Course & Section	EDUC 611
Course Title	Research in Curriculum and Instruction I
Class Roster No.	43491
Course Day(s)	Tuesdays
Time	5:00-7:50 PM
Course Location	Online
Semester / Year	Fall 2020
Instructor	Joni S. Kolman, Ed.D.
Phone	760-750-8236
E-Mail	jkolman@csusm.edu
Office	University Hall 406/the desk in my home office ☺
Office 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

TABLE OF CONTENTS

COURSE DESCRIPTION

<u>**Research in Curriculum and Instruction I**</u>

Guides students toward building and completing a research or project proposal in the area of K-12 curriculum and instruction. Students work to identify an issue or problem in K-12 schools about which to inquire, develop research questions, review the related literature, and propose methods of examination.

<u>**Course Prerequisites**</u>

Admittance to MA program

<u>**Course Objectives**</u>

Upon successful completion of the course students will be able to:
- Describe how research in curriculum and instruction can address issues of equity and social justice in K-12 schools;
- Formulate research questions, write a synthesis of literature, develop a research design, and develop data collection instruments

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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

<u>Additional readings and model studies will be available on Google Classroom</u>

COURSE LEARNING OUTCOMES

PSLO #3: Demonstrate competence in designing, conducting, and communicating research focused on curriculum and instruction

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.

Syllabus is subject to change.

Session	Focus and Readings	Assignments
UNIT: DEVELOPING RESEARCH QUESTIONS		
WEEK 1 September 1 **Synchronous**	**OVERVIEW OF RESEARCH PROJECT**	
WEEK 2 September 8 **Synchronous**	**TEACHER RESEARCH EXPLORATIONS** Identifying and writing about an equity-oriented classroom problem **Read:** Falk and Blumenreich—Chapters 1 & 2	**Bring:** Your notes, thoughts, quotes, etc. from your noticings/thoughts and be prepared to share with the group. The things that frustrate you the most, or are most central to your current teaching, are generally good avenues to explore.
WEEK 3 September 15 **Synchronous**	**DEVELOPING RESEARCH QUESTIONS** **Read:** Falk & Blumenreich—Chapter 3	**Due:** Complete the worksheet on p. 40 of Falk & Blumenreich. Post a copy!
WEEK 4 September 22 **Asynchronous**	**WRITING—SMALL GROUP MEETINGS** Write a draft of your research brief. Share it with your group members for feedback. Be sure to look at the scoring outline as you consider each other's work.	
UNIT: DESIGNING METHODS		
WEEK 5 September 29 **Synchronous**	**LIBRARIAN VISIT/IRB GUESTS** **Read:** Falk & Blumenreich—Chapter 5	
WEEK 6 October 6 **Synchronous**	**CONDUCTING TEACHER RESEARCH/ DETERMINING METHODS** **Read:** Falk & Blumenreich—Chapter 6	**Due:** Research brief **Begin:** Collecting literature related to your topic **Work on:** CITI Training
WEEK 7 October 13 **Synchronous**	**METHODS CONTINUED** **Read:** Falk & Blumenreich—Chapter 7	**Prepare:** a draft of one of your data collection instruments **Remember:** Continue collecting literature! **Work on:** CITI Training

Session	Focus and Readings	Assignments
WEEK 8 October 20 **Synchronous**	**IRB WORKSHOP DAY** **Read:** Come prepared! Read the IRB exempt and expedited/limited applications, and with materials appropriate to completing the application form. They can be found here: https://www.csusm.edu/gsr/irb/forms.html	**Work on:** CITI Training
WEEK 9 October 27 **Asynchronous**	**METHODS—SMALL GROUP MEETINGS** Write a draft of your methods section and share it with your group members for feedback.	**Due:** CITI training certificate **Remember:** Continue collecting literature!
UNIT: CREATING THE LITERATURE REVIEW		
WEEK 10 November 3 **Synchronous**	**LITERATURE REVIEWS—CHARTING THE BIG IDEAS** **Read:** Falk & Blumenreich—Chapter 4	**Due:** Methods section **Bring:** At least 2 pieces of literature you collected thus far on your topic
WEEK 11 November 10 **Synchronous**	**LITERATURE REVIEW CONTINUED**	**Bring**: All of the literature you have gathered thus far and any writing you have done for your literature review.
UNIT: PULLING TOGETHER THE PROPOSAL		
WEEK 12 November 17 **Synchronous**	**LIMITATIONS & APA REFERENCING** **WRITING THE PROPOSAL**	**Due:** Literature review outline (optional)
WEEK 13 November 24 **Thanksgiving Week** **Asynchronous**	**Thanksgiving week—Gobble gobble!**	**Due:** IRB application must be uploaded by this date!
WEEK 14 December 1 **Asynchronous**	**FULL PROPOSAL WORK TIME**	
WEEK 15 December 8 **Synchronous**	**PROPOSAL PRESENTATIONS** Prepare a one-page document that summarizes your proposal	**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.

Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Research brief: 10 points
Literature review: 30 points
Methods: 50 points
<u>Final proposal: 10 points</u>
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 assignments 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.

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 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 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 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 (6.5 points)	
	Introduces the thesis by describing, with vivid examples, the problem as currently identified (1)
	Draws on the literature to clearly explain the prevalence of the problem in the United States and, if appropriate, in California/San Diego County specifically (1)
	Clearly lays out the major research question/purpose statement inclusive of a description of what will be studied and the specific subquestions (2.5)
	Clearly explains why the topic will be studied—why is this an important thing for teachers to better understand? (1)
	Clearly explains how the topic relates to social justice/equity issues in schools (1)
	TOTAL FOR INTRODUCTION

CONCLUSION (3.5 points)	
	Clearly sums up the initial proposed research study (1)
	Grammar and mechanics are appropriate for academic writing (2.5)
	TOTAL FOR CONCLUSION

OVERALL SCORE (10 points possible): _____

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 *at least* 10 pieces of research
	The research is from a variety of credible sources (At least 70% should be <u>peer-reviewed and empirical</u>).
	The research cited relates to the study's focus/purpose and research subquestion(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 subheadings, 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.
	Descriptions of each empirical research study includes information about the research approach taken by the author(s), the participants, and the context for the study. Relevant findings from the studies are described.
	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 that emerged from the reading of the literature
	TOTAL FOR CONTENT

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

OVERALL SCORE (30 points possible): _____

METHODOLOGY SCORING GUIDE (50 POINTS)

Name: _____

Research Title: _____

	INTRODUCTION TO THE PROBLEM, RESEARCH QUESTION, AND SUB-QUESTIONS (4 PTS)
	Introduction provides a rationale for the connection between the research question/purpose and subquestions and the approach to studying it.
	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)
	Research question/purpose statement is clear
	Sub-questions break down larger research question/purpose statement and can be answered through the teacher research process
	TOTAL FOR INTRODUCTION

	PARTICIPANTS AND SETTING (6 PTS)
	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 (28 PTS)
	Data collection section involves *detailed* descriptions of the data sources (at least 2)
	There is an explanation of how data sources will work towards answering the research questions
	A timeline for data collection is included
	All data collection instruments (e.g., surveys, interview protocols, observation protocols) are complete and can be found at the end of the methods section
	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 (7 POINTS)
	Each piece is presented neatly and written using correct grammar, punctuation, and spelling
	Ideas clearly communicated
	TOTAL FOR WRITING

OVERALL SCORE (50 points possible): _____

Syllabus is subject to change.

FINAL PROPOSAL SCORING GUIDE (10 POINTS)

Name: _____

Research Title: _____

Revised Final Full proposal
1. Each required section of the proposal is included
2. Research question/purpose statement and subquestions are revised as suggested
3. Literature review reflects feedback on literature review outline (if appropriate)
4. Methods have been revised as suggested
5. Instruments have been revised as suggested and <u>attached to the document following the references</u>
6. There is a cover page with title that is appropriate to the study
7. There is a table of contents that outlines the entire document including headings and subheadings, tables and figures, as well as appendices.
8. The references list includes all cited work and is in APA format.
9. The proposal is presented neatly and written using correct grammar, punctuation, and spelling.
10. There is coherence across the entire document.

OVERALL SCORE (10 points possible): _____