



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

[www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course Number</b>	<b>EDRL 698</b>			
<b>Course Title</b>	<b>Masters Culminating Experience</b>			
<b>CRN</b>	<b>43396 &amp; 43401</b>			
<b>Semester / Year</b>	<b>Fall 2018</b>			
<b>Committee:</b>	<b>Office:</b>	<b>Office Hours:</b>	<b>Phone:</b>	<b>E-Mail:</b>
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**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

Planning, preparation, and completion of their culminating experience, which may take the form of a research thesis or a curricular project within a schooling context. **Note: Students must continually enroll in this course until successful completion of the culminating experience, which is verified through acceptance of either a thesis or project by the CSUSM Library for publishing in ScholarWorks.**

*Enrollment Requirement: Successful completion of the Master's option coursework and submission of Advancement to Candidacy form.*

#### Course Objectives

By the end of the course, candidates will be able to:

1. Contribute to the literature on best practices in teaching, learning, and literacy development
2. Integrate existing knowledge from the field with new learning from the Masters program
3. Present, discuss, and defend research findings in writing and speech
4. Identify, frame, and address issues or challenges related to education practice and/or policy

### RECOMMENDED TEXTS, MATERIALS AND/OR ACCOUNTS

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

For additional information regarding Graduate Studies Policies and Procedures, please refer to the following Graduate Studies link: [www.csusm.edu/gsr/graduatestudies/index.html](http://www.csusm.edu/gsr/graduatestudies/index.html)

### GENERAL CONSIDERATIONS

#### School of Education 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*).

**This research-based class occurs outside the confines of a classroom and includes some or all of the following: face-to-face and/or electronic meetings, research time in the library or online, and engaging with the community to collect and interpret data. Writing, getting feedback, and editing compose the majority of the assigned work.**

#### 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 Disability Support Services (DSS). This office is located in Craven Hall 4200, 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.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

### **Course Format**

Online

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

The CSUSM Help Desk is available for technical support: <http://www.csusm.edu/iits/students/index.html>

Office location: Kellogg Library, #2013.

### **Use of Technology**

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be provided by instructor (Committee Chair/Advisor).

## **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.

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLO)**

Please see the 12 Guiding Principles for the MA in Reading, Language, and Literacy.

## **COURSE REQUIREMENT**

### **Culminating Experience Options**

The Culminating Experience is a requirement for completion of the Master's Program. The Culminating Experience can be completed through a research study (thesis) or a project.

#### **Thesis**

Conduct a research study of interest according to the appropriate research design approved by a committee and reported in a format using the APA Style Manual.

#### **Project**

Define a need relating to curriculum or professional development through a review of existing programs. Meet the need through the design, development, and implementation of curriculum or a professional development program that has not been previously addressed by others. The project must be approved by the committee and reported in a format using the APA style Manual.

### **Culminating Experience Committee**

Two members of the Literacy faculty serve as your Culminating Experience committee. One professor will act as your chair and the other as the second reader. Specific details will be discussed with individual students.

### **Defense with Committee**

A thesis or project must be completed, defended, and approved by the committee.

- Student and MA Committee Chair/Advisor schedule the thesis/project defense after both committee members approve of the final draft.
- After the discussion via Zoom, each member of the MA Committee signs the signature page of the official copy of the thesis/project.

### **Electronic Thesis, Projects and Dissertation (EDT) Submission**

- The complete thesis/project must be electronically submitted to the Kellogg Library through Scholarworks. EDT submission guidelines are available on the Kellogg Library Website:  
<https://biblio.csusm.edu/content/e-thesis-project-and-dissertation-submission-guide>

- Electronic submission requires that the electronic document meet the American Disability Act (ADA) Accessibility requirements.
- The candidate is responsible for adhering to the ETD submission deadlines.

### **Culminating Experience Writing Requirements**

\*NOTE: The timeline below specifies specific deadlines that must be met in order to graduate at the end of the specified semester. **Submit each deliverable no later than midnight on the date identified below.** Students who do not adhere to the deadlines identified below and/or struggle with incorporating instructors’ feedback may receive an Incomplete and need to register for EDRL 698 additional times.

**\*\*Ongoing—Revise each chapter after you receive feedback from your instructors. This is not specified in the timeline below because each student will have a varying numbers of revisions to complete. It also explains the gap in deadlines after the first round. Be prepared to write multiple drafts of each chapter before being approved.**

<b>Date to be Completed</b>	<b>Task</b>	<b>Deliverable</b>
August 31, 2018	Complete Status Update survey on Google Forms: <a href="https://goo.gl/forms/dLLI2FOiVqJdthFR2">https://goo.gl/forms/dLLI2FOiVqJdthFR2</a>	Survey completion
September 3, 2018	Clarify and/or finalize purpose statement plus the research question (thesis) or product (project) Use the graphic organizer provided in Module 0, labeled “Culminating Experience overview”	Graphic organizer submitted on CC in Module 0.
September 15, 2018	Read and fill out the chapter outlines for chapters 1, 2, and 3. These do not need to use academic writing nor do they need to be polished—they are just to be used as a resource to adapt your initial thinking from EDUC 619 and 622 into this Culminating Experience.	Outlines submitted on CC in Module 0.
September 22, 2018	If you are doing a THESIS, schedule a Zoom conversation with Chris and Erika.  Complete the appropriate IRB application (found here: <a href="https://www.csusm.edu/gsr/irb/index.html">https://www.csusm.edu/gsr/irb/index.html</a> ).	Submit the IRB application via email to Chris and Erika. When approved, submit to the IRB office.
September 22, 2018	Revise <b>chapter 1</b> based upon feedback on the Culminating Experience overview. Use what you created in EDUC 619 and EDUC 622 as well as our feedback on the chapter outlines. * Each draft you submit should be as strong as you can make it without additional feedback	First draft of chapter <b>1</b> submitted to CC in Module 1, labeled “Chapter 1 Drafts”
September 29, 2018	Revise <b>chapter 2</b> using what you created in EDUC 619 and EDUC 622 as well as our feedback on the chapter outlines.  *Be sure to connect the literature to your purpose statement and research questions/project idea.	First draft of chapter <b>2</b> submitted to CC in Module 2, labeled “Chapter 1 Drafts”
October 6, 2018	Revise <b>chapter 3</b> using what you created in EDUC 619 and EDUC 622 as well as our feedback on the chapter outlines.  *This chapter—Methodology—is a step-by-step description of your plan 1) To collect and analyze data to answer your research question OR 2) To create the product described in your project’s	First draft of chapter <b>3</b> submitted to CC in Module 3, labeled “Drafts”

	purpose statement.	
October 27, 2018	Thesis: Collect and analyze data Project: Develop content for the curriculum, workshop, etc.	
October 27, 2018	Read and fill out the chapter outlines for chapters 4 and 5. As with the outlines you completed for chapters 1-3, the purpose of this activity is to help you organize and clarify your thinking before you begin to write.	Outlines submitted on CC in Module 0.
November 3, 2018	Write <b>chapter 4</b> .  *Thesis: A description of your findings—(e.g. what themes arose from your data analysis?) *Project: The actual product you create (e.g. curriculum, professional development workshop)	First draft of chapter 4 submitted to CC in Module 4, labeled “Drafts”
November 10, 2018	Write <b>chapter 5</b> .  *Chapter 5 ties the entire document together. For a thesis, explain what the findings mean as they relate back to your literature review. How do they answer your research question? For a project, how might your intended audience use what you created? Give suggestions for implementation and assessment.	First draft of chapter 5 submitted to CC in Module 5, labeled “Drafts”
September 29 – November 24, 2018	Revise chapters according to instructors’ feedback. Be prepared for multiple rounds of revision.	
November 24, 2018	Submit full/polished document for final revision and editing feedback from the instructors.	Full document—correctly formatted—submitted to CC where it says “document as a whole.”
December 3, 2018	Complete a final round of revision and editing according to Chris and Erika’s feedback.  Review and finalize your document according to the submission guidelines found in the link above. This includes ensuring ADA-accessibility compliance and correct APA formatting. *ADA = Americans with Disabilities Act APA = American Psychological Association Review submission guidelines: <a href="http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/">http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/</a>	
December 5, 2018	Submit thesis/project to the library.  The Fall 2018 deadline for submission is <u>December 6 at noon</u> . This is a non-negotiable university deadline, which is why we recommend submitting your document no later than December 5.	Email to Chris and Erika that the library has accepted your thesis/project.