CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 512: Academic Inquiry and Action Research

3 Credits
Effective: Summer 2012/2013

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course introduces the research process including practical action research. Topics include reflection, practice, analysis and evaluation of information from references and formal published research, and examination of the principles of action research to determine how educators can effectively apply them. Using technology, candidates evaluate research and conduct a formal review of the literature on a selected research topic related to making a positive impact on student learning.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:
- Synthesize a review of current literature on a topic
- Analyze and evaluate research articles
- Examine action research processes

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Causality
- Comparative research
- Correlation
- Correlations in research
- Descriptive research
- Ethnographic research

- Evaluation of information sources for a variety of uses
- Ex post facto research
- Examination of research-based best practices for school improvement
- Experimental design research
- Location, evaluation, and application of information to inform and improve student learning
- Location, evaluation, and use of professional and scholarly information
- Mean, median, mode, standard deviation, and variance
- Non-experimental design research
- Qualitative research
- Quantitative research
- Reliability and validity
- Review of the literature

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	*% of Final Grade*
Problem Statement and Research Hypothesis	20%
Literature Review Report and Reference List	40%
Methodology Design Report	20%
Academic Discourse and Peer Review	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Problem Statement and Research Hypothesis

One tool of the reflective practitioner is classroom action research, a process of problem identification and verification, reflection on the root causes, research on solutions, implementation of a plan to solve the problem, and reflection on the results. Candidates actively learn the processes of conducting action research in the work place and demonstrate their knowledge and skill by developing an action research plan.

Using a current challenge in their educational setting, candidates develop knowledge and skill in problem identification and research hypothesis by writing an action research problem statement and research hypothesis (note: the hypothesis may change after the literature review). This report is two to three pages (2-3) in length, Times New Roman 12 font, double spaced, and in APA format.

The problem statement and research hypothesis is expected to:

- reflect a clear understanding of the action research theory and process outlined in the textbook.
- clearly identify the kind of problem being encountered.
- clearly describe the population and context in which the problem occurs.
- have a positive impact on the educational setting.
- identify how studying this issue will make a practical or theoretical contribution to the setting. The report should be organized and clear in its description of the problem and intent for improving the situation.

Prior to submitting the report, the candidate will have at least two (2) class members peer review the report for criteria requirements and grammar. The peer review takes place in Discussion Board, found in Blackboard.

The instructor will provide directions for submitting the report.

Note: If your educational plan's capstone course is EEA 600 or 601, this and related assignments may serve as a foundation for the action research project completed in the capstone. Therefore, it is important that you select a topic/project that can be applied in your work setting.

Components	*% of Grade*
Observation: References to personal observations and experiences	20%
Content and Key Topic Support: How well are central issues and supporting constructs presented? Does the reviewer gain insight into the identification of the problem and constituent factors?	40%
Organization and Analysis: How well is the problem statement and question organized? How well are the connections developed between assertions, observations, and constituent factors?	30%
Professional and Academic Writing: How well does the candidate incorporate proper grammar, spelling, syntax, punctuation, academic voice and style?	10%
TOTAL	**100%**

Literature Review Report and Reference List

The literature review is the informational foundation of any formal research. The research topic is built upon the development of the problem. Through instructor and peer review of the literature, candidates experience the collegial exchange of scholarly resources and support in refining their search. The research hypothesis in the problem statement is often narrowed or modified as a result of the literature search.

Candidates conduct and write a literature review on an identified problem. The review is three to four (3-4) pages in length, Times New Roman 12 pt. font, double spaced throughout and in APA format (1" margins, running header, in-text citations, half-inch hanging indent references). It includes a minimum of five different sources.

The literature review report answers answer the following questions:
- Does the review contain up-to-date, relevant studies?

- Is there an emphasis on primary sources (i.e. actual studies, rather than other review articles)?
- Are the sources properly cited in the review (see the literature review on page 111 of the text for an example)?
- Is there a critical review or a summary of findings for each source (see the literature review on page 111 for an example)?
- Is the review organized?
- Does the review clearly relate previous studies to the current research problem (review will need to know your problem statement, question and/or research hypothesis to answer this question)?
- Does the review help establish the importance of the research?

The reference list is an additional page following APA precisely, including double-spaced hanging indent format.

Prior to submitting the report, the candidate has at least two class members peer review the report and the list for criteria requirements and grammar. Use the discussion board in the course Blackboard shell for the peer review.

The instructor provides directions for submitting this assignment.

Components	*% of Grade*
Content and Key Topic Support: How well are central issues and supporting constructs presented? Does the reader gain insight on the research topic?	40%
Organization and Analysis: Is the literature review organized in logical fashion? How well does the analysis distinguish between assumptions, opinion, facts, quality research, primary and/or secondary sources, etc.?	30%
Professional and Academic Writing: How well does the student incorporate proper grammar, spelling, syntax, punctuation, academic voice and style?	10%
Citations and References: Are the selected resources appropriate and sufficient for the purpose of this literature review? Are they formatted in APA style both in-text and on the reference page?	20%
TOTAL	**100%**

Methodology Design Report

Determining the best research methodology requires that candidates have a working knowledge of quantitative and qualitative research. Using the knowledge and skills gained in the earlier activities, the candidate applies the information from the Literature Review to develop a methodology for solving the Problem. The Methodology chapter contains two sections that describe Intervention and Assessment. An effective Methodology Design attempts to prove the Research Hypothesis.

The candidate does not implement the Methodology Design plan as a part of this course, so the analysis section of the Methodology Design report is not completed at this time (but may be completed in a

capstone course for the M.Ed. in Leadership).

A Methodology Design plan addresses nine (9) questions:
- Is evidence for validity and reliability clearly presented and adequate?
- Is there a clear description of the instruction and how it was used?
- Is there a clear description of the procedures for collecting the information?
- Is it likely that the subjects would fake their responses?
- Are interviewers and observers trained (if used)?
- If appropriate, what are the norms used to report percentile rank and other results?
- Are there any clear weaknesses in the design of the study?
- Are the procedures for collecting information described fully?
- Is it likely that the researcher is biased?

Components	*% of Grade*
Content, Key Topic Support, and Organization: How well is the Methodology Design developed (nine questions)? Are the plan and its parts clear and connected? Is what is sequential in logical order? How complete is the plan? What remains to be completed for the project to be implemented and evaluated?	80%
Professional and Academic Report Writing: How well does the writer incorporate proper grammar, spelling, syntax, punctuation, academic and professional style and voice? Are graphics appropriate when used?	20%
TOTAL	**100%**

Academic Discourse and Peer Review

Academic Discourse is a combination of active participation in discussion and peer review. It is expected that each candidate has each assignment reviewed by at least two peers. Peer review enables candidates to collaborate with one another, to receive informal feedback on form and content prior to submitting work to the instructor. As work is shared and feedback requested, group members benefit from the emerging ideas and the support of colleagues, and colleagues develop skill in cognitive coaching. It is important to be specific about the feedback requested, i.e. readability, content, APA style, structure, etc. Include the date and names of those who reviewed the work when submitting the assignment.

Discussion topics are selected by the instructor, connected to the readings, current issues, and professional practice. The guiding questions and the parameters for discussion link to underlying beliefs and assumptions in our field, the historical and social context of schooling, the research on how children learn, and the application to professional practice. Candidates have the freedom to explore and critique ideas as they emerge. While the format is informal, a professional demeanor is expected.

Components	% of Grade
<u>Professional Communication</u>: Does the candidate communicate respectfully in a professional manner?	50%
<u>Collaboration</u>: Is the student actively working on developing skill in collaboration? Does the student honor the time and commitment of others?	50%
TOTAL	**100%**

COURSE POLICIES

Instructors add detail to <u>course</u> policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person

behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.