Credit Hours [3]  
Instructor: James Harden  
Buzzard Hall 2212  
Office: (217)581-7882  
Section: 001  

Time: M 4:15-6:45  
E-mail: jcharden@eiu.edu  
Office Hours: MW10-12, M 3-4, T 4-6  
Others by appointment

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

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.

Prerequisites  
ELE 5100

Course Description  
This course provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research.

Purpose of the Course:  
The purpose of this course is to assist educators in becoming critical consumers and producers of research through its emphasis on reading, analyzing, and using research. This graduate course fulfills the requirement for students to research, analyze and apply research.
**Learning Model:** Information-processing Model (Joyce, Weil & Showers, 1992)
This model enhances student attempts to comprehend acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). This model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data, (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

**TEXTBOOKS**

**Course Texts**


**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**
- Synthesize and apply knowledge gained from published research in education on curricular, instructional, and legal issues.
- Differentiate between types and various components of educational research and identify primary and secondary sources.
- Complete a literature review on a current issue in education using APA style.
- Critically evaluate various types of education research as to their usefulness for research and best practice in the field.
- Relate research to the world of practice.
- Formulate a clear problem statement and testable hypothesis in a design appropriate to research projects relative to curriculum and instruction.
• Articulate and define one’s own philosophical, sociological, and psychological perspectives in light of research.
• Discuss the purposes of educational research and compare and contrast use of descriptive research, experimental, and qualitative research.
• Identify basic types of research methods and basic statistics.
• Define and interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors and correlations, etc.

Define reliability, including methods of establishing content, construct, and empirical validity

**Technology Objectives:** To include proven research and hands-on activities utilizing appropriate software to teach in the content area and writing across the curriculum. Upon the completion of this course students will be able to:

• Understand the importance of using technology to teach multiple intelligences while teaching reading and writing.
• Encourage creative thinking by implementing technology and the use of mind tools in the classroom.

To use technology to enhance lesson plans (i.e. Inspiration, Kidspiration).

**COURSE OUTCOMES FOR ALL ELE CLASSES:**

• Develop a desire of lifelong learning in students and personally display one’s own desire for lifelong learning, including self-evaluation skills.
• Demonstrate good communication skills
• Demonstrate and exhibit compassion to students of all cultures and backgrounds.
• Design instruction to develop and utilize the cognitive process by which students learn.
• Demonstrate knowledge of children’s language acquisition.
• Describe the factors which influence the development of language.
• Demonstrate knowledge of facts and an understanding of fundamental principles, ideas and relationships among various knowledge domains.
• Demonstrate knowledge of past and present developments, research, and social influences in the field of education.
• Describe cultural influences which are reflected in the history of the English language.
• Demonstrate knowledge of current issues in the language arts domain.

Proficiency is required in planning and teaching directed reading lessons using a variety of instructional strategies.
ACADEMIC MISCONDUCT

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instance of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others’ academic endeavors.

Standard I. Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

1. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation of falsification of data.
2. Theft or the unauthorized possess of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
3. Submitting work previously presented in another course unless specifically permitted by instructor.
4. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computers facilities.
5. Complicity with others in violations of this standard.

SEXUAL HARRASSMENT

Sexual harassment is reprehensible and will not be tolerated by the University. It threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

INCOMPLETES

A notation of an “incomplete” may be given in lieu of a final grade to a student who has carried out a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.
INSTRUCTIONAL ACTIVITIES

Classes will be held in a seminar format with the text providing background information and the instructor asking leading questions. Students are to come to class with discussion questions and be prepared to share insights into the texts. Participation is an important part of this course. Students will be expected to take part in all class discussions; reflect understandings from readings; receive alternative perspectives in a constructive, professional, and respectful manner; listen well to the comments of others; share and negotiate meaning; ask questions for understanding; and contribute to the growth of others.

GRADING

All students are expected to complete reading and assignments in a timely fashion so that they can participate in class discussions and experiences. Assignments are judged on the quantity of content, presentation (clearly written with no mechanical errors), organization, and use of references using APA manuscript style to support ideas. Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. A total of 575 points is possible for the course. The following grading scale will be employed.

All work is due on the due dates specified in the course outline. Points will be deducted for all late work.

- Attendance and class participation is essential. (5 points will be deducted for every absence).
- Comprehensive notes should be taken during each class.
- Two-Week Core Unit in your area of concentration.

GRADES
A (93%-100%)
B (85%-92%)
C (77%-84%)
D (69%-76%)
F (68% and below)

GRADE APPEAL PROCEDURES

A student may appeal a grade on the ground that it based a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective chairperson or the Academic Dean of the College/School.
UNIVERSITY PROCEDURES

- Activities will be appropriate, sequential, and of a reasonable mix to give the student directed observations and classroom participation.
- The students will be closely and competently supervised and evaluated. Received an internship experience of 8 weeks-4 hrs. a day, 5 days a week, in the classroom.
- Received planning and teaching experiences from others
- Keep a log of experiences.
- Be evaluated on their performance and be given a positive-critique.
- Be evaluated by cooperating teachers and receive input from them.


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)
