Professional Education Unit
Early Childhood, Elementary, and Special Education Department

APPLIED RESEARCH FOR TEACHERS I (Internet)
EDUC 677 – 301
Fall, 2009

Instructor: **Kitty Y. Hazler, Ph.D.**
Office: **Room 207, Postsecondary Building**
Location: **MSU Prestonsburg**
Phone: **(606) 886-2405**
Fax: **(606) 783-9126**
E-Mail: **k.hazler@moreheadstate.edu**
Office Hours: **Tuesday – Thursday 1:00-5:30**

COURSE DESCRIPTION:
Individual research problems and writing for publication; review of current educational research; investigation of qualitative and quantitative classroom-based research methods; formal writing and presentations; classroom discussion; field-based research activities. *Prerequisite: EDF 600*

COURSE OVERVIEW:
The purpose of this course is to introduce students to qualitative and action research strategies, to review quantitative strategies, and to guide students through the development of a field-based research project to be implemented the following semester in EDUC 678. Since some of the goals and objective of graduate study in the field of Education at Morehead State University include providing advanced training for experienced teachers, improving that training, and supporting educational reform in Kentucky, this course is a deliberate and significant step toward achieving those goals.

CONCEPTUAL FRAMEWORK:
"Community Engagement: A Light to and from the Mountains"
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFOs):
1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3. Demonstrate professional dispositions

4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

STUDENT LEARNING OUTCOMES (SLOs): By the end of this course, the candidate will be able to:

1. The candidate will compare quantitative and qualitative research as he/she prepares to write his/her own action research.

2. The candidate will analyze the purpose and value of action research in relation to his/her life.

3. The candidate will develop a piece of action research, which has been chosen to improve his/her teaching/school environment.

4. The candidate will utilize current literature and technology as a resource as he/she writes Chapters I-III of his/her own action research project.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Graduate EDUC 677 Applied Research for Teachers I					
Aligned with → **Assessment (point values) ↓**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB) and NCATE**	**American Educational Research Association (AERA)**	**NCATE**
Discussion Posts (300) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 5, 6	1, 4
Ch. I and III Draft (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 5, 6	1, 4
Ch. I and III Revision (300) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 5, 6	1, 4
Ch. II (Literature Review) Draft (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 5, 6	1, 4
Ch. II (Literature Review) Revision (200) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 5, 6	1, 4

COURSE EVALUATION:

ASSIGNMENT	DESCRIPTION	POINT VALUE
Discussion Posts	Demonstrate content knowledge & examine specific research points	300
Chapters I and III Draft	Submit Chapters I & III draft of research plan	100
Chapters I and III Revision	Revise Chapters I & III	300
Literature Review/Ch. II Draft	Submit Chapter II draft of literature review	100
Literature Review/Ch. II Revision	Revise Chapter II	200
TOTAL POSSIBLE POINTS		**1000**

REQUIRED TEXTBOOK:
Johnson, A. P. (2008). *A short guide to action research* (3rd ed.). New York, NY: Allyn and Bacon.
ISBN-13: 978-0-205-50931-7

GRADING SCALE:

POINTS EARNED	PERCENTAGE	LETTER GRADE
900-1000 points	90% - 100%	A
800-899 points	80% - 89%	B
700-799 points	70% - 79%	C
600-699 points	60% - 69%	D
Below 600 points	0% - 59%	E

QUALITY OF WORK:
All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL.

ATTENDANCE POLICY: This is an Internet class, so no class attendance is required. However, there will be regular interactive assignments required of you. If you do not post required work within the time allotted, you will lose points for that assignment.

ACADEMIC HONESTY:
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

AMERICANS WITH DISABILITIES ACT (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

ASSIGNMENT DESCRIPTIONS:

A. READING:
Your reading assignments are listed in the syllabus. It is your responsibility to keep up with the reading as you prepare for scheduled online discussions. Discussion posts will be an important part of your class grade; you must read assigned material carefully to participate meaningfully.

B. DISCUSSION POSTS

1. You will post responses to the current discussion topics and questions during the time frame posted (a week).

2. Keep posts focused and on topic and make them your best effort to continue class dialogue. "Ditto" and "I agree with so-and-so" will not be considered a meaningful posting.

3. It is strongly suggested that all posts to the Blackboard discussion board be composed FIRST in Microsoft Word (or some other text editor) and THEN cut-and-pasted into the Discussion Board to facilitate proofreading as well as to protect yourself should your Internet or Blackboard connection fail before the post is completed.

4. As with any form of public communication, your best work is expected. This includes proofreading.

5. Candidates should post questions about assignments and class protocol to the Q & A thread on the Blackboard message board for this class. I will regularly check this to ensure answers are posted in a timely fashion. Remember to check previous posts to see if your question has already been asked. Also, try to make your subject heading meaningful to help people identify topics.

C. GENERAL ASSIGNMENT INFORMATION:

1. For this class, you will submit papers via E-mail to **k.hazler@moreheadstate.edu** Use the following format in your subject line:
   Your last name – Ch. I and III Draft (or Revision) OR Your last name – Ch. II Draft (or Revision).

2. Drafts and Revisions are due on the date indicted by midnight EST. For each day a draft or revision is late, its grade will drop by 10%.

3. PLAGIARISM WILL NOT BE TOLERATED.

4. For your benefit, do not throw anything away, especially drafts and comments on papers. It might be wise to keep all materials pertaining to this class in a designated folder on your hard drive or a designated CD or flash drive.

5. Always back up your work (using at least two methods: hard drive, CD/flash drive, or paper). Losing work because you did not back up your files will be your problem, not the instructor's.

D. ASSIGNMENT DETAILS:

1. See **Course Documents** on Blackboard for formatting details.
2. Chapters I and III Draft is due on 10/26 (Worth 100 points)
3. Chapters I and III Revision is due on 11/9 (Worth 300 points)
4. Chapter II Draft is due on 11/23 (Worth 100 points)
5. Chapter II Revision is due on 12/7 (Worth 200 points)

TENTATIVE COURSE CALENDAR:

WEEK #	ASSIGNED TASKS
1. 8/17 – 8/23	■ READING: Chapters 1 & 2 ■ Discussion post due by 8/23
2. 8/24 – 8/30	■ READING: Chapters 3-5 ■ Discussion due by 8/30
3. 10/31 - 9/6	■ READING: Chapters 6, 7, 16 ■ Discussion post due 9/6
4. 9/7 - 9/13	■ READING: Chapters 8 & 9 ■ Discussion post due by 9/13
5. 9/14 - 9/20	■ READING: Chapters 11, 14, 17 ■ Discussion post due by 9/20
6. 9/21 - 9/27	■ READING: Chapters 12 & 13 ■ Discussion post due by 9/27
7. 9/28 - 10/4	■ READING: Two pieces of literature on your topic ■ Discussion post due by 10/4
8. 10/5 - 10/11	■ Literature Review Update ■ Discussion post due by 10/11
9. 10/12 - 10/18	■ Ch. I and III Update ■ Discussion post due by 10/18
10. 10/19 - 10/25	■ Work on Ch. I and III Draft
11. 10/26 - 11/1	■ Ch. I and III Draft due Monday, 10/26
12. 11/2 - 11/8	■ Work on Ch. I and III Revision or Literature Review
13. 11/9 - 11/15	■ Ch. I and III Revision due Monday, 11/9
14. 11/16 - 11/22	■ Work on Ch. II - Literature Review
15. 11/23 - 11/29	■ Ch. II - Literature Review Draft due Monday, 11/23
16. 11/30 - 12/6	■ Work on Ch. II - Literature Review Revision
17. 12/7 - 12/11	■ Ch. II - Literature Review Revision due Monday, 12/7

EDUC 677 APPLIED RESEARCH FOR TEACHERS I BIBLIOGRAPHY

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Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Pearson, Education, Inc.

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Thomas, R. M. (2005).*Teachers doing research: An introductory guidebook.* Boston, MA: Allyn and Bacon.

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