Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 08/16/2014  ☐ New course  ☐ Temporary course  ☐ Drop service course
(Effective date cannot be retroactive)  ☐ There is a course fee associated with this course (see instructions)

☐ Variable credit _________  ☐ Repeat credit (cumulative maximum _______ hours)
☐ Increase credit (former credit _______)  ☐ Lecture-lab ratio (former ratio _________)
☐ Number (former number _________)  ☐ Prefix (former prefix _________)
☐ Crosslisting (between WSU departments)  ☐ Cooperative listing (UI prefix and number _________)
(Must have both departmental signatures)  taught by: WSU ☐  UI ☐  jointly taught ☐
☐ Conjoint listing (400/500)  ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _________ (Must have GenEd Committee Approval)  ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)  ☐ Graduate credit (professional programs only)
☐ Other (please list request)

TCH_LRN  511  Theoretical Foundations of Education Research

<table>
<thead>
<tr>
<th>course prefix</th>
<th>course no.</th>
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<tbody>
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<td>3</td>
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</table>

Admission to a graduate program

credit  lecture hrs  lab hrs  studio hrs
per week  per week  per week

prerequisite

Description (20 words or less) Students will be able to identify and use theoretical components to guide and explain education research.

Instructor: Joy Egbert  Phone number: 335-7277  Email: jegbert@wsu.edu
Contact:  Phone number:  Email:
Campus Zip Code: 2132

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  Dean/date  General Education Com/date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)  * Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Theoretical Constructs in Education Research

Many students coming into the graduate programs in Language, Literacy, and Technology (LLT) have not previously studied deeply the integration of theoretical components throughout research. This first-semester course serves as a survey course to situate the 4-course Education Research (ED_RES) sequence that all doctoral students in the College of Education take. It is a complement to but not a repetition of some of the ideas presented in the EdRes courses. Although required for the LLT program, this course is also open to and appropriate for graduate students across programs in the College. The purpose of this course is to provide students with an overall grounding in the theoretical components in research that they typically do not otherwise get in their EdRes courses. It also provides students with practice in applying the range of theoretical elements addressed in the class (rather than just one such as epistemology or just a qualitative approach like in other classes) and thereby advances their knowledge of both research and the professoriate. We have taught this class for three successive years as a special topics course (each semester it was taught by a different faculty member) and found it valuable both in supporting students and in renewing our own understandings.
T&L 511
Theoretical Constructs in Education Research
Fall 2014
Tu, 9:10-12, EDAD 216
Course Wiki: 511theory.pbworks.com

Dr. Joy Egbert
346 Cleveland Hall
Department of Teaching and Learning
Email: jegbert@wsu.edu
Phone: 335-7277

Conceptual Framework
The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

COURSE GOALS

Program Goals
The general programmatic goals met through this course include that course participants will be able to:
1. locate, analyze, and synthesize research literature and apply that synthesis to problems of practice.
2. effectively communicate scholarly work through written, oral, and/or alternate formats.
3. inquire into areas of program-related interest.
4. demonstrate the development of scholarly habits of curiosity, inquiry, and skepticism.
5. demonstrate acquisition and application of new knowledge and theory.

Specific Learning Outcomes and Assessments
This is a one-semester required course for the LLT doctoral program. Upon completing the course, PhD students will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
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<tr>
<td>identify and use theoretical components to guide and explain research.</td>
<td>Article reviews, study outline, exercises</td>
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<tr>
<td>analyze the effects of frameworks on our development and understanding of research in literacy and language education.</td>
<td>Discussion lead and participation, article reviews, exercises.</td>
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<tr>
<td>present a cohesive study plan</td>
<td>Study outline</td>
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REQUIRED MATERIALS


Readings packet and additional articles and book chapters as appropriate to weekly topics available on the course wiki.

SUGGESTED READINGS


ASSIGNMENTS AND GRADES

1) Discussion lead (Meets objectives 1-5; 100 points possible). Choose a week for which you will gather support materials for the course discussion and then lead it. Materials include, but are not limited to, additional research articles, raw data, videos, guest speakers, web sites, activities, and field trips. Introduce and implement the materials in class. You MUST discuss your choices with the instructor at least ONE WEEK before the day they're due. Post all citations to the course wiki in the appropriate place.

2) Participation (Meets objectives 2, 3, & 5; 100 points possible). Daily participation is required in this seminar-based course. You must ask questions, participate in group and class discussions and tasks, and present "Yes, buts:"

Daily and overall course participation will be evaluated based on the following criteria:

- Preparation (Is it clear that you have read?) 20 points
• Quality (Do you show reflection in your contributions? Do you integrate course readings, resources, and activities? Do you refer to your experiences and others’ ideas? Do your comments add something to the discussion?) 30 points
• Support (Do you provide evidence for your assertions?) 30 points
• Professionalism (Do you get to the point? Do you use strategies to enhance others’ understanding [e.g. give examples]? Are you a positive and supportive participant? Do you welcome different opinions and perspectives? Do you show respect to others in the discussion?) 20 points

3) Daily exercises (Meets objectives 1-5, 100 points possible for 5 tasks). Tasks will be given to accompany the readings every other week. Some will be done in class, some as homework. Each task must be completed to earn the possible points.

4) Research article reviews (Meets objectives 1-5; 100 points possible x 3).
Instructions: The chapters in our A/M text are set up in a specific format, noted on page xxviii. You’ll use this format as a model as you deeply review three research articles in your field/area. Please check your article with the instructor before you start your review. Provide, in a single-spaced, 12 point word processed document with 1” margins:
1. A complete citation for the study.
2. Responses to #1, 2, and 4 on page xxviii in A/M with evidence from the text.
3. Critical review of the theoretical framework used in this study.
Maximum 5 pages each

Criteria for this project (20 points possible for each criterion):
1. Is the citation complete? Is the study explained clearly and succinctly?
2. Are the questions answered thoroughly and clearly? Are the answers logical?
3. Is evidence provided, and does it support the reviewer's argument?
4. Is the critical review clear and logical? Does the reviewer note weaknesses and strengths of the theoretical framework?
5. Are there other problems with the review? (e.g., grammar, wording, instructions not followed, etc).

5) FINAL Project: Study Outline (Meets objectives 1-5, 100 points possible)
Instructions: Outline a potential thesis or dissertation study using our class materials and discussions as a basis. Use the handouts provided in the wiki and the E/S text, and create a single-spaced, 12 point word processed document with 1” margins. Maximum 5 pages

Criteria for this project (100 total, 20 points possible for each criterion):
1. Is the study explained clearly and succinctly?
2. Is the researcher's positionality explained clearly and logically? Does it link to the research problem and other parts of the study?
3. Does the framework focus each part of the study (questions asked, methods, etc) and does the researcher seem to have a grasp of the implications of the use of this specific framework on each study piece?
4. Does the reviewer use the vernacular of the framework correctly and consistently?
5. Does the researcher note potential weaknesses and strengths of the theoretical framework?

Final Grades (of 700 possible points)
A = 94%-100%
A- = 90%-93%
B+ = 87%-89%
B = 83%-86%
B- = 80%-82%
C+= 77%-79%
C=73%-77%
C-70%-72%
D=60%-69%
F=below 60%
CONDUCT OF COURSE AND GUIDELINES

This course will be conducted as a seminar. Each student is expected to participate in every class. The grade will be determined on the basis of the quality of the student’s participation, presentations, and written assignments. Written assignments are expected to be error-free, correctly referenced, and the author’s original work.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus:

Pullman: 509-335-3417  http://accesscenter.wsu.edu, Access.Center@wsu.edu

Academic Integrity: Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.

Safety and Emergency Notification: Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (http://safetyplan.wsu.edu/) and visit the Office of Emergency Management web site (http://oem.wsu.edu/) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

Policy for Class Attendance

In accordance with University Policy, “students who have not attended class during the first week of the semester may be dropped from the course by the department. (Students should not assume they have been dropped without verification from the department or Registrar’s Office.) Students having extenuating circumstances which prevent their attendance during the first week should notify the Office of Student Affairs. . . Valid reasons for missing classes do not relieve students of making up the work missed.”

Because this is a required course, attendance is mandatory. In accordance with University Policy, “any student who is required to participate in off-campus university-sponsored activities . . . should obtain an official Class Absence Request form from the faculty or staff member supervising the off-campus activity. The form must contain specific information concerning the activity and date, signed by the supervising faculty or staff member, and be submitted by the student at least one week in advance to the individual instructors of the student’s classes. . . These university-sponsored absences are subject to an instructor’s attendance policy and are not intended to imply additional acceptable absences. In all instances, it is the students’ responsibility to make up all work missed.” Also in accordance with University policy, other absences may be considered “excused” when they involve certain medical or other emergencies. Such absences may be accommodated when contact is made in advance and all work is completed within the assigned week. Tardiness and/or leaving during breaks or during the class session will be counted as an absence. Unexcused absences lower the course participation grade by the percentage of time missed.

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tbody>
<tr>
<td>Aug. 20</td>
<td>Aug. 27</td>
<td>Aug. 27</td>
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<tr>
<td>Assignments</td>
<td>Class topics and due dates</td>
<td>Assignments</td>
</tr>
</tbody>
</table>
| Buy the book. Come to class. | 1. Write down initial definitions  
2. Syllabus, assignments, wiki, schedule, brainstorm, "Yes, but..."  
3. About research (the point?) | E/S Ch. 2 & exercises  
Assign tasks, discuss conceptual framework | Conceptual Framework collages  
Epistemology |

TENTATIVE SCHEDULE
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Sept. 3</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Sept. 10</td>
<td>Epistemology articles</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Sept. 17</td>
<td>E/S Ch. 3 &amp; exercises</td>
<td>Paradigm Article Review 1 due</td>
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<tr>
<td>Week 6</td>
<td>Sept. 24</td>
<td>Paradigm articles</td>
<td>Paradigm</td>
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<tr>
<td>Week 7</td>
<td>October 1</td>
<td>E/S Ch. 4 &amp; exercises</td>
<td>Theory Article Review 2</td>
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<tr>
<td>Week 8</td>
<td>October 8</td>
<td>Theory articles</td>
<td>Theory</td>
</tr>
<tr>
<td>Week 9</td>
<td>October 15</td>
<td>E/S Ch. 5 &amp; exercises</td>
<td>Theoretical Framework</td>
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<tr>
<td>Week 10</td>
<td>October 22</td>
<td>A/M - Preface and Introduction</td>
<td>Theoretical Framework Effects of a framework on research: Focus Set up and use of theoretical framework. Identify and suggest improvements. Finding a theoretical framework. Meaning</td>
</tr>
<tr>
<td>Week 11</td>
<td>October 29</td>
<td>A/M - Choose a chapter, complete the reading guide</td>
<td>Theoretical Framework Discussion</td>
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<tr>
<td>Week 13</td>
<td>Nov. 12</td>
<td>E/S Ch. 6</td>
<td>Methods</td>
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<tr>
<td>Week 14</td>
<td>Nov. 19</td>
<td></td>
<td>Methods Draft 1 of final project/peer review</td>
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<tr>
<td>Week 15</td>
<td>Nov. 26</td>
<td>THANKSGIVING HOLIDAY - NO CLASS</td>
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<tr>
<td>Week 16</td>
<td>Dec.3</td>
<td>E/S Ch 7</td>
<td>Myths and Misconceptions Final project due</td>
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<tr>
<td>Week 17</td>
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