

EDU 296C-D5: Case Study Inquiry & Report
Mount Saint Mary's University Los Angeles
Course Syllabus, Fall 2021

Instructor: Dr. Diana Taylor

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Office Hours: For an apt. contact the office @ 213-477-2620

Zoom & online Sessions: Thursdays – Sept 2- Dec 2

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 be ready to refer it during our seminar sessions.**

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.

The Academic Grievance Committee shall receive and investigate complaints, excluding those pertaining to a learning disability (see College Disability Grievance Procedure) that have not

been resolved on a lower level (Instructor and Department Chair/Program Director). Students have 14 business days from the posting of grades or dismissal notice to appeal a grade/standing in program. The burden of proof is on the student. A student who believes that the instructor made a clerical error in computing the grade or an egregious error of judgment in evaluating the student's performance has the right to an appeal procedure. For more information on the Academic Grievance Committee's jurisdiction, functions, and resolution process, see the Student Handbook. Email: AcademicGrievance@msmu.edu

At the end of the semester, you will be invited to participate in filling out a course evaluation for this class. The feedback received from these evaluations is extremely important to me as I continually work to improve my teaching methods and provide a strong classroom environment for my students. Additionally, these evaluations can be used for promotion and tenure purposes, and curriculum planning. Please note that no names or student identifiers are presented in the course evaluation reports that I see. Furthermore, I can only access them after grades are due. If you have any questions on how your feedback is used, or what the course evaluations process entails, please feel free to ask.

Classroom Policies

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.

Submitting work: All assignments (except the take-home statistics exam) should all be submitted to me either in class or on the Canvas site the date they are due. A Turnitin box will be posted under the Lessons and Assignments tab. In-class assignments are due the day they are assigned. The take-home Statistics Exam is due in class (absolutely no late submissions on this assignment).

Formatting: All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. 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: Assignments must be completed on time according to guidelines. Late assignments are subject to a reduction of up to one point per day. Since the emphasis in this class is on mastery of basic research methods and professional writing, revisions will often be allowed, with teacher permission. If you are absent, you may e-mail your work before the class start time (on the due date) to be considered for full credit.

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.

MSMU University and Education Department Policies:

Tardiness: 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

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.

Student Resources

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

Professional and Academic Resource Center (PARC)

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

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

Students Needing Accommodations: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see (CHOOSE FOR YOUR CAMPUS) Lisa Villa, Associate Director, Student Support Services (310) 954-4138, lvilla@msmu.edu OR Brandon Roberson, Director of the Doheny Student Resource Center (213) 477-2692, broberson@msmu.edu, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more

information regarding disability grievance procedures, go to:
<https://welcome.msmu.edu/academics/learning-assistance-ISAIE/Documents/DisabilityGrievanceProcedures.pdf>

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.

Recommended Assignment Process

Each assignment needs to be fully prepared before being submitted. We recommend that you follow the steps listed below.

1. Start with short working sessions on the assignments well before the due date.
2. Read at least two examples from the module listed in Canvas.
3. Review the guidelines provided to you in class.
4. Reflect on the topics and write the first draft.
5. Review the draft and make improvements.
6. Send draft to Grammarly for an evaluation.
7. Apply the changes that it suggested. If you are unfamiliar with the guidance, make a note within the text in blue font, and turn it in with your material.
8. Turn the assignment in on time.
9. If I find numerous revisions are needed, I will be scanned over the paper returning for corrections. This will have a 24 hour turnover time. Please avoid this pressure.
10. Make all suggested corrections once papers are returned and get ready for the next section.

Following this process will help you enjoy the experience of this work and save you a great deal of time in the long run.

Date	Topic EDU 296C	DUE as scheduled
<p>1</p> <p>Sept 2</p> <p>Zoom</p> <p>5:30-8:30 unless rearranged (See emails)</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 • Problem Statement • Rules of observation & reflection • Interviews <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> <p>PLAGIARISM Certificate assigned in EDU 200A https://www.indiana.edu/~academy/firstPrinciples/index.html Overview, Case study requirements, etc.</p>	<p>1. Due Aug - Register for graduation NOW!.</p> <p>2. Due Sept 12th Case Study focus Ch1– select subject, get verbal permission, id. Problems 3-5 pgs.</p> <p>3. Due Sept 23rd Plagiarism Certification-Univ of Indiana Use the graduate level format, 2 hrs.</p> <p>4. Due Sept 26th – Lit. Review: Collect 5 related research sources on “problem areas”.</p> <p>5. IRB Appl Session: Sept TBA w/Dr.G</p> <p>READ the Example Studies and come ready to discuss what you found – Make sure at least one of your articles is a research study (the authors collected data and analyzed it)</p>
<p>2</p> <p>Sep. 23</p>	<p>Ch 1: Discussion</p> <p>Ch 2: Lit Review Focus</p> <p>Selecting literature for use in Lit review APA Style – citation and avoiding plagiarism</p> <p>How do articles you read inform your data collection methods? How to address your subject</p> <p>Quality of literature for use in lit review LIT Review</p>	<p>1. Lit Review – 5 resources related to problem areas. Briefly discuss a description & how they connect to subject.</p> <p>2. Due Oct 8th Review & Refine Ch 1: CS subject info & problem statement 3-5 pgs. * Simple & clear Problem statement</p> <p>3. Due Oct 7th Come prepared to discuss PARENT permission letter with specifics for your study</p> <p>4. Start IRB certification and draft</p>
<p>3</p> <p>Oct. 7</p>	<p>Methods IRB Tips – anticipated misunderstandings Review Lit – focus of discussion, connection, etc.</p> <ul style="list-style-type: none"> • Authentic assessm’t for student performance 	<p>1. Due Oct 25th IRB Draft & Attachments to Dr. Taylor</p> <p>2. Due Nov 1st Ch 2: Literature Review – (include 5-7 sources, at least 4 must be full research studies)</p>

<p>4 Oct. 28</p>	<p>Instruments check</p> <ul style="list-style-type: none"> • All interviews • Appendices • Sample IRB • Include Principal permission if possible <p>Methods check, Data Collection</p> <p>TOC method – How to create</p> <p>Interview questions –what are criteria for “good” questions?</p> <p>observation tool – what are you looking for and how do you know it when you see it?</p> <p>When, how often, for how long will you observe? and how will you keep track of your observations?</p> <p>General Feedback on Lit reviews</p>	<p>1. Due Nov 4 Ch 3: Methods design</p> <p>2. Due Nov 11 Full IRB & Attachments: to Dr. Gordon</p>
<p>5 November 4th</p>	<p>Methods Chapter 3 and IRB due for review by advisor & peers</p> <ul style="list-style-type: none"> • Graphs on Data/structure • Methods Outlined <p>Jan & Feb Calendar – Obs & Interviews</p>	<p>1. Due Nov 29th Ch 1, 2, 3 & Ref List</p> <p>2. Due Nov 29th Approved IRB – Clean-up</p>
<p>Nov 11th</p>	<p>IRB due to Dr. Gordon – w/o signatures <i>No class session</i></p>	<p>Include PARENT permission letter with specifics for your study, Survey, Assessments blanks, etc.</p>
<p>NO CLASS Nov 25th</p>	<p>Full draft of the case study due</p> <p>*Final revised draft of the case study must be completed to receive credit for EDU 296C</p>	<p>1. Due Nov 29th Ch 1, 2, 3 & Ref List</p> <p>2. Due Nov 29th Approved IRB Clean & Due to Dr.T– contact for signatures</p>

Pre-Class Assignment

DUE: Sept 3 --Before CLASS – Post in CANVAS--

1 page write up: identify a possible focus student for a case study –addressing the following:

What student is presenting a particular challenge in the class?

What do you observe when you investigate this student?
How is this student learning and not learning?

What do you want to know about this student?
What influences their best or worst behaviors?

If not this student, what other student might you study?

Come ready to discuss.