



Educational Research and Evaluation Design
EDLD 750B/EDS287B
CSUSM | Markstein Hall 310
Wednesdays | 6-9PM
Syllabus subject to change

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Office Hours: By appointment

COURSE OVERVIEW

In the second of the two-quarter sequence, we will...

- (1) study issues in research design and methodology;
- (2) learn and use the technical vocabulary of research, orally and in writing;
- (3) practice scholarly writing;
- (4) build upon your annotated bibliography; and,
- (5) write a literature review.

Changes in the syllabus may be made as the course progresses.

STUDENT LEARNING OUTCOMES

Program Student Learning Outcomes (PSLO)

By the end of the JDP program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

Course Student Learning Outcomes (CSLO)

(Note: The information in parentheses after each CSLO indicates the PSLO that the CSLO supports.)

Students will be able to:

- CSLO 1: Accurately use, verbally and in writing, the vocabulary of quantitative and qualitative research methodologies and research designs. (PSLO 1, 2, 3 at a beginning level.)
- CSLO 2: Critically analyze research to determine if it trustworthy. (PSLO 2 and 3 at a beginning level.)
- CSLO 3: Recognize the importance of protection of human subjects and demonstrate knowledge of the procedures for submitting a research proposal to the *IRB*. (PSLO 3 at a beginning level.)
- CSLO 4: Develop a 20-entry annotated bibliography around a topic identified by the student. (PSLO 3 at a beginning level.)
- CSLO 5: Write a scholarly review of the literature addressing a specific topic identified by the student. (PSLO 3 at a beginning level.)

CSUSM - 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

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students *must* participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse. Accumulated tardies will impact the participation portion of the student's grade.

CSUSM Accommodation Service

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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.

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 written work and oral assignments must be original work. All ideas/materials 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 with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no 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.”

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS/GRADING SCALE

This rubric represents general guidelines that we will use to evaluate your work. As a doctoral candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and dispositions. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

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Students **must** participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

Implications for grade in course

A Excellent work, expected performance.

A - Good work, improved performance encouraged.

B+ Acceptable work, improved performance expected.

B Minimally acceptable work, greatly improved performance expected.

B - Marginal work, very poor performance (letter from the Department Chair or Director of Graduate Studies with copy placed in student's file).

C + (or lower) Unacceptable performance at the graduate level (may be subject to dismissal).

Students who receive grades indicating that improvement in future courses is expected and who need guidance in how to improve are encouraged to confer with the Directors of the JDP, the course instructor and their assigned faculty mentor and/or advisor.

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date. We recognize that you may be serving in many critical research and leadership capacities in the field of education that on occasion interfere and compete with your graduate studies. It is your responsibility to let your faculty know and to do your best to meet the program requirements since many classes involve collaborative work and learning.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high-quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXT

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.

COURSE REQUIREMENTS

1. Weekly Annotated Bibliography or Literature Review Assignments 50 pts. (50%)
2. Annotated Bibliography 20 pts. (20%)
3. Literature Review 30 pts. (30%)

WEEKLY CLASS MEETING AGENDA

6:00-6:15 Check in | Restorative Practices

6:15-6:40 Chapter Presentations

6:40-7:00 JDP Handbook | Writing: What's Up Doc?, Hi Neighbor, and Wonderful Words

7:00-7:45 Dinner Conversations | Consultations

7:00-7:30 Dr. Soles Consultation

and

Dinner Conversations: Review partner's AB/Lit. Review post; using the Cognitive Coaching Stems, engage in a thoughtful conversation regarding progress and needs improvement areas.

7:45-8:00 Check in | Elevator Pitch

8:00-8:30 (1) Proposal - Dissertation - Article | (5) Things

8:30-8:45 Write It - Helpful Words | Helpful Phrases

8:45-9:00 Check out | Restorative Practices

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Final Exam Statement

There will be no final exam.

All University Writing Requirement

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through assignments.

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.

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.

CLASS MEETING SCHEDULE AND COURSE REQUIREMENTS

<i>Course Date</i>	<i>Group Presentations</i>	<i>Assignments Due Tuesday 11:59pm Day Before Class in Cougar Courses</i>	<i>Points/Percentage</i>
April 4	Design-based School Improvement	5 References/Narratives Annotated Bibliography (AB)	5
April 11	Ch.2 Identifying a Research Problem Ch.10 Experimental Designs	10 References/Narratives AB	5
April 18	Ch.4 Specifying a Purpose Ch.11 Correlation Designs	15 References/Narratives AB	5
April 25	Ch.5 Collecting Quantitative Data Ch.6 Analyzing and Interpreting Quant. Data Ch.12 Survey Designs	AB FINAL (all 20 References/Narratives AB)	20
May 2	Ch.7 Collecting Qualitative Data Ch.8 Analyzing and Interpreting Qual. Data Ch.13 Grounded Theory Designs	Lit. Review: Introduction (2 paragraphs)	5
May 9	Ch. 9 Reporting and Evaluating Research Ch.16 Mixed Methods Designs	Lit. Review: Body (5 pages)	10
May 16	IRB Process: Part 1	Lit. Review: Body (5 pages)	10
May 23	IRB Process: Part 2	Lit. Review: Implications for Social Justice; Implications for Leadership; Summary (6 paragraphs)	10
May 30	JDP Student Panel	Lit. Review FINAL (all sections)	30
			100

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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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three ‘hours’ of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe 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.

Course Format [For courses offered in a format other than face-to-face, traditional (FT) instruction] The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

Necessary Technical Competency Required of Students

[For on-line and hybrid courses]

Contact Information for Technical Support Assistance

[For on-line and hybrid courses] This may include customer support for software used in the course as well as the CSUSM Help Desk.