Early Childhood, Elementary and Middle Level Education
ELE 5100.001: Introduction to Graduate Studies
Spring, 2008
7:00-9:30 pm Tuesdays Buzzard 2160

Professor: Carrie Dale, Ph.D.
Office: Buzzard 2219, Eastern Illinois University
Office Hours: T/TH: 10:00-11:00; T: 6:00-7:00 pm; W: 9:00-11:00
Office Phone: 217-581-7889
E-mail: cmdale@eiu.edu
Web page: www.ux1.eiu.edu/~cmdale/

Unit Theme
Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subject, Strategies, Societies and Technologies.

Graduate Mission Statement
The Department of Early Childhood, Elementary and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Course Description
This course provides an overview of the expectations of an advanced degree program and an opportunity to acquire the necessary skills and knowledge to complete the program successfully.

Prerequisites
None

Purpose/Rationale of the Course
• This course introduces students to the expectations of an advanced degree program and will offer students the experiences and opportunities to acquire and enhance the necessary skills and knowledge so that students can advance in their own professional development. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research.
This course covers introductory material as consumers of research in preparation for being creators of research. It also provides a vehicle to create a community of graduate learners. ELE 5250 Research in Education course builds on the introductory course. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of information and research experience at the master’s level.

This course will provide assistance and guidance to novice graduate students as they begin their academic work and will serve as a support base as they progress in the program.

Course Texts


Supplemental Materials
WebCT

Learning Model For Course
Information Processing Model of Teaching
This model emphasizes ways of enhancing students’ initiative drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. Some models provide the learner with information and concepts; some emphasize concept formation and hypothesis testing; and still others generate creative thinking. This model focuses on input, processing and output. As content is taught, the teacher directs students’ attention to the methods and materials used to present data and tries to get students to focus on what they are doing to make sense of the data.


Dispositions
Graduate students in the Department of Early Childhood, Elementary and Middle Level Education will exhibit professional practices, effective communications, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Assessment of Student Learning
Information about the International Society for Technology in Education Standards (ISTE) can be found at:
http://www.iste.org/
Outcomes Specific to the Course

- Explore and set the expectation of graduate study as both an opportunity to consume and to create research.
- Explore various types of academic research and guide students in beginning to think about options for their own research in the program.
- Identify at least three current outstanding researchers in elementary education and explain why their work is significant.
- Use an inquiry-based framework for identifying and critiquing quality research studies.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to the field of education and educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
- Write responses to research articles identifying main ideas, evaluating procedures used, and implications.
- Engage in a scholarly writing exercise and investigate options for publishing.
- Participate with colleagues in research-based group projects concerning current issues in education.

Course Requirements/Demonstrated Competencies and their Assessment Weight

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Competency</th>
<th>Graduate Standard</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>Students will select 8 relevant research articles (based on their research question) that will be read, analyzed and topically summarized in a literature review format.</td>
<td>2, 3, 4</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td>Action Research Proposal</td>
<td>Students will develop a working draft of an action research proposal following the 5-step format approved by the department.</td>
<td>1, 3, 4, 6</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35 points</td>
</tr>
<tr>
<td>Research Article Reviews</td>
<td>Students will find a total of 3 research articles (from peer-reviewed journals) to interpret, summarize and reflect upon. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study.</td>
<td>2, 3, 4</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25 points each, total of 75 points</td>
</tr>
</tbody>
</table>
### Requirement | Competency | Graduate Standard | Weight |
--- | --- | --- | --- |
**Book Talk/Book Report** | Students will self-select an educational text, outline the main topics and present the information to the class. | 1, 3 | 10% 25 points |
**Educational Autobiography** | Through reflection, students will analyze their personal backgrounds to gain insight into their professional practice. | 2, 3, 5, 6 | 10% 25 points |
**APA exercises** | Students will complete 6 practice APA exercises in class, each one worth 5 points. | 3, 4 | 13% 5 points each, total of 30 points |

**TOTAL NUMBER OF POINTS POSSIBLE: 230**

Due dates will be set for all work. One point shall be deducted for each calendar day that a paper or project is late. If necessary and appropriate, electronic submissions will be accepted. No work will be accepted after April 22, 2008.

**Grading Scale**
- 92% or above = A
- 84-91% = B
- 72-83% = C
- 64-71% = D
- Below 64% = F

**Weekly Topics**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>In-class Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Jan. 8</td>
<td>Course Introduction</td>
<td>discuss book talks, select dates; APA exercise 1</td>
<td></td>
</tr>
<tr>
<td>2: Jan. 15</td>
<td>Begin discussion about APA format</td>
<td>APA exercise 2; discuss research article assignments; Journal Entry 1</td>
<td></td>
</tr>
<tr>
<td>3: Jan. 22</td>
<td>Library Presentation on Searching for Research online</td>
<td>search for research articles; APA exercise 3</td>
<td></td>
</tr>
<tr>
<td>4: Jan. 29</td>
<td>Preface and Chapter 1: Research Methods in Education</td>
<td>Book Talk 1; Journal Entry 2</td>
<td></td>
</tr>
<tr>
<td>5: Feb. 5</td>
<td>Chapter 2: Generating Research Ideas Through Reflection</td>
<td>Book Talk 2; APA exercise 4</td>
<td>Research Article 1</td>
</tr>
<tr>
<td>Class Session</td>
<td>Topic</td>
<td>In-class Activities</td>
<td>Due</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>6: Feb. 12</td>
<td>Chapter 3: Connecting Theory and Action</td>
<td>Book Talk 3; Journal Entry 3</td>
<td></td>
</tr>
<tr>
<td>7: Feb. 19</td>
<td>More on how to write a Literature Review</td>
<td>Book Talk 4; APA exercise 5</td>
<td>Research Article 2</td>
</tr>
<tr>
<td>8: Feb. 26</td>
<td>Chapter 4: Initial Planning of the Action Research Study</td>
<td>Book Talk 5; Journal Entry 4</td>
<td></td>
</tr>
<tr>
<td>9: Mar. 4</td>
<td>Chapter 5: Strategies for Collecting Data</td>
<td>Book Talk 6; Journal Entry 5</td>
<td>Research Article 3</td>
</tr>
<tr>
<td>10: Mar. 18</td>
<td>SPSS presentation</td>
<td>meet in computer lab APA exercise 6</td>
<td></td>
</tr>
<tr>
<td>11: Mar. 25</td>
<td>Chapter 6: Final Planning Before Implementation</td>
<td>Book Talk 7 Journal Entry 6</td>
<td>Literature Review</td>
</tr>
<tr>
<td>12: Apr. 1</td>
<td>Chapter 7: Strategies for Data Analysis</td>
<td>Book Talk 8; Journal Entry 7</td>
<td></td>
</tr>
<tr>
<td>13: Apr. 8</td>
<td>Chapter 8: Writing and Disseminating the Action Research Report</td>
<td>Journal Entry 8</td>
<td>Action Research Proposal</td>
</tr>
<tr>
<td>14: Apr. 15</td>
<td>Sharing of Autobiographies</td>
<td></td>
<td>Educational Autobiography</td>
</tr>
<tr>
<td>15: Apr. 22</td>
<td>Sharing of Action Research Proposals; Discussion about ELE 5900 and ELE 5950</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment Overviews

1. **Educational Autobiography:** Each class member will write his/her autobiography. The educational autobiography is a written narrative of life experience. It is, in fact, a kind of narrative research. Your autobiography should include narrative “snapshots” or vignettes of your life journey, including thinking about the connections between your life experience and your classroom practice. What “pictures” are meaningful to you as you create your album? Try to capture the significant contextual variables. The format and length of your educational autobiography is flexible. Assigned readings, group collaborations and class discussions will help you communicate your story effectively.

Papers will be assessed using the following guideline:

- non-APA cover with pithy title = 5 points
- Length of at least 3 pages, double-spaced, size 12 font, 1 inch margins = 5 points
- Opening and closing paragraphs that capture the heart of the story = 5 points
- Shared stories relate to personal and professional development, connections are made between the two = 10 points
2. Book Talk/Book Report: The written portion of this assignment is the book report. Select a book by an influential educator and read it carefully. Suggestions for authors and categories will be discussed in class. In your report, you will need to include:

- Bibliographic information in APA 5th edition format
- Topic category
- Author’s purpose in writing the book
- Who should read this book
- Primary points in the book
- Personal reaction to contents

The first five bullets listed above should all fit on one page. Use 10 inch font, 1-inch margins and .5 inch at the top and bottom if necessary. Please single space within each section, and double space between sections. The last bullet – personal reaction to contents – should be on a second page and should be at least a page in length. This second page should be in regular 12 inch font and double-spaced. This second page should include some kind of a connection to your classroom practice.

You will turn in pages one and two to the professor for assessment, and you will make enough copies of page one for each class member to have a copy.

The Book Talk portion of the assignment is where you distribute page one to each class member and then discuss the main points of the book, using what you have written on page two as a guideline for your comments. Your presentation should be in the 8-10 minute range, with some of that time spent answering any questions that may arise.

There are a total of 25 points for this assignment: 15 for the written, 10 for the oral portion.

3. Literature Review: Using at least eight primary source references (utilizing APA 5th edition format), select a topic of interest for a potential action research project. Please use only primary sources (no digests) and read the entire article, not only the abstract. Use of the APA manual is necessary to make sure appropriate format is used.

Papers will be assessed using the following guidelines:

- APA, 5th edition, cover page, including running head = 5 points
- Last page, reference page, with a minimum of 8 references listed in correct format = 10 points
- Paragraphs organized by topic (not by individual research studies) = 10 points
- APA format utilized in body of paper for citations = 10 points
- Grammar, typos, paragraph flow = 5 points
4. Action Research Proposal: Each class member will develop an action research proposal related to improving and expanding their teaching practice. Design models will be reviewed in class.

Papers will be assessed using the following guidelines:

- APA 5th edition, cover page, including running head = 5 points
- Problem formulation includes contextual information and the proposed research questions, including any secondary questions; Action Planning section includes 2 “if…then” statements = 10 points
- All five sections clearly labeled and in correct order = 5 points
- At least three data collection strategies outlined (triangulation) = 5 points
- Last page, reference page, with a minimum of 8 references listed in correct format = 5 points
- Grammar, typos, paragraph flow = 5 points

5. Research Article Reviews: (Total of 3: one qualitative, one quantitative, one action research.)

From a professional, refereed research journal (not a digest), find three research articles that document research studies conducted in the field of education. It can be any topic related to education: teachers, students, curriculum, motivation, assessment, parent involvement, etc. If you already have a topic for your action research proposal, you can use that topic for this assignment, which in turn will aid you in your literature review. One of the research article reviews must be a qualitative study, one must be a quantitative study and the last one needs to be an action research study. On the cover page of the assignment, please indicate which type of study it is. Please paperclip a copy of the research article to your review when you turn it in. I need the copy to confirm your APA style reference page.

Your write-up should include

- An APA cover page, including a running head
- A final page with an APA style 5th edition reference listing
- A summary of the full article (about 2 pages in length)
- Proper APA referencing for direct quotes (no plagiarism)
- A personal reaction/reflection of the full article (about one page in length)

Evaluation of this assignment includes:

- Proper use of APA formatting 5
- Abstract 10
- Personal reaction/reflection 5
- Writing quality (grammar, paragraph structure, no typos) 5

6. APA Exercises Students will complete 6 practice APA exercises in class, each one worth 5 points.
Bibliography


Prendergast, M. (2006). *Seven stages in my first action research project.*


[http://educ.queensu.cap/projects/action_research/michael.htm](http://educ.queensu.cap/projects/action_research/michael.htm)


All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me or contact the Director of Disability Services at 217-581-6583