

EDUC 7812: FINAL PROJECT

FAIRLEIGH DICKINSON UNIVERSITY
SCHOOL OF EDUCATION
DR. KHYATI Y. JOSHI

TIME: WEDNESDAY 4:30 – 7:00 PM

LOCATION: BANCROFT HALL
EXECUTIVE SEMINAR ROOM

OFFICE HOURS: BY APPOINTMENT

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COURSE DESCRIPTION

This course serves as a capstone experience that extends and reinforces the teachers' knowledge, skills and competencies related to professional and educational practice through completion of a culminating project. In this course, Students will conduct a survey of the literature on a selected topic and use higher order thinking skills to develop research question or series of questions related to a specific topic. Course topics to be covered

- The purpose and value of research
- Introduction to research in education and the social sciences
- Problem formulation
- Literature review
- Defining a methodology
- Qualitative Methods of Data Collection and Data Analysis
- Citations and references
- How to do on-line research
- Research ethics

COURSE OBJECTIVES

- To learn what educational research is all about
- To understand the necessity of educational research.
- To understand the links between educational research and practice.
- To be introduced to the language of research.
- To become practiced at finding, reading, and analyzing educational research on a chosen topic.
- To write a thorough literature review with appropriate citations.
- To become comfortable and proficient in using APA format.

REQUIRED READINGS

Mills, Geoffrey E. (2010). *Action Research: A guide for the teacher educator* (4th ed.). Boston: Pearson.

How to Write a Literature Review

http://www.unc.edu/depts/wcweb/handouts_pdf/Literature_Review.pdf

COURSE ASSIGNMENTS & DEADLINES

Task 1 Brainstorm of Mini-Research Projects (5)

Come to class with a list of 4-5 mini research projects. Be prepared to share your brainstorm with the class. Students will not submit anything to the professor. Grade will be earned based on coming to class with the 4-5 ideas and presenting them thoughtfully and engaging with class members on their topics.

Task 2 Formulation of research question(s) and rationale for the study (5)

You will describe in one or two paragraphs why you selected this topic to study and formulate 2-4 research questions. Since the research process is recursive, a student may modify the original question as the project unfolds. *However, students will be expected to make a commitment to the research topic in the first two weeks of the course.*

Task 3 Draft of Literature Review (15)

You will begin writing the literature review of your topic. You will summarize ideas from the articles and books you have consulted up to this point. You will include in the draft a list of references in APA style. This DRAFT should be about 4-6 pages in length. The details of a literature review will be explained in class. Students will be expected to read and cite articles from scholarly journals although other sources can be used but should not constitute the bulk of the readings for the project. A special research session in Weiner Library will help students utilize the FDU online journals specific to their topic.

Task 4 Draft of Methodology & Conclusion (15)

You will provide a complete DRAFT (4-7 pages – plus ALL relevant appendices) of how you would implement your project design. You must include any and all appendices such as an interview protocol, surveys, consent forms etc.

Task 5 Research Buddy Memo (10)

All students must pair-up with a research buddy. This person is your sounding board, someone to share ideas with as well as someone to hear your woes about the research process. This person also will keep his/her eyes and ears open for materials that may help you with your research. You are committed to meeting with your buddy and being there for him/her/. Each person will turn in a grade for their buddy as well as a 1-2 page report on the activities undertaken with your buddy. Buddies are responsible for proofreading drafts, and the final project. Look for grammatical errors, apa errors, garbled sentences, etc.

Task 6 Final Project (40)

The **FINAL PROJECT** will contain the following sections. Each chapter should incorporate items and material from earlier drafts but must show evidence of growth of your research and your thoughts on the topic. These chapters should be longer and more sophisticated in their organization, content, and presentation in order to reflect the reading and analysis you have done since the original drafts were submitted.

- **Chapter 1:** The introduction of the problem which includes a brief rationale, a hypothesis if appropriate, the importance of the problem, definitions of important terms.
- **Chapter 2:** A review of the literature. What has already been written on the topic and what does it say? Do all researchers agree on the problem and issues concerned? If not, what are the varying points of view? What are the similarities and differences? Is one camp more persuasive, more powerful, in the majority?

- **Chapter 3:** Methodology. You are to design a study to research a problem connected with your topic. Who or what will you study and how? What do you hope to learn? How will you access these subjects? Design an appropriate questionnaire or formulate questions to obtain the information you will need. How many subjects will your study need? What criteria need to be established? What will be the limitations of your study?
- **Chapter 4.** Conclusion. Based on you reading and research, what do you expect the results to be? How does your study relate to others? What might be future research questions related to your study? Synthesize!
- **References** - All work must follow APA format.

Proofread, *proofread*, **proofread!** Evaluation of written work will be based on the attached rubric

NOTE: Reflection and thoughtful analysis weigh heavily in the instructors' review of all work and class participation. See the end of this syllabus for Fairleigh Dickinson University and the School of Education's policies on attendance and other matters of importance.

Attendance & Participation (10)

Each member of the class shares the responsibility for creating a positive and *challenging* learning environment. Students are expected to attend all class sessions and be on time. *Being late to class will lower your grade.* Should an emergency arise (illness, accidents, etc.) that prevents you from attending a session, it is your responsibility to contact the professor.

COURSE POLICY & EXPECTATIONS

Students will attend class sessions each week for the first 5 weeks of the course. From the 6th week to the 14th week, the professor will set up a modified schedule with your section to allow for research and writing time as well and individual conferences. Class will meet again the last week of the semester to share and compare research experiences and to finish up the major concepts of research.

Drafts

- are part of your grade and must be handed in *on time* unless prior approval has been received from the professor and should be written in clear, concise prose—no outlines.
- are not expected to represent the full length of the finished project but drafts are to reflect the progress of your research.
- are designed to assist students by providing timely feedback on their work in progress so that revisions and additions can be made and the project can grow.
- are to be submitted electronically to the professor only via DIGITAL DROPBOX. DO NOT EMAIL THEM TO PROFESSOR JOSHI.
- are to be saved in the following format – failure to do so will result in point reduction.
 - joshitask1.doc
- Will be returned to you as PDFs with comments and edits. Download Adobe Acrobat to read the document.

Failure to submit these DRAFTS when due

- will result in cancellation of individual meeting with Prof. Joshi
- will result in the loss of credit for the assignments.

All material submitted to the professor must be typed.

Do not Use Wikipedia as a source - Wikipedia's founder, Jimmy Wales, says he wants to get the message out to college students that they shouldn't use it for class projects or serious research. "For God sake, you're in college; don't cite the encyclopedia." it is not always a definitive source. "It is pretty good, but you have to be careful with it," he said. "It's good enough knowledge, depending on what your purpose is."¹

Individual meetings

Each student will meet with the professor for atleast two 30 minute sessions. Research Buddies should meet at least thrice during the semester. If you are really working together – you will meet more and you will be happy for it.

Students should treat individual meetings just like class: you need to be prepared and be on time. Come with questions, paper, pencil, etc. Rescheduling a meeting will result in loss of credit unless there is an emergency.

COURSE SCHEDULE

Course schedule, assignments and due dates. The following contains readings in the texts and the date for the submission of 6 different assignments. The APA manual is intended for use as a supplemental text.

SESSION	TOPIC(S)	ASSIGNMENT
1.	Introduction: Procedure/policies/syllabus Components of Research Proposal	
2.	Library Visit Select Research Buddies Topic selection/Problem formulation	Chapter 1 & 3 Joshi, Introduction, from <i>New Roots in America's Sacred Ground</i> Task #1 Brainstorm list to CLASS
A (5pm)		Task #2 Draft of research question and rationale due Via Digital Dropbox

¹ <http://chronicle.com/wiredcampus/article/1328/>

3.	Return & Review Task 2 in class Lit Review	http://srv2.lycoming.edu/~kelley/dissect.htm
4.	Working on Lit Review	How to Write a Literature Review http://www.unc.edu/depts/wcweb/handouts_pdf/Literature_Review.pdf
5.	Working on Lit Review	Films on Demand Information Literacy: The Perils of Online Research
6.	DL/Individual Meetings	
B.		Task #3 Draft of literature review due in Digital Dropbox
7.	Go over Lit Review Draft in class Review APA	For those who can make it please come at 4pm.
8.	DL/Individual Meetings	
9.	Methodology Data collection/analysis; Research ethics Synthesis and conclusions	Chap 2,4
10.	DL/ Individual Meetings	
C.	DL/Individual Meetings	Task #4 Draft of methodology via Digital Dropbox
11.	Discuss methodology drafts in Class Formatting /Questions	
12.	DL/ Individual Meetings	
13.		Task # 5 Research Buddy Memo due via Digital Dropbox
14.	Final Class – Final Project Presentations	Task # 6 Final Project due CLASS

Your paper must have a cover page which looks like the following example:

TITLE

BY

YOUR NAME

Mentor

Khyati Y. Joshi, Ed.D.

Submitted in Partial Fulfillment
of the Requirements for the Degree
Masters of Arts in Teaching (MAT)
Fairleigh Dickinson University

FALL XXXX

University, Department, and Instructor Policies

I. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13).

B. Khyati Joshi's attendance Policy for this class:

NOTE: Missing an individual meeting with the Prof is equivalent to missing one class

1. Attendance is required in all our classes
2. 1 absences, grade drops by a half a grade
3. 2 absences, grade drops by one full grade
4. 3 absences, the student fails or withdraws from the class

II. Academic integrity

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed

B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed

C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws

D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material

E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)

F. **Note:** All graduate students are expected to maintain a GPA of 3.0 or better. The grade of "C-" in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies

1. Grades:

a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added

responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

V. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

VI. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

Disclaimer - This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.