

EDU 296B: Masters Project Seminar (1 unit)

Mount Saint Mary's University

Course Syllabus, Spring 2021

Online Course – Meets using Zoom select Wednesdays from 4:00-5:30pm

Instructor: Shelly Tochluk, Ph.D.
Email: stochluk@msmu.edu
Office Phone: 213-477-2623 (email preferred)
Office hours: Please email me to make an individual appointment at any time throughout the semester.

Course Description

Students work with their project advisor in this course to conduct the action research project they outlined in their approved proposal (completed in EDU 296A). Students will collect data on their project and evaluate the results, discussing implications for their future teaching. Students will share their results in a formal Celebration of Learning Poster Presentation at the end of the semester. The Masters Project provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a project 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 Project, 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 project and findings, and participate in MSMU's annual Celebration of Learning Poster Presentation.

Required Materials

- Please print out a copy of MSMU's Masters Project Handbook, and have it available during our sessions.
- Read information about Research Display Posters at <http://www.writing.engr.psu.edu/posters.html>

Classroom Policies:

- **Submitting work:** All drafts of your Masters Project should be submitted by email to Dr. Tochluk: stochluk@msmu.edu via Word docs. Please refrain from sharing your work through a drive.
- **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.
- **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 be asked to visit PARC for support.
- **Professional and Academic Resource Center (PARC)**
 - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and online. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page:
<https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>
 - a. 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.

MSMU and Education Department Policies:

2. **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students who miss two class sessions of a 1 of 2 unit class or 3 class sessions of a 3 or 4 unit class may be administratively dropped from the class unless an additional 5-page paper assignment is completed as make-up. This policy represents 20% of the instructional time and is in accordance with University policy as stated in the MSMU Catalog.
3. **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.
4. **Classroom Participation:** Learning is done through social interaction and discussion. It is important to be present at each session and to participate in discussions.
5. **Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft.
6. **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 be asked to resubmit the assignment.
7. **Professional and Academic Resource Center (PARC)**
 - a. The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page:
<https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>
 - b. 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.
8. **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.

9. **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.
10. **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.
11. **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.
12. **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
13. **Disability Statement:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

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.

14. **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. 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:
 - 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 for serious medical/personal reasons
 - can complete the work within one semester

15. Student Credit Hour Policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

MSMU Office Information:

- Please call the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.

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

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COURSE TIMELINE

Note: In addition to the seminar meetings, the majority of our work together on your Master's Project will be conducted through email discussions. 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! Please note that I may also require additional individual meetings, as needed.

Date	Class Meets?	Due/Topics
Jan. 13 (1)	Yes via Zoom	Class Topic: Introduction to course
Jan. 20	No	Due by email: Detailed timeline for intervention. You should plan to have your intervention completed and all data collected by no later than March 5th.
Feb. 3 (2)	Yes via Zoom	Due by email: Chapter 1-3 revisions including changes requested by second reader from 296A. (Update Chapter 3 to read as past tense.) Due in class: Pre-intervention test results as appropriate (have <u>both</u> raw scores as well as some preliminary analysis available); Class Topics: Analysis of post-intervention results and how to write Chapter 4
Feb. 10 – 24	<i>Individual appts. as needed</i>	<i>Topics often include methods changes and/or data collection/analysis questions.</i>
March 3	No	Due by email: Revised Chapters 1-3 and outline/rough draft of Chapter 4. Get as far as you can with general formatting, sentence frames, tables, etc. Much can be completed even if you do not yet have post-intervention data to insert.
March 17 (3)	Yes via Zoom	Topic: Data Analysis (come with data collected and preliminary analysis); How to write a Chapter 5
March 24	No	Due by email: Revised Chapter 4; rough draft/outline of Chapter 5.

Date	Class Meets?	Due/Topics
March 31 (4)	Yes via Zoom	Topic: Feedback Chapter Five (Discussion/Conclusion); how to write an abstract of project; How to prepare for the Celebration of Learning poster/presentation.
April 7	No	Due by email: First “final” draft of entire project;
April 14 (5)	Yes via Zoom	Due by email: Outline of Master’s Sharing poster contents, and draft of one-page handout. Discuss and practice Masters Sharing Poster Presentation. Show “mock poster” electronic version and draft handout. Read info about posters at: http://www.writing.engr.psu.edu/posters.html
April 21	<i>Individual appt. as needed</i>	Due by email: Second “final” draft of entire project, ready for 2 nd reader
May 5 (6) WEDNESDAY	Yes via Zoom	Celebration of Learning Presentation! 4-6 p.m. (Submit final, clean copy of project.)
May 7	No	Send to Ed Dept (Attn: Shelly Tochluk): 1 COPY OF FINAL BOUND PROJECT

I will provide updated information about the poster/presentation for the Celebration of Learning later in the semester. Modifications due to use of the Zoom platform are likely.

Mount Saint Mary’s Education Department Poster Presentation Guidelines

General Guidelines and Instructions:

- Buy a “trptych” (3-part) folding poster at Staples or Office Depot.
- Plan to include visuals and work samples on your poster when possible – but no photos of kids! (You don’t 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 30 people.**

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 project 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 project 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 project.
 - Implications for future practice.
 - In hindsight, what would you have done differently? Why?
 - Now that you’ve completed this project, what’s next? Will you continue trying this intervention with your students? Why or why not?