



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDUC 622
Course Title	Research Methods in Education
CRN Number	40202
Days	Thursdays
Time	5:30 – 8:20 PM
Course Location	Academic Hall 209 and Virtual
Semester / Year	Fall 2018
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Hours	By appointment

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 core course is designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

Course Objectives

This course enables students to become effective, confident creators and consumers of research by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study's merits.

Students will write a research proposal, which could lead to development of the first three chapters of their MA thesis.

During the course, students will increase: understanding of various research methodologies and statistical techniques; ability to interpret, summarize, and critique educational research; and skills in planning to conduct research.

Therefore students will:

- Develop a working understanding of research methods and designs for educational settings;
- Enhance their practical understanding of both quantitative and qualitative research methods;
- Be able to analyze the strengths and limitations of educational research studies;
- Be able to determine the appropriate use of educational research in addressing student achievement issues in schools.
- Be able to refer to appropriate sources to find the answers to research and evaluation problems and produce a comprehensive review of the literature.
- Develop a working understanding of descriptive and inferential statistical techniques;
- Design a proposal for a research study; and
- Utilize correct APA style writing and citations.

Credit Hour Policy Statement

In all master course work, it is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. For EDUC 622, a 3-credit class, expect 6-9 hours of homework each week. Please plan accordingly.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts Assigned texts and readings must be brought to all class sessions.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th Ed. Washington, DC: APA.

Mertler, C.A. and Charles, C.M. (2010). *Introduction to educational research*. 7th Ed. Boston: Pearson Publishing.

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

* Several other readings are required and will be available for download.

* You must have access to Excel 2007 for Windows. This is available on campus, if no other access.

Recommended Texts Selections may be included in electronic readings.

Agar, M. H. (1996). *The professional stranger*. (2nd ed.). San Diego, CA: Academic Press.

Cresswell, J. W. (2007). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*, 3rd Ed. NY: Prentice Hall.

- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 119-161). New York, NY: Macmillan.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In Interpretation of cultures (pp. 3-30). New York, NY: Basic Books.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in practice*. (2nd ed.). New York, NY: Routledge.
- Hubbard, R. S. and Power, B. M. (1999). *Living the question: A guide for teacher researchers*. NY: Stenhouse.
- Kliebard, H. M. (1982). Curriculum theory as metaphor. Theory into practice, 21, (1), 11-17.

To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership*; *The Journal of Special Education*; *Language Arts*; *Science and Children*; *Teaching Children Mathematics*; *Democracy & Education*; *Phi Delta Kappan*; *Teaching Tolerance*; and *Rethinking Schools*.

Course Material Available

Cougar Courses

Your assignments, syllabus, supplemental materials, current grades, and folders for turning in assignments are all accessible via your Cougar Courses portal. There will also be videos and links to supplement your activities during the course.

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 622 addresses Program Student Learning Outcomes 1 and 3:

PSLO 1: Professional Dispositions

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

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning — and developed an assessment rubric. For each dispositional element, there are four levels of performance at the Master's level - *unacceptable*, *approaches target*, *meets target*, and *advanced target*. The description and rubric for the four 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 self-assessments by the candidate. The dispositions and rubric are presented, explained and assessed in EDUC 622: Research Methods in Education, a required course for the MA in Education. Based upon assessment feedback candidates will compose a reflection and an action plan for improvement. Candidates are expected to meet the level of *advanced target*.

In the MA in Education Program PSLO 1 is assessed using a Professional Disposition Rubric in EDUC 622: Research Methodology in Education. The rubric is provided at the end of the EDUC 622: Research Methodology in Education course syllabus. The assessment includes three components:

1. Candidate Self-Assessment - Week 3
2. Instructor Assessment - Week 6
3. Professional Disposition Action Plan - Week 9.

By week 3 of EDUC 622, the candidate's self-assessment includes a 1-4 score for all 6 Professional Disposition areas with 2 examples of behavioral evidence of each score. The course instructor assessment includes a 1-4 score for each Professional Disposition Areas by week 6 of EDUC 622. By week 9 candidates review their original self-assessment and the instructor rating and write a Professional Disposition Action Plan for improvement (especially for any area that was scored less than 4 by candidate or instructor). The Professional Disposition Action Plan includes 1 written paragraph identifying an area of growth, steps for improvement and data that will be collected for evidence of improvement. Additional paragraphs required for any Professional Disposition Area that is scored below 4 by candidate or instructor. Candidates must complete PSLO 1 before advancing to candidacy and enrolling in EDUC 698. See Professional Disposition Rubric below. Note due dates will change to reflect schedule for summer or intersession courses.

PSLO 3: Analyze Research

Analyze educational and/or professional research.

In EDUC 622: Research Methods in Education, candidates complete a formal paper to summarize and critique an empirical research study. Instructors evaluate the assignment with the use of the Graduate Writing Assessment Requirement (GWAR) Rubric. The GWAR Rubric is provided at the end of the EDUC 622 syllabus. Candidates have three attempts to pass PSLO 3 with a minimum of 12 out of 16 points on the GWAR Rubric. Two opportunities will be available in EDUC 622. The first opportunity is provided in the first 6 weeks in EDUC 622 with feedback provided by week 8. And if necessary a second opportunity is provided before week 12 of the semester with feedback by week 14. If the candidate needs a third opportunity the candidate needs to make arrangement with their culminating experience committee chairperson and the coordinator of the program. PSLO 3 must be completed prior to advancing to candidacy and enrolling in EDUC 698. Note due dates will change to reflect schedule for summer or intersession courses.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

SCHOOL OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating

circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE [SoE] Governance Community, December, 1997*).

Course-Specific Participation and Attendance Policy: This course approaches content in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and peer review exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should come prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned in the *participation* category.

Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected; teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above SoE Attendance Policy is amplified as follows:

- Missing more than two class meetings will result in one letter-grade reduction from your final course grade; in other words, -10 points from your total count. A third absence will result in failure of the course, per SoE policy.
- Arriving late or leaving early on two occasions will be considered the equivalent of one absence.
- Up to 5 points may be recovered by a make-up assignment. The instructor will craft an assignment relevant to the missed day. Expect the task to be at minimum equivalent in time commitment to the missed session (3 hours).

Inform the instructor *prior* to an absence. Notification of absence does not warrant an excuse.

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 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.

All University Writing Requirement

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 SoE graduate courses.

Course-Specific Graduate Writing Assessment Requirement (GWAR)

In the School of Education at CSUSM, students complete the Graduate Writing Assessment Requirement (GWAR) through the submission of the *Article Critique* in EDUC 622. The student's writing in this assignment must demonstrate graduate level skills in (1) style and format, (2) mechanics, (3) content and organization, and (4) integration and critical analysis. The paper will be scored using a 4-point rubric in each of the aforementioned four areas. The minimal acceptable combined score from all of the four sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. The GWAR Rubric-based assessment of this paper will not directly impact your course grade; however you cannot be advanced to candidacy for your MA without arranging with the SoE to resubmit an equivalent writing sample. The GWAR Rubric is attached to this syllabus.

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 given in class.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignments

All assignments are due on the dates indicated. Assignments *must* be submitted via Cougar Courses, double-spaced, and with standard margins, and adhere to style and formatting guidelines of APA 6th ed., as appropriate to the assignment. It is expected that all assignments will reflect graduate-level expectations for

composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103, 760-750-4168).

Weekly Homework, Discussion posts, and Peer Reviews (31 points). As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every face-to-face class meeting; arrive fully prepared for classroom activity (i.e. homework is completed); and participate wholly in classroom and online dialogue—including peer review activity. Each reading assignment will require a corresponding response, intended to provide an opportunity for brief personal review, digestion, and self-assessment of the content. These will usually be completed online, one per chapter read. The statistical reasoning content, studied online, is included in this grade.

Annotated Bibliographies (9 points). Because your ability to find and use published literature is paramount to your understanding of research methods, you will be reading, summarizing, and interpreting a variety of published research studies. This practice will prepare you for the literature review portion of any research project and strengthen your critical analysis skills as a consumer of published research.

Three annotated bibliographies will be submitted, each with 5 resources related to the topic of your research proposal. The majority of each bibliography must be empirical research studies. The annotation for these studies will state briefly the research questions(s), the methodology, the research setting and participants, the methods for collecting data, the methods for analyzing data, and the findings. A few comments/critique of the research is appropriate, as are personal notes, such as quotes (with page numbers) that you predict you might use in future writing.

Article Critique (15 points). For one article in particular, you will summarize then critique the research. The critique is not a reaction to the article or the material in it. It is not an explanation of the material, nor an amplification of it. Nor is the critique an editorial, a defense of the material from your standpoint. The article critique is (a.) a summary of the research methods and findings, and (b.) your evaluation of the article and how it is presented to you.

- Write a 4-6 page (maximum!) paper based on your summary and critique. You will be marked down if longer than 6 pages; brevity and concision are valued in this writing genre.
- Report the name of the journal, author(s), and title of the article *only* in a Reference section, save for minimal and introduction in the paper, i.e. the normal APA citational style that acknowledges author's last name and year of publication.
- The summary must include the research problem/questions; highlights of the literature review; name of the design methodology; participants and setting; key elements of the methods for data collection and data analysis; the findings of the research; and a restatement of the author's recommendations (e.g. why the findings are important to educators, how the findings can inform education, ...).
- After this summary, complete a thoughtful critique, focusing on what you believe to be the strengths *and* weaknesses of the research. That is, the validity and reliability of the data, the methods to collect, the methods to analyze, and concerns about bias in findings and/or conclusions.

This article critique will also be assessed for your Graduate Writing Assessment Requirement (GWAR).

Research Proposal (Chapters 1, 2, and 3) (10, 20, and 15 points). To prepare you for future research, you will complete key components of a research proposal. These key components will include: Title Page, Table of Contents, Chapter 1: Statement of Problem, Chapter 2: Literature Review, Chapter 3: Methodology, and References. Other than the outlined portions, the proposal must conform to the APA 6th edition style guide throughout.

For some students, this research proposal might lead directly to the Culminating Experience for their MA in Education. This proposal should be considered no more than a **draft** of the first three chapters your Master's thesis or project. It is strongly encouraged that upon completion of this draft, it is taken to your Chair for discussion and feedback. They will let you know when you are ready to submit your formal proposal, acceptance of which allows for your Advancement to Candidacy and enrollment in EDUC 698.

The School of Education (SoE) provides a rubric as an *optional* guide for your writing of each chapter of your final research/project thesis. For this class, you are encouraged to read this rubric before you begin writing, and then revisit it as you make revisions to your chapters in order to help you self-assess. You are also

strongly encouraged to develop a peer-writing group to get feedback from others during your writing. Remember, *the key to good writing is rewriting*.

Specific details and requirements of the *Research Proposal*:

- **Chapter One: Introduction & Statement of Problem.** Chapter 1 is the Statement of the Problem of the Research Proposal and it should begin with a “Narrative hook” to introduce the topic. Expand that narrative to include the purpose statement and research question(s) following the guidance of Creswell (2012) on pages 64-75 & 122-135 [supplemental reading materials]. Chapter 1 should include the following components: background information, statement of the problem, purpose of study, rationale, research questions, significance of study, applications, limitations, definition of terms and a summary paragraph leading into the *Literature Review*. Your writing should “flow” and so each of the aforementioned components should not necessarily define the structure of the chapter. However, each component should be present. See the SoE Chapter 1 Thesis Rubric for more guidance.
- **Chapter Two: Literature Review.** The Literature Review is a critical and in-depth evaluation of previous research; it serves not only as a summary and critique, but also **synthesis** of the research particular to your area of study.

Your review of literature should be organized around common themes that you found in your research articles, not organized simply as a sequence of individual articles. You should write about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a paper included something unique and significant, you can certainly discuss it.

Follow correct guidelines for citation; be sure to give the authors credit if you take something directly from their paper. Use quotation marks and include the page number when you use an exact quote.

Ensure that the **all** of the reviewed articles were the reports of empirical research conducted by the author(s), and that the majority of articles referenced in this chapter are primary sources. How do you know if it was empirical research? The authors will state the guiding research question(s), how they collected and analyzed data, and the results, implications and conclusions.

The Literature Review should have an introduction that ties the review of literature to your research question. The body of the chapter should be organized by underlying themes or threads (subtopics) that your articles address. You should have a summary at the end that summarizes the review of literature and how it is linked to your research question, and which leads the reader into the *Methodology*. See the SoE Chapter 2 Thesis Rubric for more guidance.

- **Chapter Three: Methodology.** Although only an outline, a quality response to this chapter is important; it is your opportunity to demonstrate what you know about designing a research study. Be thorough. Your methodology chapter will consist of an introduction to the chapter, description of your methodological design, description of the research participants and setting, the data to be collected, instruments and procedures for data collection, the methods for data analysis, and a summary. See the SoE Chapter 3 Thesis Rubric for more guidance.

Grading Standards

Grades will be based on the following grading scale:

The course is writing intensive, and success depends on keeping pace with course writing structures and due dates. As such, work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will be recorded at half the graded value. *Note:* assignments are due whether or not you are present in class that day.

A	.....	90	–	100%
B	.....	80	–	89%
C	.....	70	–	79%
D	.....	60	–	69%
F	.....			Below 60%

Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

Policy on Late/Missed Work

Missing work will be assigned zero points. Late work will be accepted. However, every day the work is late, 10% will be deducted from the assignment grade. After 10 days, the assignment will be worth zero points.

MA PROFESSIONAL DISPOSITION SELF-ASSESSMENT INSTRUCTIONS

Name _____ Date _____ Assessment # ____

MA PSLO 1 - PROFESSIONAL DISPOSITION SELF-ASSESSMENT INSTRUCTIONS

The intention of this assessment is to help you self-assess and to develop an action plan to be at the Professional Disposition Advanced Level by the end of the MA in Education program.

1. Candidate Self-Assessment – Week 3

- A. Carefully consider the descriptions provided for each level of the “MA in Education Professional Disposition Advanced Rubric.”
- B. Score yourself for each of the 6 professional disposition areas from 1-4.
- C. For each area provide two examples of behaviors that exemplify each disposition.

2. Instructor Assessment – Week 6

You will receive an instructor score of 1-4 on all six professional disposition areas by week 6.

3. Professional Disposition Action Plan – Week 9

- A. Review your self-assessment and the instructor scores and identify at least one area that needs improvement, especially for any area that was scored less than 4 by candidate or instructor.
- B. The Professional Disposition Action Plan includes:
 - i. One (1) written paragraph identifying an area of growth
 - ii. Steps for improvement
 - iii. Data that will be collected for evidence of improvement - behaviors that can be observed and measured as you continue and complete the MA program.
- C. Additional paragraphs required for any Professional Disposition area that was scored below 4 by candidate or instructor.

Attached is the *Master of Arts in Education Professional Disposition Advanced Rubric* that covers the six (6) MA in Education Professional Disposition Criteria:

1. Social Justice & Equity
2. Collaboration
3. Critical Thinking
4. Professional Ethics
5. Reflective Teaching & Learning
6. Life-Long Learning

MA in Education Professional Dispositional Advanced Rubric

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>1. Social Justice and Equity</u></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p>	<p>Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background.</p> <p>Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.</p>	<p>Usually models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Usually demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Usually selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.</p>	<p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</p>	<p>Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives. Consistently interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</p> <p><i>Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
			appropriate experiences for all students.	
<p><u>2. Collaboration</u></p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.</p>	<p>Interacts with others (students, parents, colleagues) in ways that do not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.</p>	<p>Usually interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Usually encourages and supports participation and success for all and is responsive to constructive feedback.</p>	<p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all.</p>	<p>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all.</p> <p><i>Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>3. Critical Thinking</u></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p>	<p>Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.</p>	<p>Usually analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Usually seeks a variety of perspectives in exploring issues. Usually asks questions and takes action to achieve goals or solve dilemmas. Usually anticipates needs and assists others in obtaining resources.</p>	<p>Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.</p>	<p>Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.</p> <p><i>Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>4. Professional Ethics</u></p> <p>Candidates make and act on well-reasoned, principled judgments.</p>	<p>Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others.</p>	<p>Usually honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Usually makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p>	<p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p>	<p>Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p> <p><i>Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>5. Reflective Teaching and Learning</u></p> <p>Candidates critically review their professional practice and the impact it has on student success.</p>	<p>Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.</p>	<p>Usually demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Usually evaluates own professional performance and the impact on student success. Usually generates ideas for potential improvements. Is usually open-minded and positive when receiving feedback, acting upon suggestions and feedback.</p>	<p>Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.</p>	<p>Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.</p> <p><i>Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.</i></p>

Disposition	Unacceptable 1	Approaches Target 2	Meets Target 3	Meets Advanced Target 4
<p><u>6. Life-Long Learning</u></p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p>	<p>Does not regularly demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.</p>	<p>Verbal and written contributions usually demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of some learning opportunities to stay professionally current and acquire new knowledge.</p> <p>Usually meets professional standards in written work and participation. Usually makes connections between concepts, experiences, and content. Positions represent theory, research, and/or data-based evidence rather than personal experience or perspectives.</p>	<p>Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p>	<p>Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p> <p><i>Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.</i></p>

PSLO 3: Integrate Research - Graduation Writing Assessment Requirement Rubric

I. STYLE AND FORMAT

4: In addition to meeting the requirement for a "3," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the student's field of study.

3: While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style.

2: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the manuscript.

1: While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.

II. MECHANICS

4: In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.

3: While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.

2: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used.

1: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.

III. CONTENT AND ORGANIZATION

4: In addition to meeting the requirements for a "3," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.

3: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.

2: Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student's area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student's area of study is obvious.

1: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

IV. INTEGRATION AND CRITICAL ANALYSIS

4: In addition to meeting the requirement of a "3," the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.

3: There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.

2: Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.

1: Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript degrades the comprehensibility of the document and the identification of knowledge gaps.

Rubric Used to Evaluate Student Submissions to Satisfy the GVAR

	4	3	2	1
I. Style and Format	In addition to meeting the requirement for a “3,” the paper consistently models the language and conventions used in the scholarly/professional literature appropriate to the student’s discipline. The manuscript would meet the guidelines for submission for publication in a peer-reviewed journal in the student’s field of study.	While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline’s overall scholarly style.	The style and format are broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the manuscript.	While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.
II. Mechanics	In addition to meeting the requirements for a “3,” the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer’s logic.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.	Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.
III. Content and Organization	In addition to meeting the requirements for a “3,” excels in the organization and representation of ideas related to the topic. Raises important issues or ideas that may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.	Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.	Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student’s area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student’s area of study is obvious.	The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.

	4	3	2	1
IV. Integration and Critical Analysis	<p>In addition to meeting the requirement of a “3,” the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.</p>	<p>There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.</p>	<p>Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.</p>	<p>Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript degrades the comprehensibility of the document and the identification of knowledge gaps.</p>

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment to be completed BEFORE Class Session/Day
Session 1 30 Aug	<i>Welcome; Introduction to Educational Research & APA Style</i> <ul style="list-style-type: none"> • Syllabus • Introduction to Educational Research 	Skim APA Manual and start reading the books! Also, start thinking about what you want your focus to be.
Session 2 6 Sep FTF	<i>What is Research?</i> <i>Workshop: Publishing your Research (or Project) at CSUSM</i>	Discussion: M&C Ch 1, 2 (2 pts) All discussion posts – Original due Sunday eve, responses due Wednesday eve.
Session 3 13 Sep FTF	<i>Locating Published Research</i> <ul style="list-style-type: none"> • Introduction to CSUSM Library & research resources • Collect research articles (primary sources) • Introduction to APA 	Discussion: Nank Ch. 1, 2 / APA Ch. 7 (2 pts)
Session 4 20 Sep Online	<i>Selecting a Research Topic</i> <ul style="list-style-type: none"> • Locating empirical studies <i>Workshop: Ch. 2 Literature Review</i>	Discussion: M&C Ch 3, 4 / APA Ch. 2-3 (2 pts) <i>Annotated Bib #1 (3 pts)</i>
Session 5 27 Sep FTF	<i>Interpreting and Summarizing Research</i>	Discussion: M&C Ch 5 (2 pts)
Session 6 4 Oct Online	<i>Methods for Data Collection and Data Analysis & Techniques for survey data collection</i>	Discussion: M&C Ch 6, 7 (2 pts) <i>Annotated Bib #2 (3 pts)</i> <i>Lit Review Outline due – Peer Review (3pts)</i>
Session 7 11 Oct FTF	<i>Proposing and Reporting Research</i> <i>Workshop: Ch. 1 Introduction and Statement of Problem</i> <i>Preview Chapter 3 – What's your design: You have to choose...</i>	Discussion: M&C Ch 8, 9 (2 pts) <i>Annotated Bib #3 (3 pts)</i>
Session 8 18 Oct Online	<i>Research Methodologies</i> <i>Procedures & Exemplars in Qualitative Methods</i> <ul style="list-style-type: none"> • Introduction to techniques for qualitative data analysis <i>Workshop: Ch. 3 Methodology</i>	Discussion: Nank Ch 3, 4 / M&C Ch 10, 12 (2 pts) Article Critique due (15 pts) <i>Chapter 3 outline due – Peer Review (3pts)</i>
Session 9 25 Oct FTF	<i>Procedures & Exemplars in Quantitative Methods</i> <i>Survey Research & Quantitative Data Analysis</i> <ul style="list-style-type: none"> • Introduction to techniques for quantitative data analysis, in particular the use of Excel • Techniques for quantitative data analysis, σ <i>Research Ethics & Human Subjects Protection; Orientation to IRB Process</i>	Discussion: M&C Ch 11, 13 (2 pts) <i>Chapter 1 outline due – Peer Review (3pts)</i>
Session 10 1 Nov Online	<i>Mixed-Methods</i> <i>Continuing Survey Research & Quantitative data analysis</i> <i>Workshop: Ch. 1 Definition of Problem</i>	CITI training Discussion: M&C Ch 14 (2 pts) Statistics Module 1
Session 11 8 Nov FTF	<i>Quantitative Data Analysis</i> Techniques for quantitative data analysis, χ^2	Discussion: Nank Ch 5, 6 (2 pts) Statistics Module 3 Lit. Review (Ch. 2) (20 pts)
Session 12 15 Nov FTF	<i>Evaluation & Action Research Methodologies & Quantitative Data Analysis</i> Techniques for quantitative data analysis, using Excel	Discussion: M&C Ch 15, 16 (2 pts) Statistics Module 2
Session 13 29 Nov Online	<i>Review Methods for Data Collection & Data Analysis</i>	Statistics Module 9 Methodology (Ch. 3) (15 pts)
Session 14 6 Dec FTF	<i>Wrap up Quantitative Data Analysis & Research Proposal</i> <ul style="list-style-type: none"> • Workshop: Research Proposal • Possible Oral Defense session • Course Summary & Next Steps toward MA & Celebrations 	Statistics Module 12 Introduction (Ch. 1) (10 pts)
Session 15 13 Dec	<i>Final Exam (No Final!)</i>	

Assignment structure:

Discussions:	22 pts
Annotated Bibliographies:	9 pts
Outlines (for peer review):	9 pts
Article Critique:	15 pts
Literature Review (Ch. 2):	20 pts
Methodology (Ch. 3):	15 pts
Introduction (Ch. 1):	10 pts
Total:	100 pts