Spring 2014
EDFS 702: Research and Development Project
Teacher Education Department, College of Charleston

Meeting Time:  Monday, 6:00pm-8:45pm
Meeting Place: Education Center (ECTR) 201
Instructor:   Laura L. Brock, Ph.D
Office Location:  86 Wentworth #220
Telephone: 953-8058
E-mail: brockll@cofc.edu
Office Hours:  Mondays & Tuesdays 2pm-4pm and by appointment

Textbook:
APA Publication Manual, 6th Edition; Individualized texts and readings will be determined by candidate’s research interest and study design.

Course Description:
This course will guide and assist candidates in designing, implementing, and presenting their capstone projects. Candidates will complete in-depth study of an individually chosen topic under the guidance of the course instructor. Results will be disseminated in a thesis-style paper and peer-reviewed at a capstone presentation.

Course Objectives:
The capstone project is meant to provide each MTLA graduate student with the experience of identifying a critical issue/need (pedagogical, curricular) or research question in education and formally proposing a project plan for addressing this knowledge gap. The process of formally proposing a project will help successfully plan and implement the project and will be very much akin to that which they will experience in professional life as leaders in education within their community, school system, school district, state and/or region.

Course Requirements:
Candidates will complete their approved capstone project and present the results at a session of capstone presentations attended by graduate faculty, peers, and other interested parties.

Grading Scale:
A  93-100%    C  74-77%
B+ 88-92%    D  70-73%
B  83-87%    F  0-70%
C+ 78-82%
Assessment and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>1. Proposal submitted by 5pm January 31.</td>
<td>10</td>
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<tr>
<td>2. Project completed and approved by advisor and program director by April 21.</td>
<td>50</td>
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<tr>
<td>3. Results disseminated at capstone presentations on April 28.</td>
<td>20</td>
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<tr>
<td>4. Participates in a collaborative, supportive, and timely manner to communications in class, individually, and electronically.</td>
<td>20</td>
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TOTAL POINTS=100

*Late assignments will receive 10% deduction per late day (calculated at 8am)

Description of Assignments:
This course is structured to meet as a whole group four times during the semester and individually with the instructor throughout the semester.

1. Capstone Proposal Guidelines (alternate guidelines, follow district requirements)
The formal project proposal should contain the following sections:
   - **Cover page** – Includes a descriptive project title, the author's name, and contact information, and a place for the course instructor and the program director's signature/date of approval of the proposal. (See APA guidelines)
   - **Abstract** – This is a concise statement (500 words) that summarizes the goals and objectives for the project, the project’s intellectual merit, the population affected by the project and the anticipated outcomes. (See APA guidelines)
   - **Introduction** – In this section the student should address the *intellectual merit* of the project. This discussion should include the aspect/problem/issue in education that is the focus of the project, and what is the need for reform or change or research. How can your project make a difference? The community (public, families, teachers and/or students) impacted by the project, and if applicable, the need for research/change/reform among this population. Again, how might your project make a difference? The evidence that reform/change or research into the proposed area is needed. This part of the introduction should provide a brief (1-2 pages) review of the pertinent literature.
   - **Project Goals and Objectives** – In this section of the capstone proposal the student should address:
The overarching goals for the project; The incremental objectives that will be met along the way to achieve these goals; A description of the project plan and how the project goals and objectives will be met; A project timetable for completion of each aspect (incremental objective) of the project; How the project relates to or enhances teaching, learning, or advocacy.
   - **Anticipated Outcomes**
What will be the anticipated product (research, curriculum, teaching resources, etc.) of your capstone project? How will you know if the product has met your capstone project's goals? How will your product or research findings be disseminated to the education professionals, families and communities impacted by your project?

- **References**
  A reference section must be included. All references should be cited using APA style formatting and should include parenthetical citations in text.

2. **Peer Reviews**: Students will share their proposals with class members. They will review, edit, and critique each other’s work.

3. **Individualized Meetings and Communication**: Students will have individual appointments, either in person, via Skype, or on the phone, with the instructor on the weeks the whole group does not meet. Three required individualized meetings will occur earlier in the semester. Additional individualized meetings will be scheduled on an as needed basis ***Students should provide brief email updates on weeks we are not scheduled to meet***

4. **Project Completion**: Students will complete a draft of their project on March 31st at 5pm. Final versions of the written capstone project will be submitted on April 21st at 5pm

5. **Project Presentation**: Students will prepare a professional presentation of their project on April 28th at 5pm. This will include both an oral and visual component.

**Attendance Policies:**
Attendance is governed by the EHHP’s policy. For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences (including absence from individualized meetings) that exceed this limit.

**Class Schedule and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Topic(s)</th>
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<tbody>
<tr>
<td>Week of Mon, Jan 13</td>
<td>Whole Group Meeting Mon., Jan. 13 @6pm ECTR 201</td>
<td>Proposal requirements; guidelines; research questions; time-lines; plan for the semester</td>
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<tr>
<td>Week of Mon, Jan 20</td>
<td>Individualized meetings #1</td>
<td>CofC IRB and District Proposals</td>
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<tr>
<td>Week of Mon, Jan 27</td>
<td>Individualized meetings #1</td>
<td>CofC IRB and District Proposals Submitted by 5pm January 31.</td>
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<tr>
<td>Week of Mon, Feb 3</td>
<td>Individualized meetings #2</td>
<td>Fine-tune introduction and methods sections, cover page and references in APA.</td>
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<tr>
<td>Week of Mon, Feb 10</td>
<td>Individualized meetings #2</td>
<td>Fine-tune introduction and methods sections, preparing for data collection</td>
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<tr>
<td>Week of Mon, Feb 17</td>
<td>Individualized meetings #3</td>
<td>Data collection/analysis/description</td>
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<tr>
<td>Week of Mon, Feb 24</td>
<td>Individualized meetings #3</td>
<td>Data collection/analysis/description</td>
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<tr>
<td>Week of Mon, Mar 3</td>
<td>CofC Spring Break (check in by email)</td>
<td>Data collection/analysis/description</td>
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<tr>
<td>Week of Mon, Mar 10</td>
<td>Whole Group Meeting on Monday, March 10, 5-7pm ECTR room 201</td>
<td>Share field experiences, discuss academic writing tips, bring 1 copy of your rough/incomplete draft</td>
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<tr>
<td>Week of Mon, Mar 17</td>
<td>Individualized meetings as needed</td>
<td>Polish results and discussion sections. Finalize references in APA format.</td>
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<tr>
<td>Week of Mon, Mar 24</td>
<td>Check in by email</td>
<td>Create PowerPoint or Prezi presentations</td>
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<tr>
<td>Week of Mon, Mar 31</td>
<td>Individualized meetings as needed</td>
<td>Rough Drafts due (electronically) by Monday, March 31 at 5pm</td>
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<td>Week of Mon, April 7</td>
<td>Individualized meetings as needed</td>
<td>Edit and practice presentations</td>
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<td>Week of Mon, April 14</td>
<td>Whole Group Meeting on Saturday April 19th 9am-12pm</td>
<td>Practice talks @ Alumni center</td>
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<tr>
<td>Week of Mon, April 21</td>
<td>Individualized meetings as needed</td>
<td>Final Drafts of Capstone papers due Monday, April 21 at 5pm</td>
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<tr>
<td>Week of Mon, April 28</td>
<td>April 28: 5pm-7pm</td>
<td>Capstone presentations @ Alumni center</td>
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**Notes:**

- If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel encouraged to come and discuss this with me during my office hours or after class.

- All students are expected to follow the College of Charleston Honor Code which can be found in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

The following professional behaviors and dispositions are expected in our classroom and in the community:

**EHHP Professional Behaviors and Dispositions**

WE believe that all children can learn  
WE value and respect individual differences  
WE value respectful human interactions  
WE exhibit and encourage intellectual curiosity, enthusiasm about learning and a willingness to learn new ideas  
WE are committed to inquiry, reflection and self-assessment  
WE value collaborative and cooperative work
WE are sensitive to community and cultural contexts
WE engage in fair, responsible and ethical practice