

Course & Section Nos.	EDUC 628 (Section 1)
Course Title	Applied Research Methods
Class Roster No.	21000
Course Day(s)	Wednesdays
Time	7:00 – 9:50 pm
Course Location	CSUSM University Hall 414
Semester / Year	Spring 2018
Instructor	Sean Nank, PhD
Phone	(760) 458-3178
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Office	Virtual
Office Hours	By Appointment

WELCOME

Welcome! This course is designed to guide you through the planning, preparation and/or completion of the Masters in Education culminating experience: thesis, project, or exam.

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

This course involves intensive study of current issues and concepts in education.
<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Admission to the MA Program & EDUC 622 (concurrent enrollment upon instructor approval)

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. Complete (or practice for) MA Poster Presentation

Unique Course Requirements

Students are required to meet with their writing groups outside of class a total of five times. These meetings can be in-person or virtually, depending on the technological comfort level of participants.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

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

Can be purchased at the CSUSM bookstore or any online book vendor:

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

Recommended Texts

Nank, S. D. (2011). *Testing over teaching: Mathematics education in the 21st century*. Chicago, IL: Discovery Association Publishing House.

Cougar Courses

Spring 2018 EDUC 628 (01) 21000

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes

Upon successful completion of this course, students will (be able to):

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

MA in Education Program Student Learning Outcomes (PSLO)

The Master of Arts in Education Program assesses 4 Program Student Learning Outcomes (PSLO):
PSLO 1: Professional Dispositions (EDUC 622)

Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.

PSLO 2: Leadership Skills (EDUC 602 or EDAD 618B)

Apply leadership skills in social justice and equity to advance the profession.

PSLO 3: Analyze Research (EDUC 622)

Analyze educational and/or professional research.

PSLO 4: Integrate Research (EDUC 698)

Integrate research and evidence-based practices into educational and professional settings.

- EDUC 628 addresses Program Student Learning Outcome 4:
Although this course is not part of the PSLO Assessment plan, it is designed to support candidates with their EDUC 698 courses. The PSLO 4 Rubric is toward the end of this syllabus to guide candidates writing for thesis/project.

SCHEDULE/COURSE OUTLINE

EDUC 628 Calendar Spring 2017

Date	Topic	Assignment (if any)	Due Date
Session 1 1/24	Focus: Chapter 1 1)Articulate Semester Goals & Deadlines 2)Choose Writing Partners and introduce peer writing feedback process 3)Possible guest speakers 4)Establishing and maintaining healthy relationships with your committee chair	1)Upload Chapter 1 for peer review to Cougar Courses and start reviewing!! (5 pts).	1/25
Session 2 1/31	Focus: Chapter 2 1)Identify needs in own literature review 2)Practice skills to locate and analyze articles for literature review 3)Practice skills for synthesizing articles for literature review APA Format 1)Mark the APA Manual for easy reference; 2)Learn how to cite in-text and the reference list; 3)Provide APA feedback to writing team	1) Reviewer: Using the approved rubric (698), provide constructive feedback on chapter 1 that your partner gave you to read and upload your partner's chapter (with your feedback included) to Cougar Courses. If Cougar Courses isn't working well, email the document and cc Dr. Nank (5 pts).	1/31
Session 3 2/7	Focus: Chapter 3 1)Identify the components of chapter. 3; 2)Determine which chapter 3 sections need revision; 3)Revisit your timeline goals	1) Writer: Revise your chapter 1 based on the peer feedback and upload a CLEAN COPY to CougarCourses (10 pts). 2)Upload Chapter 2 for peer review to Cougar Courses (5 pts).	2/7 2/7
Session 4 2/14	Focus: Chapter 4 1)Identify the key components for project/thesis chapter 4; 2)Determine what sections need to be revised and how Copyright Information 1. Identify the key components for copyright and how it affects your thesis/project Determine what sections need to be revised	1) Reviewer: Using the approved rubric (698), provide constructive feedback on chapter 2 that your partner gave you to read and upload your partner's chapter (with your feedback included) to Cougar Courses. If Cougar Courses isn't working well, email the document and cc Dr. Nank (5 pts). 2) Writer: Revise your chapter 2 based on the peer feedback and upload a CLEAN COPY to CougarCourses (10 pts). 3)Upload Chapter 3 for peer review to Cougar Courses (5 pts).	2/10 2/14 2/14

Date	Topic	Assignment (if any)	Due Date
Session 5 2/21	Focus: Conclusion, Chapter 5 1. Identify key components of thesis/project chapter 5; 2. Determine what components to revised and how	1) Reviewer: Using the approved rubric (698), provide constructive feedback on chapter 3 that your partner gave you to read and upload your partner's chapter (with your feedback included) to Cougar Courses. If Cougar Courses isn't working well, email the document and cc Dr. Nank (5 pts). 1) Writer: Revise your chapter 3 based on the peer feedback and upload a CLEAN COPY to CougarCourses (10 pts). 2)Upload Chapter 4 for peer review to Cougar Courses (5 pts).	2/17 2/21 2/21
Session 6 2/28	Quantitative Data Analysis 1. The "top two" 2. What you can say 3. What you cannot say	1) Reviewer: Using the approved rubric (698), provide constructive feedback on chapter 4 that your partner gave you to read and upload your partner's chapter (with your feedback included) to Cougar Courses. If Cougar Courses isn't working well, email the document and cc Dr. Nank (5 pts). 2) Writer: Revise your chapter 4 based on the peer feedback and upload a CLEAN COPY to CougarCourses (10 pts). 3)Upload Chapter 5 for peer review to Cougar Courses (5 pts).	2/24 2/28 2/28
Session 7 3/7	Qualitative Data Analysis 1. It's all about the participants' point of view 2. The iterative process 3. The power of metaphors	1) Reviewer: Using the approved rubric (698), provide constructive feedback on chapter 5 that your partner gave you to read and upload your partner's chapter (with your feedback included) to Cougar Courses. If Cougar Courses isn't working well, email the document and cc Dr. Nank (5 pts). 2) Writer: Revise your chapter 5 based on the peer feedback and upload a CLEAN COPY to CougarCourses (10 pts).	3/3 3/7
Session 8 3/14 (Online)	The End Game 1. What to expect when finishing a thesis or project.		
Session 9 3/21	Spring Break!	No Class! Enjoy your break (but try to get <i>some</i> writing done)	
Session 10 (Online & appt.) 3/28	Polishing the Stone 1. Using "Find" and other academic writing tips		

Date	Topic	Assignment (if any)	Due Date
Session 11 (Online & appt.) 4/4	Poster Session Run Through (1) 1. The Presentation 2. The Elevator Talk 3. The Unanticipated Questions		
Session 12 4/11	ADA Compliance 1. Practice ADA formatting (possible guest speaker) Submitting to Scholarworks 1. Register and create a Scholarworks account 2. Review submission process		
Session 13 4/18	Poster Session Run Through (2) 1. The Presentation 2. The Elevator Talk 3. The Unanticipated Questions		
Session 14 4/25 (online)	Prepare for MA Poster Session (to be held next Tuesday, May 1st)	1. Bring draft poster slides 2. Come prepared with questions	
Session 15 5/2	MA Poster Session We will not have class this week. Instead you must attend the MA Poster Session (Whether you are presenting a poster or not, this is required attendance). *When: Tuesday, May 1st *Where: McMahan House *Time: 5pm-7pm *Note the date/time/room change for this event. *	1. Please invite your family to this important event and dress to impress! 2. I encourage you to bring any documents you need for your committee to sign.	
Session 16 5/9	Last Day of Class		

Directions for Peer Review of Chapters One Through Five

1. Meet with your partner(s) either in person or virtually at the predetermined, safe location you both agreed.
2. You should have already exchanged writing before this meeting.
3. Together review what was helpful about the peer feedback and what you would like to focus on for the next peer review session.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Students are required to submit

- five (5) peer-reviewed chapters of other students' works (totaling 25 points)
- five (5) revised chapters of own work (totaling 50 points)
- other in-class activities, CougarCourse assignments, and attendance (totaling 25 points)

Grading Standards

Master's students in the School of Education must maintain a B average. If a student earns a C, the graduate studies office, the SoE director, and the MA coordinator review the grade with the student to determine if the student can continue in the program.

Attendance, Participation, In-Class Activities, sharing chapters = 25 Points

Students are required to attend sessions, participate in online communications, and complete drafts and peer feedback. Each writing team can determine location and place for their own meetings. Students may have one unexcused absence with no penalty. All other absences must be cleared with the instructor. All students are required to fully participate in the in-class activities and participate in the online CougarCourse activities.

Writing = 50 Points

Students will be required to modify each of the five chapters of the thesis or project by the end of this class. Students will turn in their writing five times throughout the semester (each submission worth 10 points). Each of these five drafts will be reviewed by at least one peer and graded by the instructor. The chapters will be evaluated using the chapter rubrics developed by the School of Education. The peer and the instructor will evaluate the writing quality. Chapter Rubrics are provided on EDUC 698 CougarCourses page, the School of Education website, and the EDUC 628 CougarCourses page.

Writing Feedback = 25 Points

Each student will provide feedback to a peer's writing five times throughout the semester (each submission worth 5 points). Each student will use the Chapter Rubrics to provide the feedback. The instructor will evaluate the feedback quality.

Grading Scale

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

There will be no final exam for this class.

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*).

For this course specifically: Students are required to attend at least ten face-to-face sessions and five writing partner(s) meetings. Students may have one unexcused absence with no penalty. Any absences beyond that will result in a loss of points. Absences and late arrivals/early departures will affect the final grade. If

extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements ahead of time.

Policy on Late/Missed Work

Please understand that it is very difficult for me to accept late work because this is a graduate level class with rigorous writing requirements. Keep in mind that there are so many of you (and only one of me). That said, I need for you to commit to meeting all assignment deadlines out of respect for not only me, but your writing team partner(s), and most especially, yourself! If you do not submit your work on-time, I cannot grade your work on-time, which pushes you back on your completion goals. Therefore, unless you have cleared it with me ahead of time (or there is an unforeseen accident/event you cannot control), I cannot accept late work.

Student Collaboration Policy

All students are required to collaborate with their assigned writing partner(s) in a respectful and timely manner. This means you will email your chapters to your writing partner(s) for constructive feedback on time and not take offense to their comments. This collaboration is designed to help you become better, stronger writers. This collaboration also means that you agree to provide constrictive feedback in a respectful and timely fashion so that the author has enough time to make changes to their work before submitting to the instructor for a grade. Each writing partner will treat others in their group (and in class) with respect, kindness, and professionalism.

EDUCATION MA PSLO 4: INTEGRATE RESEARCH - THESIS OR PROJECT RUBRIC

<p>Meets Expectations If candidate met the thesis or project objectives and passed EDUC 698 – no scored rubric is needed.</p>	<p>Approaching Expectation If a candidate does not meet the Thesis or Project objectives and needs to repeat EDUC 698, circle expectations not met and submit to MA & Assessment Coordinator.</p>
<p>Abstract</p>	
<p>Abstract Objective Abstracts serve as summary of research to help readers determine the value of reading the entire text and to index article for cross-referencing.</p>	<ol style="list-style-type: none"> 1. Abstract is less than 250 words 2. Main Idea & purpose of research or project 3. Scope of literature for research or project 4. Methodology 5. Research findings or results of project 6. Conclusions & Recommendations 7. 8 Key words provided in alphabetical order
<p>Chapter 1: Statement of Problem</p>	
<p>Statement of Problem Objective Chapter One richly describe the problem, background &/or research that explains the dilemma.</p>	<ol style="list-style-type: none"> 1. Statement of problem is clear and concise 2. Research question is narrow, focused and identifies the complexities and nuances of the topic 3. Organization is cohesive and connects the different research through themes 4. Chapter 1 is written in present tense
<p>Chapter 2: Literature Review</p>	
<p>Literature Review Objective Chapter Two reviews what is known and not known about the topic of study. Chapter provides a rich presentation of key literature that informs the research or curriculum project with clear connections among the research and how the literature addresses the topic/questions.</p>	<ol style="list-style-type: none"> 1. Key literature on topic is addressed 2. Literature is presented in an organized manner 3. Literature analysis is conceptual and integrative, not mechanical and enumerative. 4. Organization is cohesive and connects the different research through themes 5. Literature is connected to the topic or questions 6. Expansion upon previous research 7. APA Style Citations Provided
<p>Chapter 3: Methodology</p>	
<p>Methodology Objective Chapter Three describes the methodology and justifies how it is a good match for the research or project. Methodology includes details about the setting, participants, procedures and limitations of the methodology.</p>	<ol style="list-style-type: none"> 1. Research or Curriculum Design 2. Setting 3. Participants 4. Instruments 5. Procedures 6. Limitations
<p>Chapter 4: Research Data or Project Presentation</p>	
<p>Presentation Objective To describe and analyze research findings or to present a complete curriculum project in a professional manner.</p>	<ol style="list-style-type: none"> 1. Introduction - Preview of the data or project 2. Data or Project Presentation 3. Data interpretation for research 4. Data analysis for research
<p>Chapter 5: Recommendations</p>	
<p>Recommendations Objective To summarize findings and make recommendations based on interpretations or lessons learned</p>	<ol style="list-style-type: none"> 1. Summarize Findings 2. Finding Interpretation in Context of the field and the literature review 3. Implications, Recommendations or Lessons Learned 4. Limitations 5. Future Directions for Research or Curriculum

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 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 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:

- Students are required to spend a *minimum* of two hours outside of the classroom each week for each unit of credit engaged in learning. Therefore, since this class is a 3-unit course, students are required to spend *at least 6 hours outside of class each week* to work on their projects/theses and class assignments. Each week the class meets from 5:30pm-8:20pm.

All University Writing Requirement

In order to satisfy the CSUSM All-University Writing Requirement, courses of 3 or more units are required to write at least 2500 words. This graduate-level course satisfies that requirement.

Course Format

This course is considered face-to-face and classes will be held in UH 273. There will be a required five writing sessions where students will meet outside of the classroom in a predetermined, safe space where all writing partner(s) feel comfortable.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle [CougarCourses], use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

The Student Technology Help Desk (STHD) offers support with technology-related needs for all CSUSM students. Most commonly asked questions are answered on this website: <https://www.csusm.edu/sth/>, but the STHD has employees on staff 56 hours a week (during the regular semesters) to answer your questions. Please call (760) 750-6505 or email sth@csusm.edu for help or stop by the 2nd floor of the Library and visit the Student Technology Help Desk in person during their regular business hours: <https://www.csusm.edu/sth/about/hours.html>.

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.

Writing Partner(s)

Your writing partner(s) will consist of yourself and one (or two) other person(s). You are required to meet “face-to-face” to discuss your writing and offer constructive feedback to each other. The term “face-to-face” means that you and your partner(s) will set up an agreed upon, pre-determined location on or off campus where all parties of your team feel *safe*, *comfortable*, and *productive*. If you choose to meet virtually (using products such as Facetime, Google Hangout, or Skype), *all* team members must feel comfortable using the technology. The point is for you and your team members to see each other face-to-face and produce quality work together.

Writing Help

The CSUSM Writing Center has many options for helping you write a strong project/thesis. I encourage you to make an appointment with them as soon as possible:

KEL1103
760-750-4168
writing@csusm.edu

Keep in mind that you are under *no obligation* to hire an outside editor for your master's project/thesis. However, if you choose to hire someone, here is one possible person who has worked with CSUSM students in the past. Feel free to contact her directly for individual pricing information and tell her you are in my class:

Diane M. Yerkes, Ed.D.
yerkes@cox.net
(760) 781-1160