**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

**Course Number:** CTEE 7516

**Course Title:** Research Studies in Education in Areas of Specialization

**Credit Hours:** 3

**Prerequisites:** None

**Corequisites:** Concurrent enrollment in CTEE 7916 for M.Ed.

Dr. Deborah Morowski – 5022 Haley Center

**Office Hours:** Tuesday 12:30-3:30; Wednesday 10:00-12:00 and by appointment

**Date Syllabus Prepared:** Updated August 2015

**Required Texts and Major Resources:**

***TEXTS:***

Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers.* Revised edition. Portsmouth, NH: Heinemann.

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (APA) – Sixth edition*. Washington, DC: APA.

Readings on Canvas

**AU IMG Canvas Help:** 334-844-5181 or See <http://www.auburn.edu/img/canvas/help/index.html>

**Canvas Tutorials:** See the video guides for how to use tools: <http://guides.instructure.com/m/4210>

**Course Description:** A review, analysis and interpretation of research with an emphasis on designing research to meet the changing needs of the school and to enhance student learning in the digital age.

**Course Goals:**

The course is intended for the student to (1) utilize educational research applicable to the classroom, (2) understand the methods of classroom research, and (3) reflect on the process of implementing a classroom research project.

**Student Learning Outcomes:**

Students will complete readings on action research. Action research projects are designed to maximize content area learning, address diverse learning needs, include authentic digital age learning experiences, and rely upon ongoing assessment to evaluate project success. Taken concurrently with CTEE 7916, students will conduct a literature review for an action research project of their choice and then reflect on the process after the project has been completed.

Students will…

Review professional literature on classroom practice and student learning, including use of digital media, in an area of interest and need in their classrooms. Write a literature review that synthesizes extant literature on a topic of their choice that will support the action research project being completed in CTEE 7916. ***(Literature Review).***

Demonstrate written understanding of teacher or *action research* and how it is done in each area of the four-step process. ***{Chapter Exercises}.***

Reflect on readings. (***Discussion Board).***

Reflect on the planning, implementation, and completion of an action research project. ***(Final Reflection Paper)***

 **Course Content Outline:**

**Set Up Canvas Messaging:**  Choose Canvas **Settings** (top right) then **Notifications** (left menu) to alert your university email, mobile, and/or Facebook when new instructor messages are posted & other course alerts.

**7. Course Schedule**

**Assignments/Projects:**

All project assignments must follow style conventions of the 6th edition of the *APA Publication Manual* that is required for this course. In particular, headings, citations, references, tables, and figures should comply. The ***Miller Writing Center*** at Auburn University can assist in the writing and feedback process.

**Chapter Exercises (75 points) –** Students will complete chapter readings and selected exercises to learn and practice qualitative and descriptive methods for classroom inquiry. Exercises to be completed are listed in the Course Schedule below. **Chapter exercises must be posted to Canvas™ by Thursday at 5:00 pm of the week they are due.**

**Discussion Board (75)** – Students will complete an online discussion board for reflecting on assigned readings. **Discussion topics (100-250 words) must be posted to Canvas by Friday at 5:00 pm of the week they are due.** Responses should meaningfully address the given question(s) based on the assigned reading, prior practical knowledge and experience, and thoughtful reflections linked to practice.

**Literature Review (100 points) –** Students will write a literature review pertinent to the topic they have selected for their action research project for the Practicum (CTEE 7916). This literature review will consider the known literature on the topic and will utilize research and practitioner articles. The literature review should be approximately 10 pages in length and be formatted using APA 6th edition. Although there is not a minimum number of research or practitioner articles suggested for the literature review, it is expected that the students will utilize a sufficient number of research articles to adequately cover the topic, The literature review should discuss what is known about the topics, as well as where there are gaps in the literature. The literature review should establish the basis for the action research to be carried out in the Practicum (CTEE 7916).

**Reflective Paper (50 points)** – Students will complete a 5 page reflective paper on the relationship between the readings and the process, implementation, and results of the action research project carried out in the Practicum (CTEE 7916).

***NOTE:******All written assignments must be typed and should adhere to Standard English usage and conventions, or they will be subject to point loss.***

**Grading Scale:**

The four components listed above make up the course grade out of 300 possible points.

 A - 270-300 points

 B – 240-269 points

 C – 210-239 points

 D – 180-209 points

 F - 0-179 points

**Class Policy Statements:**

**Chapter exercises and discussion board postings must be completed on time for credit. All other major assignments will be accepted up to two days late with a letter grade point loss for each day.**

Attendance: **This class has synchronous attendance requirements.** Students will meet with the instructor for two individual conferences that take place during the scheduled week. Students will meet every other week in small learning communities at their agreed upon time to complete part of assigned chapter exercises. Students are expected to complete all assigned work and meet all submission deadlines, and will be held responsible for any content covered in the event of illness.

B. Excused absences: **University-approved excuses will be required to be submitted within 7 days for deadline extensions at no point loss**. Students are granted university-approved excuses for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excuse from class for any other reason must contact the instructor in advance to request permission – such as for professional/job/work reasons. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any late submission, but in no case shall such notification occur more than one week after the missed deadline. Appropriate documentation for all excuses is required.

C. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s) – Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. **All work must be original work with proper citations and references**. Plagiarism is against the AU Academic Honesty Policy. **All submitted project assignments are subject to a plagiarism check**.

E. Disability Accommodations: "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual

framework. These professional commitments or dispositions are listed below:

o Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality

H.Writing Center**:**The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm.

**Course Schedule**

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| **Date (Week of)** | **Topic** | **Reading** | **Due** |
| August 17 | Course Overview |  |  |
| August 24 |  | Hubbard & Power: Ch 1&2 | Ch1: Ex 2-5Ch2: Ex-2,5,6Discussion posting for Ch 1 & 2 |
| August 31 | Strategies for Data Collection  | Hubbard & Power: Ch 3 | Ch 3: Ex-Notetaking 1 & 2; Student work-2; Interviews-1-3; Discussion posting  |
| September 7 | Strategies for Data Analysis | Hubbard & Power: Ch 4 | Ch 4: Ex-1-4Discussion posting |
| September 14 | Literature Review | Hubbard & Power Ch 5;Hart (Ch 2); Fink (Ch 1)  | Ch 5: Ex 3,5,6Discussion posting |
| September 21 | Writing About Research | Hubbard & Power Ch 6 | Ch 6: Ex-3, 7-9Discussion posting |
| September 28 | Support Networks | Hubbard & Power Ch 7 | Discussion posting |
| October 5 | Conducting and Applying Research |  | **Literature Review**Practicum Fieldwork |
| October 12 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| October 19 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| October 26 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| November 2 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| November 9 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| November 16 | Conducting and Applying Research |  | Nothing-Practicum Fieldwork |
| November 23 | **Thanksgiving Break-No class** |  |  |
| November 30 | Reflections on research |  | **Final reflective Paper** |