Course & Section	EDUC 650, Section 01
Course Title	Proposal Development
Class Roster No.	41095
Course Day(s)	Thursday
Time	5:30 – 8:15 pm
Course Location	University Hall 444
Semester / Year	Fall 2017
Instructor	Joni S. Kolman, Ed.D.
Phone	760-750-8236
E-Mail	jkolman@csusm.edu
Office	University Hall 406
Office Hours	Before class and by appointment

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

TABLE OF CONTENTS

Proposal Development

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 Master's poster presentation.

Unique Course Requirements

Culminating Experience Supports: http://community.csusm.edu/course/view.php?id=33

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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).

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.

Syllabus is subject to change.

SCHEDULE/COURSE OUTLINE
EDUC 650 PROPOSAL DEVELOPMENT

Session	Topic, Activity & Objectives
WEEK 1 AUG 31 **FULL CLASS MEETING**	**INTRODUCTION: Conceptual Understandings and Goal Setting** 1. What makes a good thesis? 2. Establishing a community of writers 3. Personal goal setting 4. Plagiarism
WEEK 2 SEPT 7 **FULL CLASS MEETING**	**PRIOR TO CLASS, DO THE FOLLOWING:** 1. Meet with your culminating experience committee chair and review your goals for the semester and determine deadlines. **Due:** First SIGNED agreement (by both you and your committee chair) outlining the agreed upon topic and goals for the semester. Scan/take a picture of the form and upload it to Cougar Courses. 2. **Due:** Prepare a one-page summary of your initial/developing thesis/idea, being sure to include the following: (1) What is the topic?; (2) Why are you pursuing it/what interests you about it?; (3) Where you are currently and where are you hoping to be by the end of the semester?; (4) What barriers do you see to meeting your goals?; (5) Who is on your thesis committee? **IN CLASS: Exploring the Thesis and Providing Feedback** 1. Exploring different thesis structures 2. How do I provide feedback to others?
WEEK 3 SEPT 14 **FULL CLASS MEETING**	**PRIOR TO CLASS, DO THE FOLLOWING:** 1. **Read** (optional)**:** Falk & Blumenreich (Chapter 4, pp. 41-59)—On Cougar Courses **IN CLASS: Literature Reviews** 2. Guest Speaker, Dr. Toni Olivas, literature searches 3. Literature tracking spreadsheet

Syllabus is subject to change.

Session	Topic, Activity & Objectives
WEEK 4 SEPT 21 **INDIVIDUAL WRITING GROUP MEETINGS** **NOTE: This class time is Rosh Hashana so I will not be available to Zoom into your conferences. However, I will look at your work and provide feedback early the following week.**	**PRIOR TO CLASS, DO THE FOLLOWING:** 1. **Send** your group a piece of your thesis writing for review—it could be something that is in progress or something more polished. This piece of work should be **NO MORE THAN 7 pages**. Attach a cover sheet/cover email that outlines where you would like readers to focus their attention (e.g., clarity, alignment between sections, organization, APA citation, areas with which you are struggling, general observations). 2. **Provide** feedback, utilizing the model discussed in class, to **all** members of your writing group. **Post** this feedback on Cougar Courses to support the writers' revisions as well as to receive credit for your work. 3. **Send** me a copy of your work via email (CC me on group email). **IN CLASS (place to be determined by your group):** 1. **Meet** with your writing group in a face-to-face forum. Discuss each person's writing, providing real-time feedback. 2. **Following your meeting** post a half-page memo outlining: (1) The specific changes you intend to make to your thesis following your meeting with your writing group; (2) The rationale for those changes; (3) How those changes will move you toward meeting the competency thresholds laid out in the thesis rubrics.
WEEK 5 SEPT 28 **FULL CLASS MEETING**	**PRIOR TO CLASS DO THE FOLLOWING:** 1. Identify 2 theses from CSUSM Scholarworks that you believe can be strong model texts for your own thesis. 2. **Due:** For **each** thesis you chose, write a half-page memo outlining: (1) Why you chose it as a model text; (2) A brief summary of the way it organizes information; (3) its methodological approach (if data was collected); (4) questions you have about it. 3. If it is your designated week to share your work, **send** the class a piece of your thesis writing for review (at least 72 hours in advance)—it could be something that is in progress or something more polished. This piece of writing should be **NO MORE THAN 10 pages**. Attach a cover sheet that outlines where you would like readers to focus their attention (e.g., clarity, alignment between sections, organization, APA citation, areas with which you are struggling, general observations) 4. If you are NOT presenting your work this week, **provide** feedback, utilizing the model discussed in class, to the individuals who shared their work. It is expected that you will post this feedback on Cougar Courses to support the writers' revisions as well as to receive credit for your work. **IN CLASS: Exploring thesis work** 1. Considering our model texts 2. Thesis work presentations

Syllabus is subject to change.

Session	Topic, Activity & Objectives
WEEK 6 OCT 5 **FULL CLASS MEETING**	**PRIOR TO CLASS DO THE FOLLOWING:** 1. **Read** (optional): Falk & Blumenreich (Chapter 6, pp. 91-114) 2. **Due:** In a one-page memo, document the format and/or methodology you will/are employing in your thesis. Begin by establishing a clear justification for the use of this format and/or methodology in relation to the problem of practice you are studying. Next, review the Human Subjects Flowcharts (https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts/index.html) to make an initial determination of whether your project might require IRB approval. Include the outcome of this human subjects investigation in your memo and provide justification for why you will or will not submit (or have or have not submitted) an IRB application. 3. If it is your designated week to share your work, **send** the class a piece of your thesis writing for review (at least 72 hours in advance)—it could be something that is in progress or something more polished. This piece of writing should be **NO MORE THAN 10 pages**. Attach a cover sheet that outlines where you would like readers to focus their attention (e.g., clarity, alignment between sections, organization, APA citation, areas with which you are struggling, general observations) 4. If you are NOT presenting your work this week, **provide** feedback, utilizing the model discussed in class, to the individuals who shared their work. It is expected that you will post this feedback on Cougar Courses to support the writers' revisions as well as to receive credit for your work. **IN CLASS: Methods, IRB, and Feedback** 1. Reviewing methods and IRB 2. Thesis work presentations
WEEK 7 OCT 12 **INDIVIDUAL WRITING GROUP MEETINGS**	**PRIOR TO CLASS DO THE FOLLOWING:** 1. **Set up** a time for me to join your group by phone/Zoom/Skype for a part of the meeting. 2. **Send** your group a piece of your thesis writing for review—it could be something that is in progress or something more polished. This piece of work should be **NO MORE THAN 7 pages**. Attach a cover sheet that outlines where you would like readers to focus their attention (e.g., clarity, alignment between sections, organization, APA citation, areas with which you are struggling, general observations) 3. **Provide** feedback, utilizing the model discussed in class, to **all** members of your writing group. **Post** this feedback on Cougar Courses to support the writers' revisions as well as to receive credit for your work. **IN CLASS (time/place to be determined by your group):** 1. **Meet** with your writing group in a face-to-face forum. Discuss each person's writing, providing real-time feedback. 2. **Following your meeting** post a half-page memo outlining: (1) The specific changes you intend to make to your thesis following your meeting with your writing group; (2) The rationale for those changes; (3) How those changes will move you toward meeting the competency thresholds laid out in the thesis rubrics. 3. **Individual conference signups**

Syllabus is subject to change.

Session	Topic, Activity & Objectives
WEEK 8 **OCT 19** **INDIVIDUAL CONFERENCES**	This class session will involve individual conferences with each of you to discuss your progress and to provide individualized feedback. This meeting could be in-person on through Zoom. **PRIOR TO OUR MEETING DO THE FOLLOWING:** 1. **Send** me a piece of your thesis with which you are struggling. What you send me should be NO MORE than **5 pages**. It might be that you are struggling to articulate some of the foundational pieces, in which case you should send me an outline and sketch out your ideas via bullet point. 2. **Come** to our meeting prepared to talk about your work and where you are trying to go. In addition, be prepared to discuss the outcome of the meeting with your thesis chair. **FOLLOWING OUR MEETING** post a half-page memo outlining: (1) The specific changes you intend to make to your thesis; (2) The rationale for those changes; (3) How those changes will move you toward meeting the competency thresholds laid out in the thesis rubrics.
WEEK 9 **OCT 26** **WRITING WEEK**	**Utilize** this class time to work on your thesis. Post to the Accountability Forum, by October 27, with a description of your writing focus for this time and one big accomplishment. **Meet with** your culminating experience committee chair and review your work with them thus far. **Fill in** the template summarizing your discussion and next steps, signed by both you and your committee chair. Scan/take a picture of the form and upload it to Cougar Courses.
WEEK 10 **NOV 2** **FULL CLASS MEETING**	**PRIOR TO CLASS DO THE FOLLOWING:** 1. If it is your designated week to share your work, **send** the class a piece of your thesis writing for review (at least 72 hours in advance)—it could be something that is in progress or something more polished. This piece of writing should be **NO MORE THAN 10 pages**. Attach a cover sheet that outlines where you would like readers to focus their attention (e.g., clarity, alignment between sections, organization, APA citation, areas with which you are struggling, general observations) 2. If you are NOT presenting your work this week, **provide** feedback, utilizing the model discussed in class, to the individuals who shared their work. It is expected that you will post this feedback on Cougar Courses to support the writers' revisions as well as to receive credit for your work.
WEEK 11 **NOV 9** **INDIVIDUAL WRITING GROUP MEETING**	**PRIOR TO CLASS DO THE FOLLOWING:** 1. **Set up** a time for me to join your group by phone/Zoom/Skype for part of the meeting. 2. **Prepare** items/draft a version of your poster to share your research thus far. 3. **Share** those items/draft with your writing group **IN CLASS (time/place to be determined by your group):** 1. **Meet** with your writing group in a face-to-face forum. Discuss each person's poster drafts, providing real-time feedback. 2. **Following your meeting** post a half-page memo outlining: (1) Your next steps for refining your posters

Syllabus is subject to change.

Session	Topic, Activity & Objectives
WEEK 12 NOV 16 **FULL CLASS MEETING**	**PRIOR TO CLASS:** 1. **READ**: Powerpoint is Evil: https://www.wired.com/2003/09/ppt2/edwardTufte 2. **Meet with** your culminating experience committee chair and review your work with them thus far. **Fill in** the template summarizing your discussion and next steps, signed by both you and your committee chair. Scan/take a picture of the form and upload it to Cougar Courses. **IN CLASS: Preparing for Poster Sessions** 1. Bring draft poster slides. 2. Come prepared with questions. 3. Finalize your poster slides and identify what else you will include on your poster.
WEEK 13 NOV 23 **THANKSGIVING—NO CLASS**	**Enjoy the week off. Happy Thanksgiving!**
WEEK 14 NOV 30	**MA Poster Session** No official class meeting. Instead, attend the MA Poster Session at 5pm.
WEEK 15 DEC 7 **FULL CLASS MEETING**	**TBA – Celebration of Learning and MA completion or readiness to complete next term!**

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.

Syllabus is subject to change.

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. As a professional courtesy, I would appreciate an email letting me know when you will be missing class. Should you have extenuating circumstances, please contact me as soon as possible.

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

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.

Syllabus is subject to change.

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**
- 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.

Syllabus is subject to change.