praise: Identify what the author did well.</li> <li>b. Question: Articulate where you had questions and what needed clarification.</li> <li>c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation...</li> </ol> </li> </ol>
WEEK 6 OCT 7 F2F	<p><b>Topic to be Determined – Meet Face-to-Face</b></p> <p>Students will identify what they need assistance with at this time.</p>
WEEK 7 OCT 12 Writing Team	<p><b>Writing Team Meet Face-to-Face</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Meet with Writing Team face-to-face.</li> <li>2. Exchange writing.</li> <li>3. Read each other's work and provide constructive feedback:               <ol style="list-style-type: none"> <li>a. Praise: Identify what the author did well.</li> <li>b. Question: Articulate where you had questions and what needed clarification.</li> <li>c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation...</li> </ol> </li> <li>4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review.</li> <li>5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.</li> </ol>
WEEK 8 OCT 19 F2F	<p><b>Topic to be Determined – Meet In Class Face-to-Face</b></p> <p>Students will identify what they need assistance with at this time</p>
WEEK 9 OCT 26 WRITING	<p><b>Writing Team Meet Face-to-Face</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Meet with Writing Team face-to-face.</li> <li>2. Exchange writing.</li> <li>3. Read each other's work and provide constructive feedback:               <ol style="list-style-type: none"> <li>a. Praise: Identify what the author did well.</li> <li>b. Question: Articulate where you had questions and what needed clarification.</li> <li>c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation...</li> </ol> </li> <li>4. Review what was helpful about the peer feedback and what you would like to focus on for the next peer review.</li> <li>5. Post a copy of the writing and the written feedback so each partner receives credit for their writing team contributions.</li> </ol>
WEEK 10 NOV 2 F2F	<p><b>Topic to be Determined –</b></p> <p>Students will identify what they need assistance with at this time          ALSO another community in-service available to attend on this date</p>

Session	Topic, Activity & Objectives
WEEK 11 NOV 9 Writing Team	<p><b>Writing Team Meet Face-to-Face</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Meet with Writing Team face-to-face.</li> <li>2. Exchange writing.</li> <li>3. Read each other's work and provide constructive feedback:               <ol style="list-style-type: none"> <li>a. Praise: Identify what the author did well.</li> <li>b. Question: Articulate where you had questions and what needed clarification.</li> <li>c. Polish: Identify with specificity what could be changed to make the writing better, i.e. revise a sentence if it is unclear, correct spelling mistakes, add correct APA citation...</li> </ol> </li> <li>4. Review what was helpful about the peer feedback and what you would like to focus on</li> </ol>
WEEK 12 NOV 16 F2F Face-to-Face Poster Session	<p><b>Face-to-Face Poster Session</b></p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Bring draft poster slides.</li> <li>2. Come prepared with questions.</li> <li>3. Finalize your poster slides and identify what else you will include on your poster.</li> </ol>
WEEK 13 Nov 24	<p><b>Thanksgiving – No Class on November 24</b></p> <p>Enjoy the week off. Happy Thanksgiving Day!</p>
WEEK 14 F2F	<p><b>MA Poster Session</b></p> <p>No official class meeting Wed Nov.30, instead attend the MA Poster Session Thursday, Time and Place to be announced</p>
WEEK 15 DEC7	<p><b>TBA – Celebration of Learning and MA completion or readiness to complete next term!</b></p>

This calendar has been thoughtfully planned, but could change to meet student needs.

### **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

#### **Grading Standards**

A = 93-100	A- = 90-92				
B+ = 87-89	B = 83-86	B- = 80-82			
C+ = 77-79	C = 73-76	C- = 70-72	D = 60-69	F = 59 or lower.	

#### **Final Exam Statement**

No final Exam in this course.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **Policy on Late/Missed Work**

Late work, lack of participation in the Geographical Group Meetings or face-to-Face class meetings count as late work since participation is a part of the scoring of professional dispositions for the course. Please refer to the Cougar Course for details.

### **Student Collaboration Policy**

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class during the time geographical groups are formed.

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.



### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, this course includes class time devoted to describing to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

### **All University Writing Requirement**

All-University Writing Requirement is 850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units. Since this is a writing course, these requirements are satisfied.

### **Course Format**

This is a hybrid course, meeting on campus in class every other week, with cougar course supports and assignments for the independent weeks when candidates meet in geographical groups.

### **Necessary Technical Competency Required of Students**

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

### **Contact Information for Technical Support Assistance**

- Email: [sth@csusm.edu](mailto:sth@csusm.edu)
- Phone: **760-750-6505**
- Location: 2nd floor of Kellogg Library  
Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.