

EDU 296D-D5: Master's Case Study Inquiry & Report Seminar II
Mount Saint Mary's University, Los Angeles
2 units - Course Syllabus, Spring 2020
Select Tuesdays, January 13 to May 6
5:30-7:30pm



Instructor: Dr. Diana Taylor
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Office Phone: (213) 477-2620
Office hours: Please phone or email Catalina for an appointment.

Course Description

Students will continue to work with the instructor in this course to complete the analysis and reflection phase of the Case Study Inquiry & Report. Upon completion of the Case Study Report students will share their results in a formal Masters Sharing Poster Presentation at the end of the semester.

- The Masters Case Study provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a case study focused on this issue that will improve their practice, and preparing and presenting a report of the research findings.

Course Objectives:

- Students will complete their Masters Case Study, which includes the following chapters:
 - Chapter 1: Introduction
 - Chapter 2: Review of the Literature
 - Chapter 3: Methods
 - Chapter 4: Results
 - Chapter 5: Discussion
- Students will create a 3-paneled poster of their case study and findings, and participate in MSMU's annual Masters Sharing Poster Presentation (held this year on **Wednesday, May 6, from 4-6 p.m.**)

Required Texts

- Please print out or download a copy of MSMU's Masters Case Study Handbook, and bring it with you to the seminar sessions. Much will be reviewed to help you develop the final paper.

Grading Scale: This course is Credit/No Credit. See below for information on Incompletes.

Class Attendance	7 sessions
Assignments	13 submissions
Presentation	1 poster presentation
Graduation	May 11 th 10:00 AM

- **Incompletes:** If your final case study is not completed and approved within the semester, you may receive an Incomplete for one semester, if at least 80% of the work has been satisfactorily completed and your advisor approves. If the Incomplete is not fulfilled by the deadline, you will receive a NC (no-credit) and must maintain continuous registration of one unit in EDU 296D until the case study is completed and approved. The case study must be completed within two semesters (beginning with the original enrollment in EDU 296C).

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas. [*modify submission requirements as needed*]

Classroom Policies:

Note: Please use inclusive and supportive language whenever possible, attempting to avoid language that may be perceived as punitive. Contact the Chair for guidance as needed. The following policies can be modified to suit the instructor's preference.

- **Submitting work:** All drafts of your Masters Case Study should be submitted on Canvas under the designated assignment number, unless otherwise indicated.
- **Formatting:** Your work in this course should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Please use 1-inch margins all around EXCEPT on the left, which should be 1.5-inches to allow for binding.
- **Grading:** Please be advised that you may be required to utilize the services of MSMU's graduate writing tutor at PARC. There is no cost for this service, and we encourage all EDU 296D students to utilize help for fine-tuning the more challenging portions of this case study.
- **Make-up Work:** Communicate with the instructor for specific instructions, if make-up work is possible.
- **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 & Peer Support/Collaboration:** Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills. Please exchange phone numbers and/or e-mail addresses with your classmates for mutual help and support. Find a buddy who will read and edit your draft **before** you submit it for grading. If you're absent from a seminar, I **expect** you to check in with a classmate and discuss what you've missed.
- **Email:** Students are expected to check their MSMU email account on a regular basis.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Grading Scale

Credit = All work completed as specified in handbook and course instruction.

No Credit = Work incomplete and/or quality not at Master's level. (See rubric)

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have 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.

MSMU University and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they 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 MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
 - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **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.) An assessment process exists so that candidates will receive formative

feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment
- **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 with 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.
- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **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.
- **Students with Disabilities:** 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.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

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

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

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.

<i>Jan & Feb: Conduct all activities & gather evidence for Case Study</i>		
Tuesday Jan. 14	Canvas	Due: #1 Progress Report on timeline for observations, interviews & assessments. <ul style="list-style-type: none"> ○ Has your IRB been cleared? If not, you are on hold.
Tuesday Jan. 21	Class Session 5:30	Introduction to course: <u>Ch 4 & 5, Abstract, poster & presentation handout!</u> Review Jan/Feb activity calendar. Finalize future meeting dates. Schedule short work sessions 4 times a week. Due: Debriefing on progress of activities & data collection.
Tuesday Feb 4 th	Class Session	Due: Bring to class the results of: observations, assessments, interviews, surveys, etc. (bring raw scores, evidence and a preliminary analysis). Due: #2 Graphic Catagorization of results and written outline of Ch 4
Tuesday Feb 18 th	Canvas	Due: #3 Progress Report on observations, interviews & assessments. <ul style="list-style-type: none"> ○ Debriefing of completed work & data collection. ○ Schedule PARC session
<i>March: Analysis & Writing Month</i>		
Tuesday March 3 rd	Class Session	Due: Bring to class the results of observations, assessments, interviews, surveys, etc. Class Topics: Analysis of results for #4 Chapter 4 & 5. Charts developed.
<i>March 9-13</i>		<i>MSMU SPRING BREAK- finish all activities and write Ch 4 & 5.</i> <ul style="list-style-type: none"> ○ Schedule a PARC session
Sunday March 15 th	Canvas	Due: #5 Progress Report on the whole document.
Tuesday March 24	Office Scheduled time	Schedule a 30 minute, individual meeting with me to examine and discuss all of your work. #6 Bring a hard copy of the document. <ul style="list-style-type: none"> ○ <u>Review a completed draft</u> of Chapter 4 & 5 w/charts, ref pg. & appendices included. ○ <u>Expanded details & extended research</u> for chapters 1-3. ○ Discussion/Conclusion: <u>Draft of the Abstract</u>
Sunday March 29	Canvas	Due: #7 Finished version of whole case study & all components. (Demonstrate the past tense version and complete all revisions.) <ul style="list-style-type: none"> ○ Include <u>all pages</u>: Signature, Title, Abstract, TOC, TOF, Ch 1-5, Ref., Appendices.
<i>April: Wrap it up month!</i>		
Tuesday April 7	Class Session	Discuss and practice: Masters Sharing <u>Poster Presentation</u> . Bring poster pages and draft of handout for Peer Review! Pick-up poster materials from office.
Sunday April 12	Canvas	Due: #8 Progress Report: Poster Presentation & Handout
Tuesday April 21	Class Session	Due: #9 Master's Poster contents, charts, pictures, etc. & final draft of one-page handout for presentation.
Sunday April 26	Canvas	Due: #10 Perfected full Case Study with all requirements (Signature, Title, ToC & ToF, Ch 1-5, Ref, Appendices.)
	Online	Revisions conducted, if needed. #11 Complete Course Evaluation! Please!!!

<i>May: Bound CS & Presentation</i>		
Friday May 1	Email CS	#12 Due via email: Final “binding-ready” case study! See Handbook. ○ Include the front signature page in each bound copy.
		Bind 2 copies for MSMU to keep– Bind one for you to have w/signatures!
Wednesday May 6	Donahue Hall 4:00 – 6:00	#13 Signatures can be acquired at the Celebration of Learning ○ Turn in 2 bound copies to Dr. Taylor ○ Keep one professional copy for yourself
Monday May 11	Shrine Auditorium 10:00	<u>Arrive early!</u> It is a complex system to line everyone up and to get you all on stage in order. Celebrate!.... and besure to let me give you a hug afterwards!
<i>Procedures for Feedback</i>		<ol style="list-style-type: none"> 1. Work will be scanned. If there are more than 5 grammar errors on any page, it will be returned to you for a 36 hour repair session. Repost on Canavs. <ul style="list-style-type: none"> • <u>Inform Dr. Taylor of the new revision via email, immediately.</u> 2. Content will be addressed & feedback provided. Make all corrections as advise. Ask questions via email. 3. Revise & Prepare all pages for final submission of CS. (Use Hdbok)

(Please note that this schedule is subject to change)

Note: In addition to the seminar meetings below, our work together on your Master’s Case Study will be conducted through email discussions as well. However, if at any time you feel you need an additional individual session with me to discuss your work, please don’t hesitate to ask! So you must be proactive during every week of the semester! Professional timeliness is up to you!

Mount Saint Mary's Education Department Poster Presentation Guidelines

General Guidelines and Instructions:

- Pick-up a “trptych” (3-part) folding poster from Ed Office.
- Plan to include visuals and work samples on your poster when possible – but no photos of kids! (Unless you have IRB clearance for this).
- Bullet points are fine, as needed.
- Confidentiality: remove students’ last names from work samples. Don’t give the real name of your school anywhere on your poster.
- Spend time making your poster look as neat and “snazzy” as possible. Don’t leave it to the last minute!
- Create a one-page handout containing all the written information on your poster. Don’t spend time stressing over this – just copy and paste what you’ve already written for the poster. It should be easy. Make sure your name is at the top. **Bring enough copies for 40 people.**
- Prepare a 4 minute oral presentation to review this study. Anticipate questions from audience.

TRIPTYCH POSTER DIAGRAM

LEFT	MIDDLE	RIGHT

For the following instructions, see the diagram above:

- On the **LEFT** side of your poster, include the following information, with headings for each section:
 - A one-paragraph “abstract” (summary) of your case study and findings. Include **JUST** the most important points.
 - Research Questions.
 - Importance and relevance of study
 - Why did you choose this topic?
- On the **MIDDLE** portion of your poster, include the following information, with headings for each section:
 - **At the very top, include the title of your case study and your name (in big letters).**
 - Methods: Instruments.
 - How did you collect data? List each instrument. Include sample questions.
 - Methods: Procedures.
 - How did you go about conducting your study? What happened?
- On the **RIGHT** side of your poster, include the following information, with headings for each section:
 - Findings.
 - What were your results? Briefly discuss your thoughts on them.
 - Include copies of relevant tables or graphs from your case study.
 - Implications for future practice.
 - In hindsight, what would you have done differently? Why?
 - Now that you’ve completed this case study, what’s next? Will you continue trying this intervention with your students? Why or why not?