

Research Writing in Education

EDUC 321

Spring 2017

Course Information

Course #: EDUC 321 (4 credits)
Course Title: Research Writing in Education
Offered: Spring
Time/Place: Tuesday and Thursday, 10:00 to 11:30 Stevenson Building Room 115

Instructor Information

Instructor: Dr. Tammy Elser
Office: Stevenson Education Building, Room 132
Office hours: Monday and Wednesday 10-12, and by appointment
Phone: Office 275-4877, Cell 544-5095
E-mail: tammy_elsler@skc.edu

Rational

Writing is an essential skill employed by teachers on a regular basis in the day to day work of planning for instruction and providing students and parents with feedback. Research is also an essential skill, and the ability to determine the quality of a source and cite it properly is a requirement of the profession. To fulfill the Montana content standards and the law requiring Indian Education for All, you need to build your content knowledge about Montana tribes and be able to teach using an inquiry driven approach about the tribes. This course takes an integrated approach to build your content knowledge and skills, while allowing you to experience a model of Writer's Workshop as a student and a future teacher of writing.

Course Description

Students will conduct library research to develop a thesis question, research their question, and develop a research paper project meeting professional standards on a topic related to one or more Montana tribes. Each class period mini-lessons will be modeled based on the evolving needs of our group and a Writers' Workshop instructional model will be employed. Strategies to support you as future teachers of writing will be shared and experienced. We will create a learning community and strive to support each others' development as future teachers and also writers.

Materials

Buy

- Houghton, P., Houghton, T., & Pratt, M. (2009). *APA: The Easy Way!* - Updated for APA 6th Edition - 2nd edition. Baker: Baker College.

Access Online

- Cajune, J. (2011). *Montana Tribal Histories: Educators Resource Guide and Companion DVD*. Helena: Montana Office of Public Instruction Indian Education for All Division. Retrieved from <http://opi.mt.gov/pdf/IndianEd/Resources/11TribalHistoriesRG.pdf>
- Division of Indian Education. (2015). *Montana Tribes: Their Histories and Locations*. Helena, Montana: Montana Office of Public Instruction. Retrieved from <http://opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf>
- Elser, T. (2010). *The framework: A practical guide for Montana teachers and administrators implementing Indian education for all*. Helena, MT: Montana Office of Public Instruction. Retrieved from http://opi.mt.gov/pdf/IndianEd/Resources/Framework_ImplementationGuide_IEFA.pdf
- Juneau, S., Fleming, W., & Foster, L. (2013). *History and Foundation of American Indian Education*. Helena: Montana Office of Public Instruction Indian Education for All Division. Retrieved from http://opi.mt.gov/pdf/IndianEd/Resources/History_FoundationAmindianEd.pdf
- Montana Office of Public Instruction. (2010). *Essential Understandings Regarding Montana Indians*. Retrieved January 9, 2012, from <http://opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2013). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington DC: Authors. Retrieved from <http://opi.mt.gov/pdf/CCSSO/11NovELACCommonCoreGradeband.pdf>
- PC and Internet access for resources loaded to Schoology and submission of all assignments

Course Objectives and the 4C's

4C's

The 4C's are addressed both explicitly and implicitly throughout this course; explicitly, as elements of the content of the course, and implicitly in the way we interact as a learning community. Efforts to incorporate tribal values will be ongoing, intensive, and ... imperfect. As we are all works in progress, let's strive to support each other toward these ideals. Here is how they are manifest in this course.

Critical thinking: a structured process for refining thought and making decisions that considers contexts, multiple perspectives and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Cultural awareness: awareness of your own system of values, beliefs, traditions and history. Knowledge and respect for the systems of others, particularly those of American Indian tribes, specifically the Salish, Pend d'Oreille and Kootenai People.

Citizenship: informed and committed participation in the life of one's community at the local, national and global levels. Citizens recognize and address community issues, respect the rights of others, and work toward community improvement through service.

Communication: the exchange and interpretation of information through a variety of context-appropriate modalities to enhance understanding, and build respectful human connections.

Course Objectives

Critical Thinking	1. Candidates will conduct a sustained research project based on focused questions, demonstrating understanding of the subject under investigation.
	2. Candidates will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	3. Candidates will draw evidence from informational texts, including primary source documents, to support analysis, reflection, and research.
	4. Candidates will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Culture	5. Candidates will write informative/explanatory research paper on topic relevant to a Montana tribe to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	6. Candidates will explore and reflect on their individual cultural norms and values, juxtapose these to tribal values shared by Salish, Pend d'Oreille and Kootenai elders and contemplate how their values may be manifest in their future classrooms.
	7. Candidates will draw connections between their personal cultural values, their teaching philosophy, and a coherent theory of teaching and learning –striving toward alignment.
Citizenship	8. Candidates will provide support to each other serving on peer revision and editing teams, providing timely and thoughtful feedback to improve the quality of the research paper project.
	9. Candidates will behave toward each other in our classroom discourse with respect, and practice academic generosity by supporting each other as peer editors, co-learners, and problem solvers.
	10. Candidates will be citizens of our collective learning community and share in the responsibility of supporting each other to be the best teachers we can be for every child.
Communication	11. Candidates will seek to balance listening and speaking in our classroom discourse and as they interact with mentor teachers in the field.
	12. Candidates will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	13. Candidates will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	14. Candidates will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

InTASC Principles and PEPP Standards

InTASC Standards 2,3,4,5,8,9,10	Type	PEPPS	Assessments
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.	Performance	10.58.501(b,l) 10.58.532 (b,c,f,i)	Expert Teams – Essential Understandings, History, Tribes
2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	Knowledge	10.58.501(b,l) 10.58.532 (b,c,f,i)	Expert Teams – Essential Understandings, History, Tribes
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	Performance	10.58.501(c,l) 10.58.532 (b,c,f,i)	Research Paper Project
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	Knowledge	10.58.501(c) 10.58.532 (b,c,f,i)	Peer Revision/Editing Team
3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of	Dispositions	10.58.501(c) 10.58.532	Peer Revision/Editing Team

peer relationships in establishing a climate of learning.		(b,c,f,j)	
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	Knowledge	10.58.501(d,l) 10.58.532 (b,c,f,j)	Research Paper Project Tribal Cognitive Hooks Quiz
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	Knowledge	10.58.501(d,l) 10.58.532 (b,c,f,j)	Writing Standards and Process Quiz
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	Dispositions	10.58.501(d,l) 10.58.532 (b,c,f,j)	Research Paper Project
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	Dispositions	10.58.501(d,l) 10.58.532 (b,c,f,j)	Research Paper Project
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	Dispositions	10.58.501(d,l) 10.58.532 (b,c,f,j)	Research Paper Project
5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	Performance	10.58.501 (e) 10.58.532 (b,c,f,j)	Research Paper Project
5(h) The teacher develops and implements supports for learner literacy development across content areas.	Performance	10.58.501 (e) 10.58.532 (b,c,f,j)	Research Paper Project
5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	Knowledge	10.58.501 (e) 10.58.532 (b,c,f,j)	Research Paper Project
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	Knowledge	10.58.501 (e) 10.58.532 (b,c,f,j)	Research Paper Project
5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	Knowledge	10.58.501(e,l) 10.58.532 (b,c,f,j)	Research Paper Project
5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.	Dispositions	10.58.501(e,l) 10.58.532 (b,c,f,j)	Research Paper Project
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	Knowledge	10.58.501 (h) 10.58.532 (b,c,f,j)	Research Paper Project Peer Revision/Editing Team
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	Performance	10.58.501(i,l) 10.58.532 (b,c,f,j)	Research Paper Project
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	Knowledge	10.58.501 (i,l) 10.58.532 (b,c,f,j)	Research Paper Project
10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	Knowledge	10.58.501(j,k) 10.58.532 (b,c,f,j)	Peer Revision/Editing Team
10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.	Knowledge	10.58.501(j,k) 10.58.532 (b,c,f,j)	Peer Revision/Editing Team
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	Dispositions	10.58.501(j,k) 10.58.532 (b,c,f,j)	Peer Revision/Editing Team

Course Expectations

Professionalism –You are a future teacher. Each interaction you have with children, mentors in the field, your co-learners and professors is part of the longest interview of your young career. Be mindful always of appropriate dress, speech, timeliness, and dependability. Pay close attention to accuracy, thoughtfully edit your written work, present it in a way that shows self-respect and respect for others (your audience.) Your final paper will have gone through multiple drafts to perfect it over time. There will be no errors in your final published paper and it will be included in your TEP portfolio.

Attendance –Every minute of every class is a demonstration of practices intended to inform your future teaching. Attendance is mandatory and missed classes can’t be made up. Each class will be conducted as Writer’s Workshop and will be used to model strategies for that you can use in your career to teach children how to write, while experiencing the writing process yourself. You can anticipate leaving with fresh draft material linked to a specific section of your research paper. Missing Writer’s Workshop will impact the quality of your final product, deny you the opportunity to learn from mini-lessons and master the workshop structure for your future teaching, and may result in failing this important assignment. Failure to attend will impact not only your grade, but also your skills as a future teacher.

Preparation –Bring your lap top computer to class. You will be required to conduct research on your selected topic and bring resources to class that support your writing. This may include key reference materials, books, articles and other electronic and hard copy resources. You need to be engaged in reading and research on your topic at home throughout the course. Come to class prepared to write. Come to class prepared to support your classmates through peer editing and provide thoughtful feedback at key intervals. Schoology, our new SKC learning management system replacing Moodle, will be used to communicate weekly, to provide access to supplemental materials and make announcements on resources you need to bring to class. Check before leaving home!

Assignments and Grading

Activity	Points	Description	Due
Attendance and Participation	100	20 classes (2 per week) x 5 points each class meeting, late arrival to or early departure from class = fewer points	Weekly x 2!
Topic	20	Your well thought and narrowed topic, presented as a research question, along with background information will be shared with Tammy Elser and Ann Stone via Google Docs on this day. This will be the only document, and it will grow each week and class period as sections are added, revision and editing occur. Your progress will be closely monitored. Editing privileges will be assigned to both Tammy and Ann.	April 20 th
Outline	20	A formal outline of your research project will be added to your Google Doc and the topic introduction will be fleshed out. This is in the same document that is shared with Tammy and Ann via Google Docs.	April 27 th
First Draft	20	With preliminary research conducted, a first draft of your research project with all sections addressed will be layered into the Google Doc.	May 9 th
Peer Revision	15	You will serve others by providing thoughtful feedback	May 18 th

		for supporting the revision stage of the writing process.	
Revision	20	With feedback, and as a consequence of your ongoing research on the topic, revise (or Re Vision!) your paper. This may involve deep structural changes, development of thoughtful transitions, rich conclusions, more gripping introductions, etc.	May 23 rd
References	20	A comprehensive list of all works referenced and/or cited will be formatted using APA format and will be completed by this day. Anticipate 10 or more sources to address your research question and be aware which sources provide authentic tribal perspectives on your topic.	May 25 th
Peer Editing	15	You will serve others by providing thoughtful feedback for supporting the editing stage of the writing process.	May 25 th
Final Format	20	Make this paper gorgeous, conventional and readable following APA format to the letter.	May 30 th
Final Draft	100	Your completed research paper project will be in final draft form, edited until there are no errors and formatted using APA standards. It will include an APA reference list that will include each source you read and/or cited.	June 1 st
IEFA Quiz	25	Know the tribes, reservations and essential understandings.	June 6 th
Writing Standards and Process Quiz	25	Know the stages of the process, writing anchor standards and contexts	June 8 th
Total Points	400		

Note –The major assignment, a research paper project, will be a single evolving draft that will employ all stages of the writing process. This is not a “gotcha” and “one and done” will not be accepted. You will have time to revise and edit your work with generous feedback from each other over time. Your final product will be perfect and will be included in your TEP portfolio. As the basis of your unit plan in 311, this document is a critical artifact of your skills in a variety of areas.

Grade and Percent	Points
A (90-100%)	360-400
B (80-89%)	320-359
C (70-79%)	280-319
D (60-69%)	144-279
F (below 60%)	below 144

Course Plan Week-by-Week

Week	Date	Focus	Assignments
1	4/4	Introductions Close analytic reading (syllabus) What do you know? Quiz / Pretest IEFA 101	<input type="checkbox"/> Pretest IEFA quiz
	4/6	Tribal Jigsaw (building background knowledge)	<input type="checkbox"/> Read Essential Understandings document
2	4/11	Tribal History read around (expert teams protocol)	<input type="checkbox"/> Anchor charts created by teams
	4/13	Writing standards overview Writing process overview	<input type="checkbox"/> Read Montana Tribal Histories: Ed Resource Guide by Julie Cajune
3	4/18	Write Your Way In! (topic exploration free write) Write Your Way Out! (hypothesis)	<input type="checkbox"/>
	4/20	Depth over Breadth (narrow your topic)	<input type="checkbox"/> Topic selection due! Share via as Google Doc
4	4/25	Ways to organize your topic	
	4/27	Writer's Workshop	<input type="checkbox"/> Outline of research topic due! (Google Doc grows)
5	5/2	Writer's Workshop	
	5/4	Writer's Workshop	
6	5/9	Writer's Workshop	<input type="checkbox"/> First draft due – share with support team
	5/11	Writer's Workshop	
7	5/16	Writer's Workshop	<input type="checkbox"/> Support team comments due
	5/18	Writer's Workshop	
8	5/23	Writer's Workshop	<input type="checkbox"/> Revised paper due, with references
	5/25	Writer's Workshop	<input type="checkbox"/> Peer line by line for editing
9	5/30	Writer's Workshop	<input type="checkbox"/> APA format check
	6/1	Jigsaw Papers! IEFA 201	<input type="checkbox"/> Final draft due!
10	6/6	What do you know?	<input type="checkbox"/> Post-test IEFA Quiz
	6/8	What do you know?	<input type="checkbox"/> Post-test Writing Process and Standards

Other Course Information

Incompletes

Incompletes will not be given except in the case of extreme medical/family emergencies, and this determination will be made by the instructor with permission from the Division of Education Dean and the SKC Vice President for Academic Affairs. In the event of an incomplete, the student will be required to sign a contract specifying tasks to be completed with realistic and fair time deadlines.

Academic Integrity

The instructor will exercise their right to fail students who engage in academic dishonesty, including plagiarism. Refer to the SKC Student handbook, page 29, Section III, for more information on plagiarism,

academic honesty, etc. Students in the SKC Teacher Education program need to exemplify the highest standards of honesty and integrity in and out of the classroom, and as such any degree of plagiaristic activity will not be tolerated.

Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities. Please be sure to inform your instructor in the first week of classes regarding any special circumstances (physical limitations, cognitive difficulties, etc.) that may affect your ability to successfully complete the course. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu) at 275-4968 or consult the SKC web page for Students with Disabilities for more information and assistance.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

All employees at SKC are considered “Responsible Employees” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Rachel Andrews-Gould (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness
Agnes Kenmille Building
Building #51
406.275.4913 or 406.275.4744

SAFE Harbor
Advocacy Services
24-Hour Advocacy
406.676.0800

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

Research Paper and Unit Plan TEP Rubric

<p>InTASC 4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>PEPPS 10.58.501 (l) Candidates demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.</p> <p>PEPPS 10.58.501 (b) Candidates use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;</p> <p>Guiding Principle: A</p>	<p>0 Unacceptable</p> <p>Project and unit plan lack depth and knowledge; unit plan may be limited in its use. Project may contain stereotypes or misinformation.</p>	<p>1 Developing</p> <p>Project and unit plan are adequate and accurate but may lack depth.</p> <p>The unit plan contains lessons that may have limited value in the classroom.</p>	<p>2 Proficient</p> <p>The project is well researched and contains many authentic resources.</p> <p>The unit plan will enhance the learning of students.</p> <p>The unit plan demonstrates the candidate’s understanding of and ability to integrate knowledge of the history, cultural heritage and contemporary status of Montana Indian Tribes.</p> <p>The plan reflects the candidate’s ability to build on the learners’ background knowledge.</p>	<p>3 Exemplary</p> <p>Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>
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