EDTE J713
Action Research Capstone Seminar
Spring 2010
Two on-campus classes: January 23 and April 17
Twelve on-line classes: January 11; February 1, 8, 15, 22; March 1, 15, 22, 29; April 5, 12, 26.

I. Descriptive Information

A. Course Number and Title: EDTE J713, Action Research Capstone Seminar
B. Catalog Description: Development and presentation of a comprehensive report on the action research project begun in EDTE J712.
C. Course Credit: Three (3) graduate credit hours.
D. Prerequisites: EDTE J712 Action Research in Teaching
E. Intended Audience: Certified teachers and candidates in the M.Ed. in Teaching Program
F. Instructor: Pamela Jewett
   jewett@mailbox.sc.edu
   777-2055

II. Statement of Learning Outcomes:

Goals: Participants in this course will engage in explorations of action research and will participate in a forum for the analysis of and reflection on an action research project that each has conducted. Participants will make connections between their theoretical understandings of research and their emergence as action researchers in educational settings who view themselves as producers of knowledge who can learn about their teaching and their linguistically and culturally diverse students' learning by studying their own experiences.

Objectives: Students will continue an exploration of action research that began in EDTE J712 by reflecting on their action research experiences and on the potential for their own practice and the practice of their classmates. The will participate in a research community as they reflect on their research and the research projects of others and participate in the discussions about the processes surrounding action research. Students will develop a comprehensive report of an action research project and present the results of action research project locally and to a larger community.

III. Required Textbooks


IV. Academic Course Requirements and Assessments:

A. Reading and Response to Readings: 50 points

Reading in this course is CRITICAL. Please respond to each class' reading assignment by underlining, tabbing, highlighting key ideas in texts and then recording key reflections. Please design your own format for response to the reading but be sure to include the following:

Be prepared to post your responses on a site in Blackboard for that purpose.

B. Presentation of Drafts: 25 points each 50 points

Students will submit two drafts of their final report.

Draft 1: A draft that includes the introduction, theoretical frame, literature review, methodology section that describes setting, participants, data collection methods, and data analysis methods. See rubric at end of syllabus for further descriptions of sections. (due February 15)

Draft 2: A draft that includes a description of the findings or patterns, a discussion of data that supports your findings or patterns, a conclusion that summarizes your curricular decisions, and implications for future teaching and research. See rubric at end of syllabus for further descriptions of sections. (due March 29).

C. Participating in Research Communities: 25 points

Using reading responses and class notes, you will meet regularly in small groups both in class or on-line at our Blackboard site to articulate your understanding of action research in theory and in practice. Together, you will participate in brainstorming sessions in which you discuss questions, concerns, big ideas, and “a-ha” moments as you learn from each other. Through these collaborative meetings, you will have the opportunity grow in your understanding about research through dialogue with your research community.

D. Action Research Study 100 points

Your action research study will be based on the questions you generated about aspects of your teaching and the learning of your diverse students (linguistically, culturally, and those with exceptionalities). You will submit two copies of their action research project. I will return one copy with comments and will keep the second copy for my records.

F. Action Research Project – Making Your Research Public: 75 points

Students will make their research public. There are many avenues through which this can be accomplished. For example, students may present their action research project to other teachers at their school in team meetings or at staff meetings. Students may also publish their studies in on-line or print journals about action research or in district newsletters. When you make your research public, you will need to describe the background to the study, how you came to your question, your methodology, findings, and what you learned from your study about teaching or your students' learning.
Conceptual Framework: Essential Professional Tools, Collaborative Educational Leader and NBPTS Core Proposition
(Action Research Study and Making Research Public – D & E above)

Essential Professional Tool 3: Communication Skills - Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards.

Collaborative Educational Leader: P: Communicating (effectively through oral, written and non-verbal means, appropriate and current technologies, and other modes of expression appropriate to the discipline).

Essential Professional Tool 4: Mastery of Relevant Theory and Research - Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

Collaborative Educational Leader: Intellectual Spirit (D); theory and Research (K)

Essential Professional tool 6: Inquiry Skills and Knowledge of Research Methods - Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

Collaborative Education Leader: P: Engaging in Inquiry (to further personal knowledge while contributing to and promoting the profession)

Essential Professional tool 7: Skills in Collaborating, Teaching, and/or Mentoring - Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

Collaborative Education Leader: Facilitating Learning (includes creating appropriate environments and managing) (P)

NBPTS Core Proposition 4: Teacher Think Systematically about Their Practice and Learn from Experience – Teachers demonstrate an experimental and problem-solving approach to teaching, applying theory, research, and personal experience to making decisions of practice. Teachers critically examine practice on an on-going basis.

Collaborative Educational Leader: Intellectual Spirit (D); Theory and Research (K); Engaging in Inquiry, Decision-Making (P)

V. Academic expectations and requirements:

A. Attendance:
   Students are expected to attend all class meetings. We will have two on-campus meetings and 12 on-line meetings. Unsatisfactory class attendance will have an impact on your final grade.

B. Utilizing Blackboard:
   Utilizing Blackboard is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance (http://blackboard.sc.edu/). All assignments will be submitted via Blackboard within the “Assignments” link on our course site.

C. Late Assignments:
   Students are expected to meet assignment deadlines, and I will accept assignments up through midnight of the day they are due. Any work submitted after its due date will be considered late. Late assignments will be reduced by a full grade, except in extreme cases.

   Note on due dates:
   Our on-line classes are scheduled for Monday afternoons, however, that is just so that we can “chunk” our work into weekly segments. With the exception of the two on-campus meetings, our work will be on-line. With that in mind, all assignments will be due by midnight the Sunday before our class is scheduled to “meet.”

D. Academic Honesty:
University policy regarding academic responsibility (*Student Affairs Policy STAF 6.25*) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at: http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility

E. Policies relating to students with disabilities:

Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

F. APA Guidelines:

All written work must follow APA 6th edition guidelines (particularly focusing on page numbers, double-spacing, in-text citations, and references). Please edit your work carefully and check for spelling/typographical and grammar errors before turning it in.

VI. Evaluation and Grading:

This course is a graded course using A, B, C, D, F. 94-100% is considered an A; 86-93% is considered a B; 78-85% is considered a C; 70-77% is considered a D; below 70% is considered an F. Students are required to complete all assignments thoroughly and professionally.

**Students will be evaluated on the following:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Response to Readings:</td>
<td>50</td>
<td>16.66%</td>
</tr>
<tr>
<td>Presentation of Drafts: 25 points (2 drafts)</td>
<td>50</td>
<td>16.66%</td>
</tr>
<tr>
<td>Participating in Research Communities:</td>
<td>25</td>
<td>8.33%</td>
</tr>
<tr>
<td>Action Research Study</td>
<td>100</td>
<td>33.33%</td>
</tr>
<tr>
<td>Making Research Public</td>
<td>75</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Total possible points:** 300 points

A = 300-280  
B = 279-260  
C = 259-240  
D = 239-220  
F = <220

VII. Major Topics

Reading like a researchers  
Writing up research:  
   Introducing your research story  
   Drafting a theoretical framework  
   Reviewing the literature  
   Describing the context of the study  
   Becoming constructive peer reviewers  
   Sustaining your research  
   Making your research public
Methodology – systematically describing the process
Findings and discussion of findings
Implications for your teaching and further research
Conclusions

VIII. Modes of Instruction – this class will meet 2 times on campus and 12 times on-line.

- Mini-lessons (on-campus and on-line)
- Demonstration lessons (on-campus)
- Exploration of Issues and Content /Lecture (on-campus and on-line)
- Small group and whole group discussions (on-campus and on-line)
- Analysis of shared readings (on-line)
- Collaborative presentations (on-campus presentation with on-line work)

IX. Bibliography


