

Course & Section	EDUC 650
Course Title	Proposal Development
Class Roster No.	41095
Course Day(s)	Tuesdays
Time	4:00-6:50 PM
Course Location	University Hall 439
Semester / Year	Fall 2018
Instructor	Joni S. Kolman, Ed.D.
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Office Hours	Before class and by appointment

WELCOME

MA Candidates engaged in the writing process can expect to have tailored support and peer support throughout the semester. This hybrid course is intended to allow the flexibility needed by candidates for uninterrupted writing time. It is my goal to elevate and support your writing throughout the process!

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION	1
Proposal Development.....	1
Course Prerequisites	1
Course Objectives.....	1
Unique Course Requirements	Error! Bookmark not defined.
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	1
COURSE LEARNING OUTCOMES	1
Expected Dispositions for the Education Profession	1
SCHEDULE/COURSE OUTLINE EDUC 650 PROPOSAL Development.....	2
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS	4
Grading Standards	4
Final Exam Statement.....	4
School of Education/Course Attendance Policy.....	5
Policy on Late/Missed Work	5
Student Collaboration Policy.....	5
GENERAL CONSIDERATIONS.....	5
CSUSM Academic Honesty Policy.....	5
Plagiarism.....	5
Students with Disabilities Requiring Reasonable Accommodations	5
Credit Hour Policy Statement.....	6
All University Writing Requirement	Error! Bookmark not defined.
Course Format	6
Necessary Technical Competency Required of Students	6
Contact Information for Technical Support Assistance.....	6
Electronic Communication Protocol.....	6

COURSE DESCRIPTION

Proposal Development

Guides students through the planning, preparation, and completion of the research or project proposal. With the guidance of the instructor, students will work collaboratively to plan and prepare each component of their proposals; an introduction to the study, well-developed research questions, a review of the literature, and proposal methodology.

Course Prerequisites

Admittance to MA program

Course Objectives

Upon successful completion of the course the candidate will evidence beginning, developing, or proficient competence in the following:

- Developing understandings about qualitative research;
- Exploring an area of professional interest through inquiry methods, including locating professional literature;
- Formulating research questions, practicing data collection techniques, synthesizing literature in literature review, and preparing a research design;
- Presenting to the class as a whole an aspect of their study.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, New Hampshire: Heinemann.

Additional readings and model studies will be available on Cougar Courses and passed out in class

COURSE LEARNING OUTCOMES

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed.

Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

**SCHEDULE/COURSE OUTLINE
EDUC 650 PROPOSAL DEVELOPMENT**

Session	Focus and Readings	Assignments
UNIT: DEVELOPING RESEARCH QUESTIONS		
WEEK 1 August 28 IN PERSON	OVERVIEW OF RESEARCH PROJECT AND TEACHING FOR EQUITY	
WEEK 2 September 4 IN PERSON	TEACHER RESEARCH EXPLORATIONS Identifying and writing about an equity-oriented classroom problem Read: Falk and Blumenreich—Chapter 2	Bring: Research journal with initial notes (including vivid examples!) on social justice/equity issues in your classroom
WEEK 3 September 11 SMALL GROUPS	DEVELOPING RESEARCH QUESTIONS Read: Falk & Blumenreich—Chapter 3	Due: Complete the worksheet on p. 40 of Falk & Blumenreich and share with your small group. Provide feedback to your peers. Upload to CC or email me a copy at jkolman@csusm.edu by September 12.
WEEK 4 September 18 SMALL GROUPS	WRITING WORKSHOP Write a draft of your research brief. Share it with your group members for feedback.	
UNIT: DESIGNING METHODS		
WEEK 5 September 25 IN PERSON	CONDUCTING TEACHER RESEARCH Read: Falk & Blumenreich—Chapter 5	
WEEK 6 October 2 IN PERSON	DETERMINING METHODS AND LIBRARIAN VISIT Read: Falk & Blumenreich—Chapter 6	Due: Research brief
WEEK 7 October 9 IN PERSON	DATA ANALYSIS AND METHODS WORKING SESSION Read: Falk & Blumenreich—Chapter 7	Remember: Continue collecting literature!
WEEK 8 October 16 IN PERSON	IRB WORKSHOP DAY	Due: CITI training certificate Read: Come prepared, having read the IRB exempt and expedited applications, and with materials appropriate to completing the application form. They can be found here: https://www.csusm.edu/gsr/irb/forms.html

Session	Focus and Readings	Assignments
WEEK 9 October 23 ONLINE	METHODS WORKING SESSION	Due: IRB application must be uploaded by this date! Remember: Continue collecting literature!
UNIT: CREATING THE LITERATURE REVIEW		
WEEK 10 October 30 IN PERSON	LITERATURE REVIEWS—CHARTING THE BIG IDEAS Read: Falk & Blumenreich—Chapter 4	Bring: At least 2 pieces of literature you collected thus far Due: Methods section
WEEK 11 November 6 IN PERSON	LITERATURE REVIEW WORKING SESSION	Bring: All of the literature you have gathered thus far and any writing you have done for your literature review. Be sure you have a device you can work on with this.
UNIT: PULLING TOGETHER THE PROPOSAL		
WEEK 12 November 13 IN PERSON	LIMITATIONS & CONCLUSIONS, APA REFERENCING	Due: Draft of literature review (optional) Bring: Your proposal draft thus far
WEEK 13 November 20 ONLINE	Thanksgiving week—Gobble gobble!	
WEEK 14 November 27 SMALL GROUPS	WRITING THE PROPOSAL Share a draft of your proposal with your small group and provide feedback	
SPECIAL EVENT— November 29	Attend the MA Open House and Poster Session at 5pm. Location TBD	
WEEK 15 December 4 IN PERSON	PROPOSAL PRESENTATIONS Come prepared with a one-page handout to share your research proposal with the class	Due: Final submission of research proposal NOTE: Turn a copy of the research proposal into me and a copy into your chair (if that is not me)

This calendar has been thoughtfully planned, but could change to meet student needs.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Research brief: 10 points

Literature review: 30 points

Methodology: 30 points

Final proposal (with revisions based on feedback): 10 points

Assignments and participation: 20 points

Total= 100 points

Grading Standards

A = 93-100

A- = 90-92

B+= 87-89

B = 83-86

B- = 80-82

C+= 77-79

C = 73-76

C- = 70-72

D = 60-69

F=59 or lower.

Final Exam Statement

No final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. As a professional courtesy, I would appreciate an email letting me know when you will be missing class. Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late/Missed Work

It is expected that you turn in your assignments on time and completed to the best of your ability. Particularly for this course, if you do not complete everything in a timely manner, it will impact your ability to complete your proposal by the end of the semester and, potentially, your timeline for graduation. Late work will be graded but will not receive the same depth of feedback provided for assignment turned in during the regular timeline.

Student Collaboration Policy

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class when small groups are formed.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this course includes class time devoted to describing to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

Course Format

This is a hybrid course where we will meet some weeks as a full group in-person, in assigned small groups (in person or virtually), and in asynchronous online spaces (with Cougar Course supports and assignments).

Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

Contact Information for Technical Support Assistance

- Email: sth@csusm.edu
- Phone: **760-750-6505**
- Location: 2nd floor of Kellogg Library

Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

RESEARCH BRIEF (10 points)

Name: _____

Tentative Research Title: _____

THE BRIEF SHOULD BE **NO MORE** THAN 2 PAGES AND SHOULD INCLUDE:

INTRODUCTION (5 points)	
	Introduces the project by describing, with vivid examples, the problem as currently identified
	Clearly lays out the research question inclusive of a description of what they will be studying and what sub-questions they have
	Clearly explains why they want to study the topic
	Clearly explains how the topic relates to social justice/equity issues in schools
	TOTAL FOR INTRODUCTION

CONCLUSION (5 points)	
	Clearly sums up the initial proposed research study
	Lays out any issues that are a current struggle
	TOTAL FOR CONCLUSION

Full points will be earned by providing answers to each of the research brief questions (above) in a clear and thoughtful manner. The research question(s) should follow the guidelines provided in class. Every aspect of the design should make sense given the research question and should be informed by our readings.

LITERATURE REVIEW SCORING GUIDE (30 POINTS)

Name: _____

Research Title: _____

RESEARCH (9 POINTS)	
	Author draws on <i>at least</i> 10 pieces of research
	The research is from a variety of credible sources (At least $\frac{3}{4}$ should be peer-reviewed).
	The research cited relates to the study's focus and research question(s)
	TOTAL FOR RESEARCH

CONTENT OF THE REVIEW (12 POINTS)	
	The research is clearly synthesized and described The differences and similarities of perspectives have been described
	The review is well organized. It is divided into subsections with subtitles, which describe the big ideas expressed by others who have explored this topic. The ideas shared in this review are supported by evidence from the research.
	The review ends with a section describing the <u>author's evaluation, interpretation, and/or conclusions regarding the research.</u> The author draws connections between the research he/she has read and the study he/she will conduct. The author identifies lingering questions
	TOTAL FOR CONTENT

WRITING (9 POINTS)	
	Ideas clearly communicated
	Words are spelled correctly and all text is grammatically correct
	Sources are cited using correct APA style referencing
	TOTAL FOR WRITING

OVERALL SCORE (30 points possible): _____

METHODOLOGY SCORING GUIDE (30 POINTS)

Name: _____

Research Title: _____

INTRODUCTION TO THE PROBLEM, RESEARCH QUESTION, AND SUB-QUESTIONS (5PTS)	
	Introduction explains connections between personal experience, thoughts, and/or practice.
	Introduction clearly explains the context and background of the study—the perspective, background, assumptions, and/or biases that have led you to pursue answering the research questions)
	Introduction integrates research as a means of describing how prevalent this problem is within the larger field of education
	Research questions are clear and can be answered through the teacher research process
	Sub-questions break down larger research questions
	TOTAL FOR INTRODUCTION

PARTICIPANTS AND SETTING (5PTS)	
	The participants are described, including a description of the criteria for selecting participants, and a description of the researcher as a participant.
	The setting is described: the community, school, classroom (as relevant to the study).
	TOTAL FOR PARTICIPANTS AND SETTING

DATA COLLECTION (10PTS)	
	Data collection section involves <i>detailed</i> descriptions of at least three data sources
	There is an explanation of how sources will work towards answering the research questions
	A timeline for data collection is included
	TOTAL FOR DATA COLLECTION

DATA ANALYSIS (5PTS)	
	A plan for data analysis is described, demonstrating an understanding of what methods and themes may be used in analysis next semester.
	TOTAL FOR DATA ANALYSIS

WRITING (5 POINTS)	
	Each piece is presented neatly and written using correct grammar and spelling
	Ideas clearly communicated
	TOTAL FOR WRITING

FINAL PROPOSAL SCORING GUIDE

Revised Final Full proposal—10 points

- Each required section of the proposal is included.
- Methodology pieces have been revised as suggested.
- The conclusion explains how the study builds on available educational literature.
- The conclusion describes (as specifically as possible) the study's potential to aid you in your own practice.
- There is a title, cover, table of contents, and subtitles for each section.
- The proposal should be presented neatly and written using correct grammar and spelling.