

Southern Oregon University
Summer Language Institute for Spanish Teachers
Guanajuato, Mexico

<http://www.sou.edu/summerlanguageinstitute/index.html>

Session 2: July 15 – August 4, 2017

Span 503: Action Research: Final Project & Presentation

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*“Action research is a way to engage with classroom teaching and bring more of it to a conscious level, a way to uncover what has become invisible.”
(Mann, 1999, p. 11)*

Course Description

This course corresponds to the culmination of the action research project that is launched in the Spanish SLI course FL 514: Action Research. The SPAN 503 course content takes the place of a thesis project and consists of the completed classroom research, presentation, and paper. These course components are graded based on the *Spanish Action Research Project Rubric* and the *Spanish Action Research Presentation Rubric*.

Course Goals

Spanish SLI participants enrolled in this course will have completed the implementation of their proposed and approved action research project in their own classrooms with their own K-12 Spanish students during the previous academic school year. Subsequently, SLI participants enrolled in SPAN 503 will have submitted their final written research reports for feedback by the announced due date, prior to the beginning of SLI Session II. Next, SPAN 503 students will revise their written research papers for final submission and prepare for oral presentation of their research. Finally, oral presentations will be delivered to the Spanish SLI cohort of students and faculty during Session II.

Expected Outcomes

By the end of the FR 503 course, students will:

- Submit a revised written research report of their AR project
- Prepare a media-supported oral report of their AR project
- Deliver a media-supported oral presentation of their AR project to the SLI faculty and students

Course Policies

Attendance & Participation

Spanish SLI participants enrolled in FR 503 are required to attend the final presentations of all the other students who are enrolled in the FR 503 course.

Academic Honesty Statement & Code of Student Conduct

Students are expected to maintain 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 sources; 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 contact any of SOU's confidential advisors (<http://www.sou.edu/ssj/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Report Form https://ife.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 in 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.

Course Requirements / Assignments

To ensure success in this course, students should complete their work according to directions given and in compliance with deadlines. Emergencies will be handled on an individual basis. Students are expected to organize and maintain electronic copies of all their own course materials, assignments, etc. Students are expected to complete and satisfy all requirements listed below.

- Submit your full AR written report on April 30, 2017 by midnight (PST) for feedback.

- Almost ready for prime time: Based on Dr. Leal's feedback, submit your final revised AR written report from May 21-June 10, 2017 (PST).
- Final polishing: Dr. Leal will be working with you via electronic exchange to revise / resubmit final edits, if needed from June 11-June 24, 2017.
- Green light: Prior to the start of SLI Session II, prepare an outline for the oral presentation of your AR project.
- Deliver the oral presentation of your AR project during SLI Session II, on a designated date and at a designated time announced by Dr. Connor.
- Submit your final AR written report to Dr. Connor, including any needed revisions based on feedback following your oral presentation by August 2017 (date to be announced).

Written AR reports will be evaluated according to the following categories and point values:

Overall quality of research project	15 pts.
Abstract	5 pts.
Introduction	10 pts.
Literature Review	10 pts.
Methodology	10 pts.
Findings	20 pts.
Discussion / Implications / Conclusion	20 pts.
References	5 pts.
Appendices	<u>5 pts.</u>
Total	100 pts.

These categories of evaluation are detailed in the *Spanish Action Research Project Rubric* - included at the end of this syllabus.

Oral AR presentations will be evaluated according to the following categories and point values:

Presentation content	50 pts.
Presentation delivery/ Professionalism	25 pts.
Question & answer session	20 pts.
Media/visuals	<u>5 pts.</u>
Total	100 pts.

These categories of evaluation are detailed in the *Spanish Action Research Presentation Rubric* - included at the end of this syllabus.

Evaluation, Grading and Performance Assessment

Students enrolled in this course will earn a letter grade based upon the following:

Grading Scale

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

Evaluation of course requirements is as follows

AR written report	70 %
AR oral presentation	<u>30 %</u>
Total	100%

Spanish Action Research Project Rubric: Criteria for the Final Action Research Project Written Report

Overall quality of research project (15 points)

1. Research questions are clear and answerable.
2. Researcher fully addresses research questions in Findings and Discussion.
3. Researcher uses at least three (3) different sources of data for triangulation.
4. Researcher fully analyzes and incorporates all data sources in conclusions, using correct methods of analysis
5. Researcher planned research project, made efforts to collect relevant data, made adjustments as necessary.
6. Length of project falls within 30 to 40 page range, plus References and Appendices.
7. Quality of writing adheres to conventions of a formal writing style appropriate for research reports.

Abstract (5 points)

1. Clear summary of research that addresses methodology, findings, and implications
2. No more than 125 words

Introduction (10 points)

1. Introduction to the topic
 - A. Identify an original problem or area of interest
2. Purpose statement
 - A. State purpose of research topic / study
 - B. Articulate research questions.
3. Importance /potential significance of the study
 - A. Identify any beneficiaries of research.
 - B. Characterize various levels of impact
4. Definition of terms (if appropriate)
 - A. List important terms; briefly describe each term operationally, as it pertains to the study

Literature Review (10 points)

1. Twenty or more recent (from 2004 to present) and relevant peer-reviewed research studies required. Websites, relevant newspaper/ magazine articles may be included, but will not count as part of the 20.c
 - A. Introductory paragraph followed by paragraphs supporting introduced themes
 - B. Clear connections to your research project
 - C. Summary of the major points addressed with clear connections to your research project
 - D. Corresponding full citation in References for each study mentioned

Methodology (10 points)

1. Participants
2. Context of study
3. Instruments and Materials
4. Procedures
 - A. Research Design
 - B. Data Collection
 - C. Data Analysis

Findings

1. Relate findings to your research questions
2. Describe themes, categories, and patterns
3. Use tables, graphs, figures, and illustrations (as necessary) to display data and buttress findings

Discussion / Implications / Conclusion

1. Tell what the results mean / Interpret your findings
 - A. Make connections between what previous researchers discovered (literature review) and your findings
2. Describe possible implications of the findings
 - A. How findings might be applied in your classroom and bring understanding to other classrooms / situations
3. Limitations of the study
4. Ideas for future research related to your project / Concluding comments

References (5 points)

1. References accurate, using APA style; do not "pad" References
2. Citations correct, including page numbers for direct quotes
3. No citations to works not discussed in the literature review or referenced elsewhere in the paper

Appendices (5 points)

1. All instruments described in the methods section are included.

Spanish Action Research Presentation Rubric: Criteria for the Final Action Research Project Oral Presentation

Note: To pass the presentation, all areas must be at least satisfactory

Presentation content (50 points)

Exemplary	Satisfactory	Needs Improvement
<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>Introduction –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 are listed succinctly.</p> <p>Methodology - Sufficient information is presented in a clear and concise manner to explain the step-by-step procedures and how the study was implemented and measured. Thoroughly explains the setting and characteristics of the school/students.</p> <p>Data Analysis - Describes clearly what was done during the data collection and analysis. Evidence that data was interpreted objectively from multiple perspectives exists.</p> <p>Findings - 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>Discussion/Analysis/Limitations - Analyzes the implications drawn from the study and suggests specific instructional practices or</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>Introduction - 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 are listed succinctly.</p> <p>Methodology - Sufficient information is presented to explain the step-by-step procedures and how the study was implemented and measured. Explains the setting and characteristics of the school/students.</p> <p>Data Analysis - Describes what was done during the data collection and analysis. Evidence that data was interpreted objectively from several perspectives exists.</p> <p>Findings - Includes assessment data and a reflection of how effectiveness was assessed. Communicates results and includes figures, graphs/charts that support the findings.</p> <p>Discussion/Analysis/Limitations - 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</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 (spending too much time on minor details or too little time on key components).</p> <p>Introduction – 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>Methodology – 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>Data Analysis – Does not describe what was done during the data collection and analysis. Missing evidence that data was interpreted objectively from several perspectives exists.</p> <p>Findings – Lacks sufficient assessment data and does not include reflection of how effectiveness was assessed. Lacks figures, graphs/charts that support the findings.</p>

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 to be taken.	and concludes with limitations and further actions to be taken.	Discussion/Analysis/Limitations – Unable to adequately articulate implications of the study or suggest specific instructional practices or strategies for fellow educators to implement. Does not explain how the study helped provide insight into his/her teaching. No reflection on the AR process, limitations, or what further actions should be taken.
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Presentation delivery / Professionalism (25 points)

Exemplary	Satisfactory	Needs Improvement
<p>Student is exceptionally well-prepared and rehearsed. Speaks clearly and distinctly during the entire presentation. English (or French) 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 French) 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>

Question & answer session (20 points)

Exemplary	Satisfactory	Needs Improvement
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.	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.	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.

Media / visuals (5 points)

Satisfactory	Unsatisfactory
<p>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>