

–EDU 296C: Case Study Inquiry & Report Seminar I
Mount Saint Mary's University
Course Syllabus Fall 2021
Select Thursdays, 5:30 – 8:30 pm



Instructors: Dr. Julie Feldman-Abe/ Dr. Judy Chiasson
Email: jabe@msmu.edu; / jchaisson@msmu.edu
Website: Canvas e-learning
Office hours: To make an appointment, email: Educationdepartment@msmu.edu or jabe@msmu.edu.

Course Description (1 unit)

Candidates work with a project adviser to create and conduct a case study. The Case Study Inquiry & Report provides an opportunity for candidates to develop competency in researching an issue relevant to their teaching practice, designing and implementing a case study project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings. This provides the opportunity to collect data on their project and evaluate the results, discussing implications for their future teaching. Students will share their results in a formal Masters Sharing Poster Presentation at the end of the semester.

Course Objectives:

- Students will complete their Case Study Inquiry & Report, which includes the following chapters:
 - Section 1: Introduction
 - Section 2: Review of the Literature
 - Section 3: Methods
 - Section 4: Results
 - Section 5: Discussion

Required Texts

- **Please print out a copy of MSMU's Case Study Inquiry & Report Guidelines and bring it with you to our seminars.**

Course Assignments:

Students will complete a Case Study Proposal, which includes:

- **Section 1:** An introduction stating the purpose and rationale for the project, including the research problem and question as appropriate.
- **Section 2:** A review of the research literature (revised from the draft completed in EDU 200A).
- **Section 3:** A detailed description of the research methods to be used.
- A completed **NIH tutorial**.
- **Approved Human Subjects application for IRB.**

Course Grading:

This is a Credit/No Credit course.

Education Department Philosophy

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding. =All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed. It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description

A study of the various approaches to educational research including qualitative and quantitative methodologies. Intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The

goal will be to write a case study that requires candidates to identify an issue for research in conjunction with a student in their fieldwork assignment (or their own classroom for inservice teachers). The report will be based upon assessments, both formal and informal, standardized test data, class observation, and interviews. Parent permission will need to be obtained as well as the completion of a Human Subjects application. Researching the literature and writing a clear and thorough report will also be emphasized.

Course Goals

The goals of this course are to enable participants to:

- Become an active participant in the community of professional educators.
- Read and understand educational research.
- Apply findings from educational research to their classroom practice.

Course Objectives

1. Knowledge of the concepts and terms used in educational research.
2. Knowledge of the research process and research design.
3. Knowledge of the various types of educational research articles and the ability to evaluate the appropriateness of the source for professional decisions.
4. Ability to summarize educational research in a literature review.
5. Knowledge of the ethical principles and requirements related to the conduct of research and the MSMU procedures for conducting research with human subjects.
6. Knowledge of how to produce a well-written and thorough analysis of an educational issue.

Classroom Policies

Formatting: The case study project is a thesis that is written in APA format. There are some differences we will include that are found in the case study handbook. Use 12-point Times New Roman font, 2.0-spacing, and one-inch margins. Written work with multiple grammatical and/or spelling errors per page will receive point reductions, so please proof-read!**Professional and**

Academic Resource Center (PARC):

The style and quality of professional writing you are expected to produce in this class can be very challenging! Plan to start your drafts early, and get as much assistance from your instructor and peers as possible. Please also note that MSMU's Professional and Academic Resource Center (PARC) offers the free services of a Graduate Writing Tutors. See the web site for information, signing up for appointments, and contact information.

<https://welcome.mount.msmu.edu/academics/PARC/Pages/default.aspx>

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.

Assessment: The chapters for the 296 C portion of the case study will be assessed for clarity, synthesis of the literature, and a well-developed methodology. There will be several drafts of each chapter depending upon editing needs.

Peer Support: Please exchange phone numbers and/or e-mail addresses with your classmates for mutual help and support. Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. If you are absent, I expect you to check in with a classmate and meet to discuss what you've missed.

Email: Students are expected to check their email account(s) regularly.

Other Guidelines

- **Exchange phone numbers** with a buddy in class for mutual help and support.
- Find a friend who will read your assignments with you and help you **EDIT** them before you prepare a final draft.
- Ask questions of your classmates or the instructor if you need clarification. This is an important skill that the best learners use often.

University and Education Department Policies:

Potential COVID-19 Disruption: Should the course modality change during the semester the instructor will provide a written comprehensive update of how the class will continue and any changes that may result.

University PPE Policy: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

Punctuality: Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

Classroom Participation: Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period.

Peer Support: Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy

models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.

Academic Freedom: Students and faculty's freedom of speech is constitutionally protected, so students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See Student Handbook(s) for further discussion.

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the

Students Needing Accommodations: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Missing the first class session

Missing the first class session seriously jeopardizes your chances of success in a course. The University has adopted a policy of administratively dropping students who do not attend the first class session. In order to avoid being dropped for missing the first class session, you must contact the instructor in advance and give a valid reason why you would not be able to attend the first session (ex. you must take the CSET exam that morning).

Absences

Students are allowed to miss:

One sessions of a 1 unit course

Two sessions of a 2 unit course

Three sessions of a 3 unit course

NOTE: A full weekend day of a 1 or 3 unit course counts as three sessions. A full weekend day of a 2 unit course counts as two sessions.

Should you miss one additional session beyond the allowable, you will be required to submit a 5-page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course.

If a student misses more than two sessions of a 1 unit course, three sessions of a 2 unit course, or four sessions of a 3 unit class, the instructor will be expected to administratively drop you from the course. Should you miss more sessions than allowed, do NOT presume that the instructor will file the paperwork right after the missed sessions. You remain responsible for ensuring that your name is dropped from the enrollment list so that you can receive whatever tuition reimbursement might remain available to you.

If you wish to contest the policy for any reason (ex. illness), you would need to file an academic petition, gain instructor and program director support, and contact the Department Chair.

Adding or Dropping a Course: The Registrar's Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.

Date	Topic EDU 296C	DUE
<p>1 Sep. 2</p> <p>5:30 Zoom check in</p>	<p>Overview of Course:</p> <ul style="list-style-type: none"> • Case study requirements • Zoom online technology • Course meeting times and DEADLINES <p>Intro to Case Study Proposal</p> <ul style="list-style-type: none"> • Handbook • Review sample • Subject Selection & Observation <p>Article Analysis</p> <p>Share possible Case Study Subject Selection</p> <p>SHARE Articles that you brought in – Identifying Empirical Studies</p> <p>Writing Skills & the inductive process changes</p>	<ul style="list-style-type: none"> • 10 articles with abstracts that might be useful for your case study. • Be prepared to discuss a possible focus for your case study –addressing the following: <ul style="list-style-type: none"> • Who is presenting you with a particular challenge in your class? Who is intriguing to you • What do you already know about this student? • Why do you want to know more about regarding this student? • If not this student, who else might you study?
<p>Sept 9</p>	<p>200A</p>	<ul style="list-style-type: none"> • Keep working on lit review – draft of intro chapter due
<p>Sept 16</p>	<p>200A -</p>	<ul style="list-style-type: none"> • Keep working on lit review
<p>2 Sep. 23</p>	<p>Lit Review Focus</p> <p>Chapter 2: The Literature Review</p> <p>Selecting literature for use in Lit review</p> <p>APA Style – citation and avoiding plagiarism</p> <p>How do articles you read inform your data collection methods?</p> <p>How to address your subject</p> <p>Quality of literature for use in lit review</p> <p>LIT Review PPT</p>	<p>BRING IN FEEDBACK From 200A ARTICLE analysis and search, read and download at least 2 other RESEARCH studies - -- come prepared to discuss</p> <p>Introduction chapter & 2 pages of lit review</p> <ul style="list-style-type: none"> • Simple & clear Problem statement • Article analysis: Bring Corrected Article Analysis #1 <p>Introduction & Literature Review outline</p> <ul style="list-style-type: none"> • Review dates for drafts of: <ul style="list-style-type: none"> • IRB • Intro • Lit Review draft due Oct. 8

Sept 30	200A	DUE: Article Analysis #2 and #3
3 Oct. 7	Methodology Focus IRB Tips – anticipated misunderstandings	Lit review draft due today (include 5-7 sources, at least 4 must be research studies) IRB due Nov. 2 – Interview questions and list of methods due Oct. 29
Oct. 14	200A	DUE: Article Analysis #4 and #5
Oct. 21	200A	Chapter 2: Literature Review –final draft due today in CANVAS
4 Oct. 28 -	Instruments check <ul style="list-style-type: none"> All interviews, etc due Appendices Sample IRB Include Principal permission if possible Methods check, Data Collection Interview questions –what are criteria for “good” questions? observation tool – what are you looking for and how do you know it when you see it? When, how often, for how long will you observe? and how will you keep track of your observations? General Feedback on Lit reviews	A) DUE in CANVAS - a written draft of interview questions (parent or previous teacher) And a full list of all the instruments you plan to use B) DUE in CANVAS - written draft of IRB (include signed and scanned principal letter if available) which includes all the instruments you plan to use and the appendices IRB complete draft due

<p>5 Nov. 4</p>	<p>Data Collection (continued) INDIVIDUAL Meetings via ZOOM as needed</p>	<p>Methods chapter DRAFT – Signed IRB to Committee</p>
<p>Nov. 11</p>	<p>200A</p>	<p>Revised lit review due</p>
<p>Nov. 18</p>	<p>200A</p>	<p>Revised Methods due</p>
<p>Nov. 25</p>	<p>200A</p>	<p>Full Revision of Proposal due in CANVAS</p>