
FL 514: ACTION RESEARCH

SUMMER LANGUAGE INSTITUTE, SUMMER 2017

South Oregon University
Summer Language Institute, Summer 2017
 Guanajuato, Mexico
 Monday through Friday, 8:00 am to 9:50 am (July 17-Aug 4th)

Course Description



Welcome to our course! The goal of this class is to introduce you—our class participants—to those research and methodological tools that can be used in the classroom in order to pursue action (*change*) and research (*understanding*) concurrently. At the end of the course, class participants will be able to engage in *systematic* inquiry into the teaching/learning environment of a classroom—an inquiry that has as its ultimate goal the development of reflective teaching practices. This course will provide you, the participant, with enough preparation to engage in your own action research project. The final project in particular will allow you to build on the knowledge/skills that you have acquired in your previous SLI coursework and will be conducted over the course of the following academic year (2016–2017).

Instructor: Dr. Tania Leal
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Course Objectives

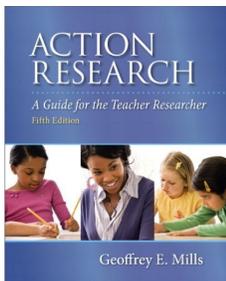
Primary objective: to gain the knowledge and expertise that is necessary to conduct an Action Research project in the Spanish classroom. At the end of our course, participants will be able to:

- Describe the characteristics of Action Research;
- Critically evaluate pre-existing action research projects;
- Develop an effective literature review;
- Develop a concise and answerable research question;
- Choose and develop an appropriate methodology and instruments to answer a given research question;
- Develop a data collection plan;
- Write and present a proposal for the Action Research project;
- Engage in ethical research by securing permission to complete the study by SOU's Institutional Review Board as well as the relevant school/district;
- Provide constructive feedback on classmates' research.

After this course, as part as a 1-hour credit Thesis course (see more information in *Appendix A—Study Guides*), you will:

- Check in monthly during the following academic year with the instructor (you will have specific assignments that will be due on the 15th of each month and you will meet with me at least one time during the Spring semester (Spring 2017) using videoconference software such as *Skype*);
- Complete data collection, analysis, and a final report;
- Prepare a presentation showcasing your research.

Course Materials



Required textbook:

Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (5th ed.). Boston, MA: Allyn and Bacon. (There is a paperback version with video-enhanced e-text and a looseleaf version. I recommend the former but, as long as you get the 5th edition, either should work.)

We will also have other readings (e.g. articles and chapters from other books), which will be made available to you through Moodle.

Other resources

Southern Oregon University, Institutional Review Board: <http://www.sou.edu/irb/>

Protecting Human Research Participants: Online Course <http://phrp.nihtraining.com/users/login.php>

Action Research for Teachers (NEFSTEM): http://www.nefstem.org/teacher_guide/intro/index.htm

American Psychological Association (APA) Style Guide: <http://www.apastyle.org/>

Purdue OWL Online Writing Lab (APA style guides): <https://owl.english.purdue.edu/owl/>

Action Research (SAGE journal—you can download First view articles, which are available for free): <http://arj.sagepub.com/content/early/recent>

Course Requirements

<p>1. Pre-session assignments 15%</p>	<p>NOTE: These assignments are to be completed before June 25th. (Follow the section entitled “Submitting assignments” as a guide when submitting your work.) Because of the intense nature of the summer session, it is critical that participants choose an area of focus, a topic, and research questions <i>before</i> beginning the session, as well as compile some of the resources you will need before you travel to Guanajuato. For that reason, there are several assignments due before the session begins which are not a negligible component of your grade. Please consult the <i>Plan of Study</i> below for more information on each required assignment. You will receive more detailed instructions via email as summer draws near.</p>
<p>2. In-Class Assessment 5%</p>	<p>During our class, we will have one in-class assessment where class participants will have the opportunity to showcase knowledge of the course material as well as to apply said knowledge. The assessment will include chapters 1-6 of the textbook.</p>
<p>3. Project Reflection 10%</p>	<p>This component will consist of a 1-2 page reflection focusing on a previous SOU student’s action research project report which will then be discussed in collaborative groups. The purpose of the assignment is multifold: a) to familiarize yourself with a successfully completed project and well-written report, b) to prepare you for the evaluation of your own work, and c) to foster reflection regarding the possible ways to address both the potential limitations and obstacles that could arise when you engage in your own research. The rubric for this assignment can be found in <i>Appendix B</i> (Rubrics).</p>
<p>4. Annotated Bibliography 10%</p>	<p>This assignment will require you to review ten distinct sources (typically journal articles) that are directly relevant to the topic you have chosen. These articles will constitute the backbone of the literature review that you will include in your proposal. Following APA guidelines, each annotation should include a summary, an annotation, and a note on relevance (i.e. how this source is relevant for your own research). Every entry in your annotated bibliography must:</p> <ul style="list-style-type: none"> * Explain the main purpose of the work; * Describe the author’s particular viewpoint or ideological framework; * Briefly describe the contents, which for empirical studies includes a summary of the <u>methodology</u> (participants, materials, procedures, etc.), the <u>results</u>, and the <u>interpretation</u> that the authors gave to those results; * Identify the relevance of the source to your research project (i.e. what you learned from it, what you can use from it); * Note any special features as well as any weaknesses or problems; * Be between 150 and 200 words; * Conform to APA style. <p>The rubric for this assignment can be found in <i>Appendix B</i> (Rubrics).</p>

<p>5. Completed IRB application 5%</p>	<p>As part of your training in ethical research practices, you will complete an application for SOU's Institutional Review Board (IRB), as well as any other additional materials that may be required by your school district or school. A semi-completed template will be provided for you to use, along with a letter for your school/district administrators from the SLI directors. You will submit your completed application by the final day of class.</p>
<p>6. Data analysis exercises 5%</p>	<p>In order to prepare you to do the analysis of your own data, you will be required to complete a series of exercises of data analysis, both quantitative and qualitative. These exercises will occur throughout the class. Please make sure that you have access to Microsoft Excel or to Google Sheets to be able to complete these exercises.</p>
<p>7. Proposal Presentation 10%</p>	<p>You will complete a 20-minute presentation of your action research project proposal. This presentation is especially important because you will be able to receive useful feedback from your peers. The rubric for this assignment can be found in <i>Appendix B</i> (Rubrics).</p>
<p>8. Action Research Proposal 40%</p>	<p>The action research proposal is the culmination of your work for the portion of this class conducted in Guanajuato. Given that this proposal will be the blueprint for the actual research, it will be very detailed in nature. It will include an introduction (complete with statement of purpose), a literature review with at least 10 sources, a detailed description of the methodology you will employ, and a description of the analyses that you will complete with your data. Please follow the detailed rubric found in <i>Appendix B</i> (Rubrics).</p>

Grading Scale:

Grades will not be assigned using a statistical curve, which means that your grade will be calculated using percentages. The percentages will be equivalent to the following letter grades:

A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	0-59%

Submitting Assignments and Receiving Feedback:

Unless otherwise noted, assignments should be submitted as MS Word documents (.docx) which will be shared with me through Moodle. (At some point after class rosters are made available you should have access to Moodle.) Each participant will have access to a **Readings folder** in Moodle for shared files (e.g. readings, syllabi, etc.) You will also submit your individual assignments through this platform. Please save assignments using this system: Lastname_AssignmentName. I will make comments on your assignments. Once I do that, I will change

the title so that you know it has been reviewed (I will add my initials (*TL*) to the file name). On occasion, I will also provide some editing assistance using the Track Changes function in MS Word. If you are unfamiliar with these functions, please read about them online, for instance here: <http://www.wikihow.com/Edit-a-Document-Using-Microsoft-Word%27s-Track-Changes-Feature>.

A NOTE ON WRITTEN WORK:

All written work must be double-spaced with ample (one inch) margins so that I can add comments. Most submissions (unless noted) will be completed online, so make sure you have plenty of time in order to avoid computer trouble. In case there are any Internet issues, I will try to be flexible and accept written (i.e. printed) work—just make sure to check in with me before. I will only accept assignments through email in extreme situations—it is very difficult to keep track of these. Late work will be penalized 10% per day. After the third day, the work will receive zero points.

Attendance and Other Class Policies:

1. **Attendance:** *Asistencia: Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a clase son sumamente importantes. No se permite ninguna falta a clase. Cada ausencia bajará su nota por 10%. En el caso de enfermedad u otra emergencia, el estudiante debe consultar con la profesora y la directora del SLI.*

2. Although the class is intense because of its tight time frame, I firmly believe it is essential that you maintain a positive and enthusiastic attitude both with your classmates and with me. I am always available through email should you have a question, but be mindful that email is not the best medium to discuss class content. Be ready to ask and answer questions about the readings every day! Reading for the class is essential to your understanding and retention of the material.

3. **On class readings:** Please use the study guide and follow it carefully. It is essential that you read before the class (and, for the most part, you should have read this material even before the summer starts).

4. **Technology:** The use of computers (laptops, tablets, etc.) in class is welcomed BUT it should be considered a privilege. If I find students engaging with non-course related websites (Facebook, Snapchat, Twitter, Amazon, any shopping site...), the privilege will be revoked. Bringing your computer to class can be especially helpful when we are developing materials. If you don't have access to a laptop, please do let me know before the summer starts. Please note that even if you routinely take notes on the computer, please note that taking notes by hand is actually better for your comprehension and retention of the material. I can make this research available to you if you'd like!

Required Readings (available through Moodle)

Chamot, A. U., Barnhardt, S., & Dirstine, S. (1998). *Conducting research in the foreign language classroom*. Washington, DC: National Capital Language Resource Center. Available from http://www.nclrc.org/about_teaching/reports_pub/conducting_action_research.pdf

- Donato, R. (2003). Action research. ERIC Digest. Washington, DC: Center for Applied Linguistics. Available from <http://www.cal.org/resources/digest/0308donato.html>
- Haley, M.H., Midgely, A., Ortiz, J., Romano, T., Ashworth, L., & Seewald, A. (2005). Teacher action research in foreign language classrooms: Four teachers tell their stories. *Current Issues in Education* [On-line], 8(12). Available: <http://cie.ed.asu.edu/volume8/number12/>
- Rust, F., & Clark, C. (n.d.). *How to do action research in your classroom: Lessons from the Teachers' Network Leadership Institute*. Available from http://www.teachersnetwork.org/tnli/Action_Research_Booklet.pdf

Non-required Readings (samples of published AR)

- Baralt, M., Pennestri, S., & Selvandin, M. (2011). Using wordles to teach foreign language writing. *Language Learning & Technology*, 15(2), 12-22.
- Coles-Ritchie, M. & Lugo, J. (2010). Implementing a Spanish for Heritage Speakers course in an English-only state: A collaborative critical teacher action research study. *Educational Action Research*, 18(2), 197-212.
- Forsman, L. (2012). Investigating the cultural dimension in foreign language education: From transmission of facts to dialogical uptake. *Educational Action Research*, 20(4), 483-496.
- Hall, M. H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record*, 106(1), 163-180.
- Mesler, L. (2009). Making retention count: The power of becoming a peer tutor. *Teachers College Record*, 111(8), 1894-1915.
- Meyer, B.B. & Etheridge, C.P. (1999). Improving student interest in Spanish 1 classroom through democratic teaching. *Educational Action Research*, 7(3), 327-344.
- Nunan, D. (2002). Learner strategy training in the classroom: An Action research study. In J. C. Richards & Renandya, W. A., *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.
- Rajagopalan, K. (2005). Non-native speaker teachers of English and their anxieties: Ingredients for an experiment in action research. *Educational Linguistics*, 5(5), 283-303.

Recommended (non-required) Readings on Action Research

- Arhar, J. M., Holly, M., & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Prentice Hall.
- Bartels, N. (2002). Professional preparation and action research: Only for language teachers? *TESOL Quarterly*, 36 (1), 71-79.
- Burnaford, G., Fischer, J., & Hobson, D. (Eds.). (2001). *Teachers doing research: The power of action through inquiry*. Mahwah, NJ: Lawrence Erlbaum.
- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38, 57-74.
- Crookes, G., Chandler, P. M. (2001). Introducing action research into the education of postsecondary foreign language teachers. *Foreign Language Annals*, 34 (2), 131-140.

- Drennon, C. *Adult literacy practitioners as researchers. National Clearinghouse for ESL Literacy Education.* Washington: Center for Applied Linguistics.
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding.* Boston: Heinle & Heinle.
- Park, S., Wang, Z., & Kuroshima, S. (2004). Professional development through action research for language educators. In M. H. Bigelow & C. L. Walker, *Creating teacher community: Selected papers from the third international conference on teacher education*, pp. 175-195. Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- Rankin, J. (1999). A role for action research in the foreign language classroom. *Die Unterrichtspraxis*, 32 (2), 107-119.
- Rosenbusch, M. H., & Chuang, H. (2007). Action research in a technology integrated elementary school foreign language methods course. In A. J. Moeller, & J. Theiler (Eds.), *Learning languages in a digital world*, pp. 89-114. Milwaukee, WI: Central States Conference on the Teaching of Foreign Languages.
- Schwalback, E. M. (2003). *Value and validity in action research: A guidebook for reflective practitioners.* Lanham, MD: Rowman and Littlefield Publishing Group.
- Zeni, J. (Ed.) (2001). *Ethical issues in practitioner research.* New York: Teachers College Press.

Appendix A (Schedule/Study Guide before, during, & after GTO)

BEFORE CLASS

Due by June 25th, 2017 (First session)

NOTE: Most students take classes during the first session of SLI. Since you will be busy during the first session classes, you will most likely *not* have time to prepare for Action Research during the first session. Students who have not arrived with some direction for their research (area of focus, research questions, and some sources) typically do not have the time it takes to successfully develop their research plan during the intensive 3-week course. Thus *you are expected to complete the work described below before the beginning of the first session.*

In order to access the instructions, make sure you have access to Moodle—the instructions should be available there. These instructions will guide you through the pre-session assignments, which will instruct you to:

- Read Mills Chapter 1 (Understanding Action Research), Appendix A (Action Research in Action: A Case Study of Curtis Elementary School and an Article Critique), Chapter 2 (Ethics), and Chapter 3 (Deciding on an Area of Focus).
- I will provide some comprehension questions for you to review—I will not require you to upload the answers, but you will be in much better shape for the class if you have answered them.
- Write an area of focus statement and 1-2 research questions; describe the possible intervention or innovation of your study. (More detailed instructions will be posted as assignment sheets in Moodle.)
- Find several articles that are relevant to your area of research.
- Discuss your action research ideas with your school and district administrators. Investigate which procedures you will need to follow locally to carry out your action research project once you return.
- Ask for and obtain a letter from your school principal or another administrator in your district that gives you permission to carry out your research project. (You will need this letter for the SOU IRB application that you will complete before the course is over.)
- Complete the “Protecting Human Research Participants” Online Course, which takes approximately 3 hours. The course is available on this site: <http://phrp.nihtraining.com/users/login.php>
- Post your certificate of completion on Moodle (again, I will keep you informed via email).

While it is not required, **it is also highly recommended that you read the entire textbook** before attending the summer session, paying particular attention to Chapters 4 (Data Collection Techniques), 5 (Data Collection Considerations: Validity, Reliability, and Generalizability), and 6 (Data Analysis and Interpretation). I cannot stress enough how much this will help you succeed in the classroom without the material being too overwhelming.

IN GUANAJUATO

WEEK 1

Monday, July 17	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Review Mills – Chapter 1 and Chapter 2 * Read Donato (2003) and Chamot, Barnhardt, & Dirstine (1998) [Moodle] <p>In-class: Course overview; what is action research?; what do you want to change as a result of your project?; resources and limitations</p> <p>Outside of class: One-on-one meetings with instructor (all week, Mon.-Fri.)</p>
Tuesday, July 18	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Review Mills – Chapter 3 * Read Rust & Clark (n.d.) [Moodle] * Read material at http://libguides.library.ncat.edu/literaturereview (all parts: Home, Understanding..., Starting..., Developing..., Organizing...,Cite) <p>In-class: Forming research questions; literature review</p>
Wed., July 19	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Read Mills – Chapter 4 and Chapter 5 * Read an action research project from a previous SLI student (I will assign a specific project to you) <ol style="list-style-type: none"> 1. Go to http://hanlib.sou.edu/ 2. click on the right hand side "Digital @ SOU" 3. Click on Student Scholarship **Choose Foreign Languages and author assigned to you <p>In-class: Data collection tools (e.g., surveys, interview protocol, field notes, etc.); qualitative & quantitative methodologies; validity, reliability & generalizability</p>
Thursday, July 20	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Read Mills – Chapter 6 and Appendixes B & C * Work on Methodology <p>In-class: Data organization; data analysis & interpretation; descriptive statistics.</p>
Friday, July 21	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Prepare for assessment * Read Mills – Chapters 7 and 9 * Work on Methodology <p>In-class: <u>Assessment (Chapters 1-6 of Mills), Discussion of ethical considerations</u></p>

IN GUANAJUATO

WEEK 2

Monday, July 24	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Read Mills - Chapter 8 * Submit Action Research project reflection <p>In-class: Discussion of the in-class assessment results; discussion of previous students' presentations and expectations for presentation; Work Day</p>
Tuesday, July 25	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Work on annotated bibliography * Read Haley et al. (2005) [Moodle] <p>In-class: Discussion of Action Research project reflections; Work Day</p>
Wed., July 26	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Submit annotated bibliography <p>In-class: Organizing a research project write-up & presentation: Introductions, Literature Reviews, Works Cited, APA style, and writing concisely</p>
Thursday, July 27	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Work on proposal (all sections) <p>In-class: Organizing a research project write-up & presentation: Methods, Results, and Discussion</p>
Friday, July 28	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Work on proposal (all sections) * Submit final version of data analyses. <p>In-class: Work Day; Sign up for presentations</p>

IN GUANAJUATO

WEEK 3

Monday, July 31	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Work on proposal (all sections) <p>In-class: Expectations for presentations; Work Day.</p>
Tuesday, August 1	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Complete first draft of IRB application * Work on proposal <p>In-class: Complete IRB applications together (using templates); Work Day</p>
Wed., August 2	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Prepare for presentation and work on proposal * Submit write up of analyses. <p>In-class: Proposal presentations</p>
Thursday, August 3	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Prepare for presentation and work on proposal <p>In-class: Proposal presentations</p>
Friday, August 4	<p>CLASS PREPARATION (what you should do before we meet):</p> <ul style="list-style-type: none"> * Prepare for presentation and work on proposal * Complete second draft of IRB application (either bring a signed hardcopy of page 3 to class or upload the electronically signed copy though Moodle PRIOR to the class meeting) <p>In-class: End of course wrap-up, Proposal presentations</p>

AFTER GUANAJUATO (for 1-credit Thesis course)

During the school year following the AR class (2016-2017), you will carry out your AR project. You will provide monthly updates on your progress, in the form of “check-ins” posted in Moodle (I will upload an assignment sheet for these check-ins). You will submit your final report no later than June 1 and present your project during the following summer session. We will also schedule at least one meeting to be conducted with the aid of video-conferencing software (e.g. Skype).

Students take the Action Research class during the second summer. During the third summer, they must register for 1 credit of Thesis in order to present their Action Research project. Students who do not complete the Action Research project within one year of taking the class must register for a credit of thesis before they can continue work on their project. They will then be required to register for an additional credit when they present the project.

The **grade** for the 1-credit Thesis course will be calculated as follows:

<p>Monthly check-ins completed with care (August 2016-May 2017) (Detailed instructions for each check-in will be provided on an assignment sheet in Moodle)</p> <ul style="list-style-type: none"> • September 15, 2017: description of participants and instruments • October 15, 2017: summary of results from survey 1 • November 15, 2017: summary of (ongoing) analysis from one instrument • December 15, 2017: draft of Methodology section of final report —Schedule Skype meeting for (Mid-January through Mid-March) • January 15, 2018: analysis and interpretation from instrument 1 • February 15, 2018: analysis and interpretation from instrument 1 • March 15, 2018: analysis and interpretation from instrument 1 —Skype meeting should take place before this date • April 15, 2018: draft of Introduction and Background sections of final report • May 1, 2018: any final questions (not a full draft) 	25%
<p>Final report (by June 1, 2018) (see rubric in Appendix B—<i>Rubrics</i>)</p>	50%
<p>Presentation (in Guanajuato SLI, summer 2018) (see rubric in Appendix B—<i>Rubrics</i>)</p>	25%

Appendix B (Rubrics)

3- Project Reflection

Thoroughly yet concisely summarizes the AR project	0-10
Describes how the AR project embodies the characteristics of AR (see Mills)	0-10
Identifies at least two of the most important strengths and two of the weaknesses in the project's: - introduction and literature review	0-10
- methods and study design	0-10
- results (presentation of results and analysis)	0-10
- discussion (interpretation of results), conclusions and implications	0-10
Provides suggestions for how to address limitations and weaknesses	0-10
Presents information in a concise, organized, clear way	0-10
Uses APA style (see APA and OWL above)	0-10
Adheres to 1-2 page limit	0-10

4- Annotated Bibliography

	Fully Meets expectations	Marginally meets expectations	Does not meet expectations
Source Selection (20 points)	Sources chosen are highly relevant to the topic. Sources add greatly to research potential.	Most sources chosen are relevant to the topic.	Some sources chosen are relevant to the topic.
Credibility of Sources (15 points)	All sources are from credible, scholarly materials (i.e., peer-reviewed article or chapter).	Most sources are from credible, scholarly materials.	Some sources are from credible, scholarly materials.
Content of Annotations (50 points)	Annotations succinctly and comprehensively describe the source material. Annotations offer great insight into the source material. All annotations are well written and observe the 150-200 word limit.	Most annotations are succinct. Most comprehensively describe the source material. Some offer insight into the source material. Most annotations are well written and observe the 150-200 word limit.	Annotations adequately describe the source material, but lack insight. Some annotations are well written but some are lacking or do not observe the 150-200 word limit.
Style and Mechanics (15 points)	All citations formatted correctly and in alphabetical order. Document is virtually free of mechanical, grammatical, punctuation, and spelling errors. All of the assignment requirements were met.	Occasional minor errors do not distract the reader. There are a few minor formatting errors in the document's citations. One or two errors in alphabetization may have occurred.	Some significant errors are present, but the overall meaning is clear. There are several formatting errors in the document's citations. Several errors in alphabetization are present.

7- Proposal Presentation

Presenter’s demeanor is professional	0-10
Visuals used are professional, clear, and visible from the back of the room	0-10
Personal interest in the topic is explored	0-10
RQs are presented in an articulate manner	0-10
Literature review is briefly and adequately summarized	0-10
Methodology is briefly but adequately described (participants, materials, procedures, analysis)	0-10
Presentation is logically and clearly organized	0-10
Information is presented in an interesting and informative way	0-10
Presenter observes the 20-minute time limit	0-10
Presenter answers fully the questions posed by classmates and instructor	0-10

6- Action Research Proposal

<p>Introduction (1-2 pages)</p> <p>1. Introduction to the Topic</p> <p>A. Identify an original problem and provide evidence of its existence.</p> <p>B. Provide succinct background information (e.g. whatever is necessary for the reader to understand your problem/area of interest).</p> <p>2. Purpose Statement</p> <p>A. State purpose of paper/study. Example: <i>The purpose of this paper is to examine the writing workshop in my second grade classroom and to describe effective implementation practices.</i></p> <p>B. Put the purpose in the form of one clear and succinct research question. Example: <i>Is the writing workshop effective in developing my students’ writing skills?</i></p> <p>3. Importance of the Study</p> <p>A. Tell why this study is important. Example: <i>The information in this project will be of value to ... It will also provide elementary teachers with a plan to ...</i></p> <p>4. Definitions of Terms – if appropriate here (up to 0.5 pages)</p> <p>List important terms and briefly describe each term using one or two complete sentences. Precise definitions of terms are very important. For example, if your paper is about assessment, the reader must know exactly what type of assessment and how you operationalized the construct.</p>	<p>/10 pts.</p>
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<p>Literature review (3-4 pages)</p> <ol style="list-style-type: none"> 1. Begin with a paragraph that introduces the main themes. 2. In the paragraphs that follow, clearly illustrate these overall themes, possibly using a subheading to indicate each theme. Provide a clear topic sentence for each paragraph. The paragraphs should create a logical narrative thread through the important research, leading the reader logically from your general area of interest up to a last paragraph summarizing the research and connecting it to your particular study. 3. Be sure to: <ul style="list-style-type: none"> • Use at least 10 sources. • Not simply list various articles without making obvious their connections to your project. • Not organize the text as ‘one-paragraph-one-study’ but rather ‘one-paragraph-one-idea’. Multiple sources might contribute to the same main idea, and if so you should concisely present the idea in one paragraph, with citations for multiple sources. • Use current, peer-reviewed journal articles whenever possible (scholarly sources). General websites and newspaper/general magazine articles are not acceptable. • Describe empirical research related to your topic. (If you are unable to find any, you should explain why.) For each empirical study, include one or two sentences that succinctly describe: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions, (d) the type of measures, and (e) the results and conclusions. This is just so that the reader has enough context to understand the results and how relevant the study is to yours. • Include “how-to” articles only if they are relevant, important, and connected to your project. • Provide a full citation in the References page for every source described in this section. However, do not include any citations in the References page to sources you have not discussed in the literature review. 4. End this section with a brief summary of the major points covered. Connections between your research project and the reviewed literature should be obvious: the reader should understand how the literature you reviewed contributed to forming your research questions and designing both your instructional methods and research methods. This last paragraph should flow logically into your methodology section. Restate your research question in this paragraph. 	/25 pts.
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<p>Methodology (6-9 pages) use the future tense for what you plan to do</p> <ol style="list-style-type: none"> 1. Participants <ol style="list-style-type: none"> A. Describe the people that will be involved. The reader should know approximate ages, number, gender, ethnic make-up, or anything you feel is pertinent to your research. (1 paragraph maximum) B. Describe the environment (classroom, school, and/or community) so that the reader can place your class in the proper context. (1 paragraph maximum) 2. Study Design (1 paragraph + 1 figure) <ol style="list-style-type: none"> A. Provide a brief overview of the study design: explain that your project will be a mixed methods study consisting of XYZ (your data collection tools). B. Include a figure that visually depicts every step in the study. <ul style="list-style-type: none"> • Be sure to use at least 3 different sources of data to explore unique aspects of the phenomenon in question. Explain whether you plan to go about data collection simultaneously (triangulation), or start with a qualitative (exploratory) or quantitative (explanatory) approach. 3. Materials: (the ‘what’ and ‘why’ of instruction and data collection) <ol style="list-style-type: none"> A. Instructional materials: If you are using a particular curriculum, product, or procedure, describe it fully enough so that the reader understands what the instruction contains, but be concise. Remember that the reader knows nothing. Include examples in appendices and reference them in parentheses. B. Data collection materials: Describe each data collection instrument fully enough so that the reader understands its purpose (rationale/justification) and contents, but be concise. Explain where you obtained it (did you create surveys, adapt surveys? etc.). Include all of the instruments in the appendices and reference them in parentheses. 4. Procedures: (the ‘how’ of instruction and data collection) <ol style="list-style-type: none"> A. Instruction: If you will be testing a particular teaching method or technique, describe precisely how you anticipate teaching the unit(s) using the particular method, with enough detail so the reader understands precisely what you plan to do, but as concisely as possible. B. Describe the length of the study and precisely how you will collect the data. For each data collection instrument, describe your procedure with enough detail so the reader understands precisely what you plan to do, but as concisely as possible. 5. Analysis <p>Describe how you will organize and analyze all sources of data. You can assume the reader knows the basics about research (e.g. what descriptive statistics are), but you should explain how you plan to code, score, and categorize data for analysis, how you plan to carry out qualitative data analysis, etc.</p> <ul style="list-style-type: none"> • Keep in mind that inductive analysis is generally used with field notes and other qualitative data, whereas quantitative data is generally analyzed using totals, means, and tests of inferential statistics. 	<p>/25 pts.</p>
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<p>Appendices</p> <ul style="list-style-type: none"> • All instruments described in the methodology section should be included in full. They should be referenced in the text with parentheses, for example: (Appendix A). • All instruments should be motivated (and modeled) by prior research, carefully designed to answer the research questions, and free of errors. • Make sure each appendix title is informative and has a parallel structure to the others (that is, be consistent in how you title). 	/25 pts
<p>References</p> <ul style="list-style-type: none"> • The reference list should include all (and only) those sources that are cited in the text. • Check your references carefully for stylistic errors. APA style is different for different types of sources (e.g. journal article, book chapter, dissertation, conference presentation). • In-text citations should follow APA style guidelines (e.g. use only last names and years in in-text citations, as well as page numbers for direct quotes; cite multiple authors differently than single authors). • Double check carefully that the in-text citations and reference list entries align: authors' names are spelled correctly and the published year is consistent. 	/5 pts.
<p>Overall quality of writing</p> <p>Remember to take care with:</p> <ul style="list-style-type: none"> • Mechanics and grammar • Spelling • Formal writing style, appropriate for a research report. Avoid informal language and imprecise terms like 'students get into it,' 'it doesn't sink in,' etc. 	/10 pts.

AFTER THE COURSE- Action Research PROJECT (for Thesis credit)

<p>Overall quality of research project</p> <ul style="list-style-type: none"> • Clear and answerable research questions. • Fully addressed research questions in “Results” and “Discussion.” <ul style="list-style-type: none"> ○ Demonstrates having gained a more nuanced and deeper understanding of the problem area, the instructional method in question, and all the related variables. Intellectually engaging, demonstrating knowledge in the field. • At least 3 different sources of data are used to triangulate, and each is adequately analyzed in Results and wisely interpreted in Discussion. • Researcher carefully planned research project, made efforts to collect relevant data, and made adjustments as necessary. • Length of project falls within 30-40 page range, plus bibliography and appendices. 	<p>points</p> <p>15</p>
<p>Introduction (1-3 pages)</p> <p>1. Introduction to the Topic</p> <ul style="list-style-type: none"> A. Identify an original problem and evidence of it. B. Provide succinct background information (e.g. whatever is necessary for the reader to understand your problem/area of interest). <p>2. Purpose Statement</p> <ul style="list-style-type: none"> A. State purpose of paper/study. Example: <i>The purpose of this study was to examine the writing workshop in my second grade and to describe effective implementation practices.</i> B. Put the purpose in the form of one clear and succinct research question. Example: <i>Is the writing workshop effective in developing my students’ writing skills?</i> <p>3. Importance of the Study</p> <ul style="list-style-type: none"> A. Explain why this study is important. B. Example: <i>The information here will be of value to ... It will also provide elementary teachers with a plan to ...</i> <p>4. Definitions of Terms – if appropriate here (up to 0.5 pages)</p> <ul style="list-style-type: none"> • List important terms and briefly describe each term using one or two complete sentences. Precise definitions of terms are very important. For example, if your paper is about assessment, the reader must know exactly what type of assessment. 	<p>10</p>

<p>Background (Literature review) (6-8 pages)</p> <ol style="list-style-type: none">1. Begin with a paragraph that introduces the main themes.2. In the paragraphs that follow, clearly illustrate these overall themes, possibly using a subheading to indicate each theme. Provide a clear topic sentence for each paragraph. The paragraphs should create a logical narrative thread through the important research, leading the reader logically from your general area of interest up to a last paragraph summarizing the research and connecting it to your particular study. Be sure to:<ul style="list-style-type: none">• Use at least 20 sources.• Not simply list various articles without making obvious their connections to your project.• Not organize the text as ‘one-paragraph-one-study’ but rather ‘one-paragraph-one-idea’. Multiple sources might contribute to the same main idea, and if so you should concisely present the idea in one paragraph, with citations for multiple sources.• Use current, peer-reviewed journal articles (scholarly sources). General websites and newspaper/general magazine articles are not acceptable.• Describe empirical research related to your topic. (If you are unable to find any, you should explain why.) For each empirical study, include one or two sentences that succinctly describe: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions, (d) the type of measures, and (e) the results and conclusions. This is just so that the reader has enough context to understand the results and how relevant the study is to yours.• Include “how-to” articles only if they are relevant, important, and connected to your project.• Provide a full citation in the References page for every source described in this section.3. End this section with a brief summary of the major points covered. Connections between your research project and the reviewed literature should be obvious: the reader should understand how the literature you reviewed contributed to forming your research questions and designing both your instructional methods and research methods. This last paragraph should flow logically into your methodology section. Restate your research question in this paragraph.	<p>10</p>
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<p>Methodology (6-8 pages) Note: Use the past tense</p> <ol style="list-style-type: none"> 1. Participants (1-2 paragraphs) <ol style="list-style-type: none"> A. Describe the environment (classroom, school, and/or community) so that the reader can place your class in the proper context. B. Describe the people that were involved. The reader should know approximate ages, number, gender, ethnic make-up, or anything you feel is pertinent to your research. 2. Study Design (1 paragraph + 1 figure) Provide a brief overview of the study design: note that it was mixed methods, including data collection materials of type XYZ. Present a figure that visually depicts every step in the study. Explain whether you went about data collection simultaneously (triangulation), or started with a qualitative (exploratory) or quantitative (explanatory) approach. 3. Materials (the ‘what’ and ‘why’ of instruction and data collection) <ol style="list-style-type: none"> A. Instructional materials: Describe any instructional materials used in your research. If you used a particular curriculum, product, or procedure, describe it fully enough so that the reader understands what the instruction contained, but be concise. Provide a rationale / justification for each type of material used. Remember that the reader knows nothing. Include relevant examples in the appendices and reference them in parentheses. B. Data collection materials: Describe all types of data collection materials / measuring devices so that the reader understands its purpose (rationale / justification) and contents, but be concise. Explain where you obtained the data collection instrument (did you create surveys, adapt surveys, etc?) Include all of the instruments in the appendices and reference them in parentheses. 4. Procedures (the ‘how’ of instruction and data collection) Describe the length of the study, and reference your figure illustrating the design. The research process should be described as completely as possible. For example, if you tested a particular teaching method, you should describe exactly how you taught the unit using the particular method, with enough detail so the reader understands precisely what you did, but as concisely as possible. Explain how you collected the data, how much, and how often. For each data collection instrument, describe your procedure with enough detail so the reader understands precisely what you did, but as concisely as possible. 5. Analysis <ul style="list-style-type: none"> • Describe how you organized and analyzed all sources of data. You can assume the reader knows the basics about research (e.g. what descriptive statistics are), but you should explain how you coded, scored, and categorized quantitative data for analysis, how you carried out qualitative analysis, etc. • If a source of data is not analyzed, then some explanation should be included. 	<p>10</p>
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<p>Results (6-10 pages) Note: Use the past tense</p> <ul style="list-style-type: none"> • Restate your research questions. • Describe the data that answer each research question. Use headings and subheadings to make the structure readily apparent. The organization is up to you. You could organize your results by research question, by emergent themes in the data collected, or by data collection tool. The goal is to help lead the reader through the most important results with as little confusion as possible. • Use illustrative examples for each category /section of results. You do not have to report <i>all</i> the data necessarily, but rather the data that are most important for helping your reader understand your discussion (below). • You do not have to report on everything. If some of your efforts at data collection did not end up being fruitful, briefly explain why and then move on. Focus on what is most important for answering your research questions and what the reader must know to understand your conclusions. • Use tables and figures as necessary to summarize information. They should be either embedded in the text or, if screen shots / pictures, have high resolution so as to look professional. Follow APA style for their titles (e.g. be numbered, have an informative title). Make labels informative so that the reader does not have to constantly refer to your appendices or methods section to understand what you are representing visually. Reference the tables and figures in the text, with at least a sentence explaining their purpose. 	<p>15</p>
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<p>Discussion (6-10 pages) <i>*the most important section of the report</i></p> <ol style="list-style-type: none"> 1. Overview of the Study <ul style="list-style-type: none"> • Briefly restate the general purpose of the study and how the results were obtained (in 1-3 sentences). 2. Summary of Findings <ul style="list-style-type: none"> • Provide a brief summary of the findings (in 1-2 paragraphs). 3. Conclusions (4-6 pages) <ul style="list-style-type: none"> • Move beyond the data. This is NOT just a repetition of your results section. Tell what the results mean. Interpret them. Make connections between what previous researchers discovered (literature review) and your findings. Describe possible implications of the results. • Remember, a good study is not one that proves any particular point or confirms your initial hypothesis; rather, a good study is one that looks carefully, reports accurately, and fairly represents the bit of reality that you experienced. • This is the most critical part of your paper. You should show how you have grown over the course of the project, professionally and academically. In your discussion, demonstrate that you have gained (both through coursework in SLI generally and through the process of AR) a more nuanced and deeper understanding of the problem area, the instructional method in question, and all the related variables. Engage intellectually with the project. 4. Recommendations (2-3 pages) <ul style="list-style-type: none"> • Describe how the results will be used in your practice. • Describe how the results may be used to bring understanding to other classrooms or situations. • (Sometimes the conclusions and recommendations merge.) • This section should also be intellectually engaging, as described above in Conclusions. 4. Limitations (Evaluation) (1 page) <ul style="list-style-type: none"> • Describe those things that may have hindered or affected your findings. Describe those things that you needed to change during the study, or things that did not go as expected and may have affected the results. • Describe the limitations or applicability of the findings. For example, your recommendations might be applied only to a certain segment of the population. • Comment on whether you were able to look at all facets of the problem or if there were important data that you could not or did not collect or analyze fully. • Describe ideas for future research related to your project. 5. Concluding paragraph <ul style="list-style-type: none"> • End on a positive note (regardless of the limitations). 	<p>20</p>
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<p>Appendices</p> <ul style="list-style-type: none"> • All instruments described in the methodology section should be included in full. If some instruments are almost identical, try to save space by presenting all the information without lots of repetition. • All instruments should be motivated by prior research, carefully designed to answer the research questions, and free of errors. • Make sure each appendix title is informative and has a parallel structure to the others (that is, be consistent in how you title). 	<p>5</p>
<p>References</p> <ul style="list-style-type: none"> • The reference list should include all (and only) those sources cited in the text. • Check your references carefully for stylistic errors. APA style is different for different types of sources (e.g. journal article, book chapter, dissertation, conference presentation). • In-text citations should follow APA style guidelines (e.g. use only last names and years in in-text citations, as well as page numbers for direct quotes; cite multiple authors differently than single authors) • Double check carefully that the in-text citations and reference list entries align: authors' names are spelled correctly and the published year is consistent. 	<p>5</p>
<p>Overall quality of writing</p> <ul style="list-style-type: none"> • Mechanics and grammar • Spelling <p>Formal writing style appropriate for research report. Avoid 'folksy' language and imprecise terms like 'students get into it,' 'it doesn't sink in,' etc.).</p>	<p>10</p>
<p>TOTAL</p>	<p>100</p>

AFTER THE COURSE- Action Research PRESENTATION (Thesis credit)

	Exemplary	Satisfactory *	Needs Improvement
Content (50 points)	<p>Presentation is exceptionally well organized and easy to follow. Student shows a full understanding of the topic, staying on topic during the entire presentation. Student gives appropriate emphasis to each research project component.</p> <p><i>Introduction</i> –Describes and synthesizes the content with relevant and engaging information, clearly connecting the professional literature to the research question(s). Clearly explains the reasoning that led to the selection of the question(s) and why the investigation is important. Research questions listed succinctly.</p> <p><i>Methodology</i> - Sufficient information is presented clearly and concisely to explain the step-by-step procedures: how the study was implemented and measured. Thoroughly explains setting and characteristics of school/students.</p> <p><i>Data Analysis</i> - Describes clearly what was done during the data collection & analysis. Evidence that data was interpreted objectively from multiple perspectives exists.</p> <p><i>Findings</i> - Includes assessment data and a clear reflection of how effectiveness was assessed. Communicates results clearly and includes figures, graphs/charts that support the findings.</p> <p><i>Discussion/Analysis/Limitations</i> - Analyzes the implications drawn from the study and suggests specific instructional practices or strategies for fellow educators to implement, which are clearly related to the results. Explains how the study helped provide insight into his/her teaching. Reflects on the AR process and thoughtfully concludes with limitations and further actions.</p>	<p>Presentation is well organized and easy to follow. Student shows a solid understanding of the topic, and stays on topic. Student gives appropriate emphasis to each research project component.</p> <p><i>Introduction</i> - Describes and synthesizes the content with relevant information, adequately connecting the professional literature to the research question(s). Explains the reasoning that led to the selection of the question(s) and why the investigation is important. Research questions listed succinctly.</p> <p><i>Methodology</i> - Sufficient information is presented to explain the step-by-step procedures and how the study was implemented and measured. Explains setting and characteristics of school/ students.</p> <p><i>Data Analysis</i> - Describes what was done during the data collection & analysis. Evidence that data was interpreted objectively from several perspectives exists.</p> <p><i>Findings</i> - Includes assessment data and a reflection of how effectiveness was assessed. Communicates results and includes figures, graphs/charts that support the findings.</p> <p><i>Discussion/Analysis/Limitations</i> - Describes the implications drawn from the study and suggests instructional practices or strategies for fellow educators to implement. Explains how the study helped provide insight into his/her teaching. Reflects on the AR process and concludes with limitations and further actions to be taken.</p>	<p>Presentation is not well organized and at times difficult to follow. Student’s understanding of the topic is limited, and s/he frequently strays from the main topic. Student does not give appropriate emphasis to each research project component (too much time on minor details or too little time on key components).</p> <p><i>Introduction</i> – Neglects to include relevant information or does not describe/synthesize enough. Professional literature is not adequately connected to the research question(s). Does not adequately explain the reasoning that led to the selection of the question(s) or why the investigation is important. Research questions are not listed succinctly.</p> <p><i>Methodology</i> – Not enough information is presented to explain the step-by-step procedures or how the study was implemented and measured. Neglects to explain the setting and characteristics of the school/students.</p> <p><i>Data Analysis</i> – Insufficient description of what was done during data collection & analysis. Missing evidence that data was interpreted objectively from several perspectives.</p> <p><i>Findings</i> – Lacks sufficient assessment data and does not include reflection of how effectiveness was assessed. Lacks figures, graphs/charts supporting findings.</p> <p><i>Discussion/Analysis/Limitations</i> – Unable to adequately articulate implications of the study or suggest specific instructional practices or strategies for fellow educators to implement. Does not explain how study helped provide insight into his/ her teaching. No reflection on AR process, limitations, or what further actions should be taken.</p>

<p>Delivery (25 points)</p>	<p>Student is exceptionally well prepared and rehearsed. Speaks clearly and distinctly during the entire presentation. English (or Spanish) is polished, coherent, and well articulated.</p> <p>Uses precise, academic vocabulary, defining those words that are new to most of the audience.</p> <p>Uses voice effectively through proper enunciation, volume, pitch, and proper grammar. Expresses ideas clearly and concisely. Utilizes appropriate eye contact, posture, and other nonverbal gestures.</p> <p>Presentation is 20-25 minutes long, and presenter makes effective use of the time allotment.</p> <p>Very professional look, with business attire. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</p>	<p>Student is well prepared. Speaks clearly and distinctly. English (or Spanish) is coherent and well articulated</p> <p>Uses appropriate vocabulary for the audience.</p> <p>Enunciation clear. Expresses ideas well. Utilizes appropriate eye contact, posture, and other nonverbal gestures.</p> <p>Presentation is 20-25 minutes long and all necessary topics are adequately covered.</p> <p>Professional look. Facial expressions and body language are appropriate and generate interest about the topic in others.</p>	<p>Student is not adequately prepared and is disorganized. Speech is not clear or easy to understand. Mispronunciations reflect lack of rehearsal.</p> <p>Level of vocabulary is too basic for the audience.</p> <p>Voice is not used effectively. Ideas are not conveyed clearly and concisely. Does not use appropriate eye contact, posture, and other nonverbal gestures.</p> <p>Presentation is over/under the 20-25 minute time allotment. Or, although presenter stays within time allotment, she/he neglects to make effective use of the time and does not cover essential aspects of his/her study.</p> <p>General attire not appropriate for audience (jeans, t-shirt, shorts). Facial expressions and body language distract/alienate audience.</p>				
<p>Question & Answer Session (20 points)</p>	<p>Student is comfortable and confident while answering all questions. Able to accurately, clearly, and completely answer all questions posed by audience members. Provides additional information to clarify context or techniques, if asked.</p>	<p>Student is able to accurately, clearly, and completely answer most questions posed by audience members. Provides additional information to clarify context or techniques, if asked. Maintains composure.</p>	<p>Student is not comfortable or confident while answering questions. Unable to properly answer most questions posed by audience members. Student may lose composure when answering questions, becoming defensive, flustered, or confused.</p>				
<p>Media and Visuals (5 points)</p>	<table border="1"> <thead> <tr> <th data-bbox="282 1318 850 1367">Satisfactory</th> <th data-bbox="850 1318 1052 1367">Unsatisfactory</th> </tr> </thead> <tbody> <tr> <td data-bbox="282 1367 850 1793"> <p>Student uses PowerPoint presentation and/or other visual aids to contribute to the audience's understanding of the research, showing considerable work/creativity.</p> <p>Twenty or fewer slides are shown, with color, font size, and density appropriate for clear visibility from the back of the room.</p> <p>Uses correct spelling and punctuation in slides. Transitions between slides are professional. Audio, if used, is at a volume that can be heard at the back of the room.</p> </td> <td data-bbox="850 1367 1052 1793"> <p>PowerPoint presentation and/or other visual aids do not contribute to the audience's understanding of the research; rather they distract from the project's content.</p> <p>More than twenty slides are shown. Color, font size, and density inappropriate for clear visibility from the back of the room.</p> <p>Spelling and punctuation errors are numerous in slides. Transitions between slides are distracting. Audio may be at an inadequate volume to be heard throughout the room.</p> </td> </tr> </tbody> </table>		Satisfactory	Unsatisfactory	<p>Student uses PowerPoint presentation and/or other visual aids to contribute to the audience's understanding of the research, showing considerable work/creativity.</p> <p>Twenty or fewer slides are shown, with color, font size, and density appropriate for clear visibility from the back of the room.</p> <p>Uses correct spelling and punctuation in slides. Transitions between slides are professional. Audio, if used, is at a volume that can be heard at the back of the room.</p>	<p>PowerPoint presentation and/or other visual aids do not contribute to the audience's understanding of the research; rather they distract from the project's content.</p> <p>More than twenty slides are shown. Color, font size, and density inappropriate for clear visibility from the back of the room.</p> <p>Spelling and punctuation errors are numerous in slides. Transitions between slides are distracting. Audio may be at an inadequate volume to be heard throughout the room.</p>	
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<p>Student uses PowerPoint presentation and/or other visual aids to contribute to the audience's understanding of the research, showing considerable work/creativity.</p> <p>Twenty or fewer slides are shown, with color, font size, and density appropriate for clear visibility from the back of the room.</p> <p>Uses correct spelling and punctuation in slides. Transitions between slides are professional. Audio, if used, is at a volume that can be heard at the back of the room.</p>	<p>PowerPoint presentation and/or other visual aids do not contribute to the audience's understanding of the research; rather they distract from the project's content.</p> <p>More than twenty slides are shown. Color, font size, and density inappropriate for clear visibility from the back of the room.</p> <p>Spelling and punctuation errors are numerous in slides. Transitions between slides are distracting. Audio may be at an inadequate volume to be heard throughout the room.</p>						

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.