EDCI 777 *** Research to Practice *** Section 001
FALL   2012

Thursdays, 7:20 p.m. -- Thompson Hall, Rm. L-014

Associate Professor
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Office Location   Thompson Hall, Suite 1500, Rm. 1502

Office Hours   By appointment

***If you are going to miss or be late to class, please call my office and leave a
message on the same day:***   TEL: (703) 993-2050

To make an appointment, request, or ask a question: Email: lpierce@gmu.edu

To fax a document: FAX: (703) 993-5300

Course prerequisites: Admission to Graduate School of Education in CIMM, CISL, or
CIFL program. ***Completion of ALL other courses in these programs.*** *Possible
exceptions:* Concurrent enrollment in EDRS 590 or elective or permission of instructor.
This is the capstone course for the M.Ed. in Multilingual/Multicultural Education and, as
such, represents the culminating experience in this graduate program.

Course Schedule: This course is offered each Spring and Fall semester but not in
Summer.

Catalog Description

     This course provides a culminating experience that synthesizes and applies the
essential elements of second language teaching and learning. Emphasizes the teacher
as a change agent through critical inquiry into practice. Aims to promote collaboration
between ESL or FL and grade-level teachers to advance the achievement of English
and second language learners and language minority students.

*All students will obtain and use a GMU Email account with access to the Internet. GMU makes
these accounts available and provides training at no cost to students.*
MASON ALERT
*Register for the MASON ALERT system to be informed of emergency situations on
campus by cell phone and email. Go to http://alert.gmu.edu*

This course and all parts of this syllabus were designed by Dr. Lorraine Valdez Pierce.

Rationale

This capstone course aims to have program candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the M.Ed. program and apply these to their own teaching. If candidates are not currently in the classroom, they will be asked to collaborate with a teacher who is. A major focus of the course is the nurturing of teacher-leaders through critical inquiry into educational practices that have an impact on culturally and linguistically diverse students. This inquiry will have as its purpose to help ***increase student learning and achievement*** among English language learners, language minority students, and foreign language learners.

In the capstone course, candidates become part of a learning and research community by sharing with others what they have learned through applying research to practice. Teachers no longer work alone; schools have seen an increase in teacher teams working with student cohorts. ESL and FL teachers are often a part of a grade-level team and, as such, are responsible for informing general education teachers about how to help English language and foreign language learners participate in grade-level classes.

Overview of Course

Essential elements of this course include: reflection on teaching; collaboration; Action Research through field work, problem solving and innovations in teaching; applications of technology; and development of presentation skills. Candidates will collaborate with peers to identify a research question in curriculum, instruction and assessment and design an Action Research Project that investigates the question. The Action Research Project and the presentation on the project will make use of technology to facilitate learning as well as professional development. Candidates are especially encouraged *to develop instructional and assessment models to be shared with other teachers, including general education, grade-level teachers* who are relatively unfamiliar with second language teaching approaches. Candidates will experiment with Action Research approaches that address a real-life need demonstrated by an actual group of teachers and/or students.

Course requirements consist of a multi-part ***Action Research Project*** and a ***Teaching Demonstration***. Each course requirement will be evaluated using a scoring rubric or rating scale.

Course Objectives

Candidates enrolled in this course will:

1. Learn how to work as change agents by collaborating to make improvements in the education of English and foreign language learners and language minority students;

2. Develop professional presentation skills using computer technology;

3. Identify a student learning need or challenge and develop a research question for addressing the need in a classroom setting;

4. Collect, analyze, and interpret data to address the need; and

5. Propose and apply innovative, research-based approaches to instruction aimed at meeting the need.

Technology Requirements

1. Students will be asked to use a personal computer for preparing course requirements, for accessing BlackBoard, and for contacting the instructor and classmates through email. However, ***personal computers (including tablets, laptops, cell phones) are not to be used during class for any purpose other than taking notes.***

2. **Class Web Site:** Each student will access **Blackboard 9.1** using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks.

The only way to access Bboard 9.1 is through the myMason portal **(http://mymason.gmu.edu)** on the Courses tab.

If you have problems getting into BBoard 9.1, please contact < support.gmu.edu>, go to http://itusupport.gmu.edu/STG/blackboard.asp or call (703) 993-8870.

3. **GMU EMAIL ACCOUNTS:** Students must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

College of Education & Human Development: 5 Core Values

The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice*. Graduate students are expected to adhere to these values both in and out of class. http://cehd.gmu.edu/values/

The Graduate School of Education (GSE) expects that *all students* abide by the following principles:

Expectations for Students in this Course

HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code. GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: <u>when you are responsible for a task, you will perform that task</u>. <u>When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form</u>.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. [See http://academicintegrity.gmu.edu/honorcode/].

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (Mason catalog).**

Honor Code: Faculty Responsibilities

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of ***plagiarism***. Faculty members may actively proctor exams in situations that they believe warrant it. At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.

FOR THIS COURSE:

Violations of the Honor Code include:

1. Copying a paper or part of a paper from a previous student (current or past);

2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks or not inserting a citation immediately following these words;

3. Working with another individual (who is in this class or not) to prepare your papers for this course (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.

CAMPUS RESOURCES

- **OFFICE OF DISABILITY SERVICES**
  If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

- **WRITING CENTER:** Robinson Hall A, Rm. 114; (703) 993-1200; http://writingcenter.gmu.edu
  The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing.

- **UNIVERSITY LIBRARIES** "Ask a Librarian"
  http://library.gmu.edu/mudge/IM/IMRef.html

- **COUNSELING AND PSYCHOLOGICAL SERVICES** (CAPS): (703) 993-2380;
  http://caps.gmu.edu
  The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group
  counseling, workshops and outreach programs) to enhance students' personal experience and academic performance.

- **UNIVERSITY POLICIES**
  The University Catalog, http://catalog.gmu.edu, is the central resource for university
  policies affecting student, faculty, and staff conduct in university academic affairs.
  Other policies are available at http://universitypolicy.gmu.edu/. All members of the
  university community are responsible for knowing and following established policies.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students are expected to exhibit professional behaviors and dispositions at all times.

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Cell Phones OFF: **Students are required to keep all cell phones turned off during class, per university policy. In case of a campus emergency, the instructor will be notified on her cell phone.**

Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 703 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

MASON ALERT
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Course Requirements

Task	% of Final Grade	Due Date
1. Action Research Project (ARP)*		
Stages 1-2: Review of Research and Research Question	20%	Week 4
Stage 3: Data Collection Plan	20%	Week 6
Stage 4: Data Analysis & Action Plan	30%	Week 15
2. Demonstration – Teaching Intervention	15%	Weeks 8 - 12
3. Sample ARP Report	15%	Assigned

*Action Research Projects can be conducted in 2- or 3-member teams. I strongly recommend that Pre-Service teachers work with In-Service teachers in order to enhance your learning.

Textbooks

Required

Craig, D.V. (2009). ***Action research essentials.*** San Francisco, CA: Jossey-Bass.

Optional

Dana, N. F. & D. Yendol-Silva. (2003). ***The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry.*** Thousand Oaks, CA: Corwin Press/Sage.

Class Schedule

Week # & Date	Topics	Readings to be discussed this week
1 8/30	Objectives of this course, textbooks, and requirements. What is Action Research? Selecting a research topic. The recursive nature of Action Research. Group dynamics: Practical aspects of collaboration, member roles. Steps in the Action Research Process. Ethics in research.	*Craig, Ch. 1*
2 9/6	Identifying problems. Narrowing your focus. Drafting a Research Question. Selecting sources for the Literature Review. Writing up the Lit Review (see Checklist, p. 79).	*Craig, Chs. 2 & 3*
3 9/13	The literature review – critical to development of research question. Designing well-written research questions. Characteristics of good research questions. Independent and dependent variables in the question. ***Report: Sample Action Research Projects # 1 - 2***	*Craig, Ch. 4*
4 9/20	Data vs. data sets. Creating tools to answer research questions. Triangulation Matrix: Setting up a valid & reliable data collection plan. Making a data collection schedule (see P. 133). ***Due today: Literature Review & Research Question.***	*Craig, Ch. 5*
5 9/27	Keeping a Field Journal. Reflecting on teaching needed for change, change needed for improvement. **Your Draft Triangulation Matrix & Assessment Tools – Class Feedback.** **Report: Sample Action Research Projects # 3 - 4**	*Craig, Ch. 6*
6 10/4	Organizing & analyzing qualitative data. Revisiting the Triangulation Matrix and Revising Assessment Tools (data sources). Team Work Session. ***Due today: Data Collection Plan.***	*Craig, Ch. 7*
7 10/11	***Teaching Intervention Demo Criteria & Self-Assessment Guidelines. Mid-Term Feedback Forms.*** **BEGIN DATA COLLECTION NO LATER THAN THIS WEEK** **Report: Sample Action Research Projects # 5 - 6**	

8	10/18	**TEACHING INTERVENTION DEMOS.** **ARP Team Work Session.** **Report: Sample Action Research Projects #7-8**	
9	10/25	**TEACHING INTERVENTION DEMOS.** Revising your Data Collection Plan*.* **Report: Sample Action Research Projects #9-11**	
10	11/1	**TEACHING INTERVENTION DEMOS.** Reporting Action Research. Turning results into Action Plans. Team Work Session. Instructor meets with Teams. Data Tables: Pre-Test Data Results. ***USING EXCEL.*** **Report: Sample Action Research Projects #12-13**	*Craig, Ch. 8*
11	11/8	**TEACHING INTERVENTION DEMOS.** ***Send Self-Assessment of your demonstration to Instructor by email within 48 hours of your presentation.*** **Report: Sample Action Research Projects #14-15**	
12	11/15	**TEACHING INTERVENTION DEMOS.** Data Analysis – Interpreting the Data. Turning Findings into Action Plans. Using EXCEL Software for data analysis	
13	11/22	**NO CLASS – Thanksgiving Day**	
14	11/29	*DATA ANALYSIS WORKSHOP*. Data Analysis Process. Interpreting the data results. Coding data for analysis.	
15	12/6	**Class feedback on Draft Data Analysis.** Writing up your Data Analysis: Essential Components*.* Team Work Session. **Course Evaluation Forms. Feedback Forms. Materials Release Forms. Due: Stage 4: Data Analysis & Action Plan.**	