

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD231														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Action Research in Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Action Research in HD														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Focuses on methods for conducting action research in social settings and guided by information gathering, planning, intervention, and evaluation. Emphasis on research methods for improving personal practice, human services delivery, educational practice, departmental operations, organizational effectiveness, and community wellbeing. Students will be expected to identify a topic of interest and write an action-oriented research proposal. Prerequisite: HD 220														
9. Why is this course being proposed? To offer heuristic training for developing students as strong scholar-practitioners who can effect change. This course will offer a rich understanding of how to conceptualize an action-oriented project, including project management, stakeholder collaboration, methods of inquiry, critical literature reviewing, and proposal writing.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
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Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? _____ (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No HD 220
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a
20. How often will this course be offered once established?* Once a year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>	
21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify: This is course (or alternatively HD 230) is required for the HD major.	
22. Does this course impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
Psychology Department Discipline	_____ Signature
Sociology Discipline	_____ Signature
_____	_____ Date
_____	_____ Date
_____	_____ Support _____ Oppose
_____	_____ Support _____ Oppose

Rodney Beaulieu July 13, 2015

1. Originator (please print or type name) _____ Date _____

2. Program Director/Chair _____ Date _____

3. College Curriculum Committee _____ Date _____

4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



HD 231, Action Research in Human Development
CRN: TBD
Credit Hours: 3
Time: TBD
Location: TBD

Instructor: Rodney Beaulieu, Ph.D.
Phone: (760) 750-8251
Email: rbeaulieu@csusm.edu
Office hours: TBD
Office location: UNIV 302

Department of Human Development: Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

Course Description:

Focuses on methods for conducting action research in social settings and guided by information gathering, planning, intervention, and evaluation. Emphasis on research methods for improving personal practice, human services delivery, educational practice, departmental operations, organizational effectiveness, and community wellbeing. Students will be expected to identify a topic of interest and write an action-oriented research proposal.

Course Prerequisites : HD 220

Mode of Instruction:

This course is designed to be taken “in person” during the scheduled classroom sessions, although special arrangements can be made for those who have unusual scheduling constraints. Please refer to the online Cougar Course schedule for details about required readings and assignments. Prior to each class, please read the assigned readings for that week and be prepared to discuss the topics. Pop quizzes will be given during some of the classroom session, and if you are absent that day, your score for the quiz will be registered as “zero” and will be calculated in the overall score for quizzes. For each hour engaged in the classroom, please expect to spend a minimum of six hours outside of the classroom on the readings and in preparing a research proposal.

Expected Learning Outcomes:

Of the five Human Development Department Programmatic Student Learning Outcomes (PSLOs), this course contributes to the following two PSLOs:

- PSLO 4 Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.
- PSLO 5 Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

This course will help students understand action-oriented research methods, although students will not be expected to conduct an empirical study. Action research is usually a long process, so students will be required to *propose* a research project, yet they will not be obligated to complete the study.

Course Student Learning Outcomes (CSLOs) -- Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of the various ways that action research is conducted in human service settings.
2. Identify a challenge in a human service setting and describe factors associated with contributing to it.
3. Describe collaborative approaches for planning culturally appropriate assessments and interventions.
4. Demonstrate an understanding of the legal and ethical implications for implementing intervention approaches.
5. Understand methods for collecting and analyzing data in the context of problem solving.
6. Design a proposal for conducting an action research project.
7. Apply dominant theories from relevant literature on a problem/challenge of special interest.

Required Texts:

Students are expected to read the assigned readings ahead of time and be prepared to discuss them during the classroom session. Please see the schedule of topics below for dates. The two following sources are required reading. The first can be found in the CSUSM Bookstore and the second will be provided for free via Open Access.

1. Stringer, E. T. (2013). *Action Research*, Sage Publications.
2. Beaulieu, R. (2013). *Action Research: Trends and Variations*, Canadian Journal of Action Research, 14, 3, 29-39.
3. Cooperrider, D. & Whitney, D.K. (2005). *Appreciative Inquiry: A Positive Revolution in Change*, Berrett-Koehler Publications, Inc.
4. *Literature Reviews* by The Writing Center, University of North Carolina, Open Educational Resources Common . Provided free on Cougar Courses.
5. American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, Washington, DC: Author. This source will be helpful for learning about writing standards and manuscript formatting.

Attendance Policy:

Attendance is required. If you are not able to attend a class, please email the instructor as soon as possible. Pop quizzes will be given periodically and missing one by being absent will result in a score of “zero” for that particular quiz.

Course Requirements and Point System:

Your grade for this course will be determined by the following requirements. See the course schedule for the related due dates.

<p>Pop Quizzes 10%</p>	<p>Periodic quizzes will be presented to test your understanding of action research concepts. These will be pop quizzes, so actual dates will not be announced, requiring you to attend each class. Together, these quizzes will be worth 10% of the overall grade for the course; each missed quiz will be logged as “zero” and will be calculated in the total outcome score for quizzes. The quiz questions will reflect the objectives described above, including understanding research methods commonly used in human development scholarship and how to design, conduct and present an original research project (PSLO 4). You will also be required to demonstrate understanding of human services, including delivery, funding, staffing, assessments, and program development and evaluation (PSLO 5).</p>
<p>Research Proposal 50%</p> <p><i>signature assignment</i></p>	<p>Students will be expected to write an independent proposal for conducting action research in a human service setting (CSLOs 1, 6). You are not expected to do empirical research; instead, you merely have to propose an action-oriented study. Your Independent Research Proposal must include the following components: a problem statement (CSLO 2); a description of the research setting and context of the study (CSLOs 1, 3); a goal statement (CSLO 6); a timeline for conducting the preliminary stages of research (CSLOs 1, 3); details about the participants and stakeholders; and methodological details on how data can be collected and analyzed (CSLO 5). Keeping the course objectives in mind, you will be expected to show awareness of how to set goals for a health and human services career (CSLO 8), paying attention to assessment, intervention (CSLO 3), ethics, professional standards (CSLO 4), and self-care. Research proposals must contain details about collaboration, defining problems/challenges, planning and implementing intervention and</p>

	<p>assessing progress (CSLO 3), plus drawing from relevant literature to inform practice (CSLO 7). Following the University-wide writing requirement, your proposal must be a minimum of 8 pages. The proposal will contribute 50% of your grade for the course. Please see the attached rubric for information on how the it will be evaluated.</p>
<p>Assignments 20%</p>	<p>This course will have 5 homework assignments that will progressively aid you in developing the Independent Research Proposal, described above. To this end, you will be provided a set of questions and writing guidelines for completing the assignments. See the scheduled topics, guiding questions, and due dates below. Your work on this portion of the course requirements will constitute 20% of your grade for the course.</p> <p>Assignments #1, #2 and #3: These three assignments require you to analyze case studies and respond to several questions (posed below). The goal of this assignment is to help you build an understanding on how to apply action research in human service settings. Two pages of writing are expected for each case study assignment.</p> <p>Assignments #4, #5 and #6: Your work on these three assignment will be for generating a draft of the Research Proposal. Note the schedule and due dates below. Your writing for this assignment will contribute to the writing requirement for the Research Proposal.</p>
<p>Oral Presentation 20%</p>	<p>Students will be expected to do an oral presentation of their Independent Research Proposal during the last week of the course. Presentations must conform to the elements of the proposal, such as the problem statement, research goal, etc.</p>

Mid-Exam and Final Exam: There will be no mid-exam or final exam.

Grading System:	95 - 100% = A	70 - 74% = C+
	90 - 94% = A-	65 - 69% = C
	85 - 89% = B+	60 - 64% = C-
	80 - 84% = B	55 - 60 = D
	75 - 79% = B-	0 - 54% = F

Missing or Late Assignments:

Any missing assignment will result in a score of “zero” for that particular assignment. Missing a pop quiz will contribute no points for the quiz score, not submitting a research proposal will result in no points for that category, and not doing an oral presentation will result in no points for that category. Turning in the research proposal late will result in a deduction of 10 points for each late day.

Credit Hour Policy:

According to the “Study Time Required Outside of Class Per University” policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a 3 unit course, so you are expected to devote a minimum of 6 hours of study time per week outside the classroom. This class will meet the University Credit Hour Policy.

Writing Policy:

In accordance with the University’s “All-University Writing Requirement” students will be required to have a writing component for the class, which is to meet or surpass the minimum of 10 pages or 2,500 word requirement. Three pages will be met through the first three homework assignments, and the remaining 7 pages will be met with the Independent Research Proposal and the drafts produced from the last three assignments that leads to it.

Specialized Accommodations:

Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). DSS is located in Craven Hall 4300, phone (760) 750-4905, TTY (760) 750-4909. For additional information, see the CSUSM DSS Student Handbook at <http://www.csusm.edu/dss/handbooks/> . Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

CSUSM Academic Honesty Policy:

Please adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university, including lowering grades and/or assigning a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Expected Behavior:

Please feel free to use your laptop or other educational technology in the classroom. Do not take photos or recordings without written informed consent. Respect others, promote a safe environment, and support your colleagues.

Being Successful in this course:

Please read the assigned readings ahead of time and be prepared to discuss them in class on the scheduled dates. Three in-class assignments will be required and three corresponding homework assignments. You must be present in class to discuss the assignments, plus you must submit the homework assignments on time. Please see the scheduled topics, assignments and due dates below. Missing assignments will result in no points (“o”) for that course requirement, and late assignments will be deducted by 10 points.

Getting Help:

For technical assistance with technology, please direct questions to helpdesk@csusm.edu. Or, drop by the convenient Help Desk in the Library.

Collaboration Policy:

In-class group discussions will be required for this course. Please note the topics and dates below. Your collaboration in this course will aid you in completing homework assignments and completing the Independent Research Proposal. Homework assignments and the Independent Research Project must be written independently.

Course Schedule:

Topics and Due Dates are Subject to Change. Please See Cougar Courses For Updates

Week	Topics	Readings, Assignments and Due Dates
1	First Classroom Session <ul style="list-style-type: none"> - Course Orientation - Trends and Variations in Action-Oriented Research Second Classroom Session <ul style="list-style-type: none"> - Purpose and Applications of Action Research - Making a Difference: Practical, Solutions-Oriented Inquiry - Participatory Approaches to Inquiry - Role of the Researcher - Working Principles: Relationships, Communication, Participation, Inclusion 	Read: Beaulieu, R. (2013). <i>Action Research: Trends and Variations, Canadian Journal of Action Research, 14, 3, 29-39.</i> Read: Chapter 1: <i>Research in Professional and Public Life</i> from Stringer, E. T. (2013). <i>Action Research</i> , Sage Publications.
2	First Classroom Session <ul style="list-style-type: none"> - Theoretical Foundations - The Question of Legitimacy - Power, Control, Subordination - Voice - Work and Social Practices - Policies, Plans and Procedures 	Read: Chapter 2: <i>The Theory Behind the Practice</i> from Stringer, E. T. (2013). <i>Action Research</i> , Sage Publications.

	<ul style="list-style-type: none"> - Learning from Literature - In the Company of Friends <p>Second Classroom Session</p> <ul style="list-style-type: none"> - Appreciative Inquiry and the New Model of Change Leadership - Approaching Problems From the Other Side - A Positive Core - A Working Definition of Positive Change 	<p>Read:</p> <p>Chapter 1: <i>An Invitation to the Positive Revolution in Change</i> from Whitney, Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p> <p>Chapter 2: <i>What is Appreciative Inquiry?</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p>
3	<p>First Classroom Session</p> <ul style="list-style-type: none"> - Designing Effective Research - Seeking Agreement - Entering the Field: Building a Picture - Establishing Contact - Identifying Stakeholders - Identifying Key People - Establishing a Role - Agenda, Stance and Position - Mapping the Context - Ethics, Approval, Internal Review Boards and Agency Procedures - Checking for Rigor: Credibility, Transferability, Dependability, Confirmability - Social Research Processes - Collaborative Design <p>Second Classroom Session</p> <p>Case Study #1: <i>The Experiences of Older Women From Hospital to Home</i></p>	<p>Read:</p> <p>Chapter 3: <i>Setting the Stage: Planning a Research Process</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p> <p>Read:</p> <p>Case Study #1: <i>The Experiences of Older Women From Hospital to Home</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications, pages 247-264.</p> <p>Assignment #1 (Due Next Week):</p> <p>Write a 1-page paper to respond to the following questions related to Case Study #1:</p> <ul style="list-style-type: none"> • How do older women experience the transition from hospital care to home life? • How would you describe the main problems that older women face in transitioning from hospital to home? • What issues did the women focus on? • What issues seemed to be unaddressed by the hospital staff? • What have you learned from the Progress Report (pages 258-263)?
4	<p>First Classroom Session</p> <ul style="list-style-type: none"> - Participant Observation - Documents, Records and Reports - Visual Media - Statistical Information - Descriptive Analysis - Collaborative Inquiry 	<p>Assignment #1 is Due Today</p> <p>Read:</p> <p>Chapter 4: <i>Look: Gathering Data</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p>

	<ul style="list-style-type: none"> - Organizing Meetings <p><u>Second Classroom Session</u></p> <ul style="list-style-type: none"> - Overview of the 4-D Cycle - Passion for Service: Getting Started with Appreciative Inquiry - The First D, Discovery - From Discovery to Dream - Design for Organizing into the Future - The United Religions Initiative: Design of a Global Community - Realizing Destiny 	<p>Read:</p> <p>Chapter 3: <i>The Appreciative Inquiry 4-D Cycle</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p> <p>Chapter 4: <i>The 4-D Cycle in Action</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p>
5	<p><u>First Classroom Session</u></p> <ul style="list-style-type: none"> - Developing an Understanding - Interpretation and Analysis - Frameworks for Enriching the Analysis - Interpretative Questions: Why, What, How, Who, Where, When - Organizational Review - Concept Mapping - Problem Analysis - Antecedents and Consequences - Preparing to Write a Report <p>Case Study #2: <i>Understanding the “Understanding”: Preliminary Findings on Aboriginal Perspectives on Engagement With Governments</i>.</p> <p><u>Second Classroom Session</u></p> <ul style="list-style-type: none"> - Whole-System Inquiry - The Appreciative Inquiry Summit - Roadway Express: Moving from Good to Great 	<p>Read:</p> <p>Chapter 5: <i>Think: Reflection and Analysis</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p> <p>Read Case Study #2: <i>Understanding the “Understanding”: Preliminary Findings on Aboriginal Perspectives on Engagement With Governments</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications, pages 277-287.</p> <p>Assignment #2 is Due Next Week:</p> <p>Write a 1-page paper that responds to these questions for Case Study #2:</p> <ul style="list-style-type: none"> • What was the main problem that was indicated in the case study? • How were data collected? • What were the preliminary findings from the study? <p>Read:</p> <p>Chapter 5: <i>Applying the 4-D Cycle</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p>
6	<p><u>First and Second Classroom Session</u></p> <ul style="list-style-type: none"> - Constructing Action Plans - Identifying Priorities for Action - Identifying Resources - Project Management: Tasks and Timelines - Implementing - Supporting - Modeling - Linking - Evaluating <p>Case Study #3: <i>Making Good Food at Warburton School</i></p>	<p>Assignment #2 is Due at First Classroom Session</p> <p>Read:</p> <p>Chapter 6: <i>Act: Action Plans -- Implementing Sustainable Solutions</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p> <p>Assignment #3 is Due Next Week</p> <p>Write a 1-page paper that responds to these questions regarding Case Study #3:</p> <ul style="list-style-type: none"> • How was the school lunch problem addressed and resolved? • How were the data collected? • What were the operating assumptions for creating change? • How did the data contribute to improving school lunches?

7	<p><u>First and Second Classroom Session</u></p> <ul style="list-style-type: none"> - Managing Sustainable Change - Strategic Planning - Unifying Vision - Operationalizing the Vision - Action Plans - Reviewing Plans - Political Dimensions - Budgeting and Financial Planning - Guiding the Research Process: Principles, Language, Decision-Making, Support and Monitoring - Evaluation - Celebrating <p>Assignment #4: Defining an Action-Oriented Study: Scope of Issues, Context and Goals</p>	<p>Assignment #3 is Due at First Classroom Session</p> <p>Read: Chapter 7: <i>Strategic Planning</i> from Stringer, E. T. (2013). <i>Action Research, Sage Publications.</i></p> <p>Assignment #4 is Due in Two Weeks</p> <p>Defining an Action-Oriented Study: Scope of Issues, Context and Goals. Draft a 2-page paper, using instructions posted on Cougar Courses to:</p> <ul style="list-style-type: none"> - Identify an issue or problem you plan to address, - Describe the context of the problem, - Describe the action research goal(s)
8	<p><u>First Classroom Session</u></p> <ul style="list-style-type: none"> - The Role of Leadership - The Role of an Appreciative Inquiry Consultant - The Role of the Core Team - The Role of the Participants <p><u>Second Classroom Session</u></p> <ul style="list-style-type: none"> - The Constructionist Principle - The Simultaneity Principle - The Anticipatory Principle - The Positive Principle 	<p>Read: Chapter 6: <i>Roles, Responsibilities, and Relationships</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p> <p>Chapter 7: <i>Principles for a Positive Revolution</i> from Cooperrider, D. & Whitney, D.K. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>, Berrett-Koehler Publications, Inc.</p>
9	<p><u>First Classroom Session</u></p> <ul style="list-style-type: none"> - Purpose of Reporting - Constructing General Reports - Formal Reports - Giving Voice: Reporting in Action Research <p><u>Second Classroom Session</u></p> <ul style="list-style-type: none"> - Structure of a Report - Introduction: Focus and Frame - Review of the Literature 	<p>Assignment #4 is Due Today</p> <p>Read: Chapter 8: <i>Reports: Informing Stakeholders</i> from Stringer, E. T. (2013). <i>Action Research, Sage Publications.</i></p> <p>Read: Chapter 8: <i>Reports: Informing Stakeholders</i> from Stringer, E. T. (2013). <i>Action Research, Sage Publications.</i></p>
10	<p><u>First Classroom Session</u></p> <ul style="list-style-type: none"> - Narrowing Down an Action Research Topic - Library Database Search <p><u>Second Classroom Session</u></p> <ul style="list-style-type: none"> - Elements of a Literature Review - Defining and Summarizing a Problem - Critical Analysis of Prior Research on a Topic 	<p>Tricia Lantzy, Health Sciences and Human Services Librarian from CSUSM, will guide students in conducting a library database search on specialized topics.</p> <p>Read: <i>Literature Reviews</i> by The Writing Center, University of North Carolina, College of Arts & Sciences. Open Educational Resources, Creative Commons Attribution</p>

		<p>Assignment #5 is due Next Week</p> <p>Write a minimum of 2 pages on a chosen topic, following guidelines from the article, <i>Literature Reviews</i>, and responding to these questions:</p> <ul style="list-style-type: none"> - What has already been written on the topic? - What theories are related to the topic? - What has been found on the topic from research?
11	<p>First and Second Classroom Sessions</p> <ul style="list-style-type: none"> - Using APA Writing Standards - Evidence: Examples, Citations, and References - Examples of Citations and References - Scientific Writing 	<p>Read:</p> <p>American Psychological Association. (2010). <i>Publication Manual of the American Psychological Association</i>, Washington, DC: Author. This source will be helpful for learning about writing standards and manuscript formatting. (See Cougar Courses for further instructions.)</p>
12	<p>First and Second Classroom Sessions</p> <ul style="list-style-type: none"> - Drafting Your Action Research Proposal - Small Group Discussion 	<p>Assignment #5 is Due Today</p> <p>Read:</p> <p>Chapter 8: <i>Reports: Informing Stakeholders</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p> <p>In your small group, report your progress on developing the Independent Research Proposal. Use the time to generate ideas, get feedback and support colleagues.</p>
13	<p>First and Second Classroom Sessions</p> <ul style="list-style-type: none"> - Research Ethics - Methodology - Research Outcomes or Findings - Implications and Next Steps - Conclusion - Alternative Report Structures <p>Assignment #6: Writing the Methods Section of an Action-Oriented Study: Research Ethics, Data Collection Procedures and Analysis, Tasks and Timelines.</p>	<p>Read:</p> <p>Chapter 8: <i>Reports: Informing Stakeholders</i> from Stringer, E. T. (2013). <i>Action Research</i>, Sage Publications.</p> <p>Assignment #6 is Due Next Week</p> <p>Writing the Methods Section of an Action-Oriented Study: Research Ethics, Data Collection Procedures and Analysis, Tasks and Timelines. Draft 2 pages to explain how data will be collected and analyzed. See Cougar Courses for instructions.</p>
14	<p>First and Second Classroom Sessions</p> <ul style="list-style-type: none"> - Review of Action Research - Wrapping up Loose Ends - Reflection on Progress - Getting Help with Writing 	<p>Assignment #6 is Due at Second Classroom Session</p> <p>Oral Presentation is Due Next Week</p> <p>Research Proposal is Due in Two Weeks</p>
15	<p>First and Second Classroom Sessions</p> <ul style="list-style-type: none"> - Oral Presentations and Discussions 	<p>Students will present a 10-15 minute oral presentation of their action research proposal. Ideally, presentations should be on printed media, PowerPoint or any other graphic system. See Cougar Courses for presentation guidelines.</p>
16	<p>Final Exam Week</p>	<p>There is no final exam for this course.</p> <p>Research proposal is due this week.</p>

Updates and Syllabus Changes:

Please note that the syllabus is subject to change. Please refer to Cougar Courses for actual weekly topics, assignments and due dates.

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Rubric for Assessing the Research Proposal

1. Research Topic and/or Problem Statement (CSLOs 1, 6; PSLOs 4, 5):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

2. Context of the Study: Defining the Setting, Stakeholders and Participants (CSLOs 1, 3, 6; PSLOs 4, 5):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

3. Context of the Study: Describing Relevant Events, Constraints and Resources (CSLOs 1, 3, 6; PSLOs 4, 5):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

4. Goal Statement (CSLOs 1, 6, 7; PSLOs 4, 5):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

5. Project Management: Outline of Tasks and Timelines (CSLOs 1, 3, 6):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

6. Data Collection Methods and Analytic Approach (CSLOs 1, 5, 6; PSLOs 4, 5):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

7. Legal and Ethical Implications (CSLO 4; PSLO 4, 5)

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

8. Review of Literature (CSLO 7; PSLO 4):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

9. Writing Quality, including APA Format (PSLO 4):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

10. Organization of the Research Proposal (PSLOs 4, 5; CSLOs 1-7):

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)