

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**



**EDCI 777 - 004**  
**Research to Practice**  
**3 Credits**  
**CRN: 84287**  
**Fall 2018**

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**Office:** Virtual  
**Meeting Dates:** August 28 – December 3  
**Meeting Time:** online  
**Meeting Location:** online

### **Prerequisites/Co-requisites**

Recommended Corequisite: [EDCI 776](#)  
Required Prerequisite: [EDCI 790](#)

### **University Catalog Course Description**

Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

## Course Overview

Teachers are often encouraged to implement “research-based” practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are consumers and/or objects of research, rather than producers of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of teacher research. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with “teacher research” (i.e., research conducted by teachers for professional purposes), and developing or deepening an inquiry stance. Teacher research positions teachers as producers of knowledge—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support children and youth. In other words, your current and future students are at the center of our work. Toward these ends, the course requires you to conceptualize, design, and begin to implement an original research project in your school/classroom. Only if we attempt to live these action research (also called “teacher research” and “practitioner research”) processes in this course will you be able to use them eventually in your own teaching practices. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, teacher, and advocate.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and “road map” for your inquiry project. We will dig into readings together, write often and share our writing with one another, and support one another in our research goals.

## Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by August 28, 2018 at 9:00AM (EST).

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and end on Monday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes

This course is designed to enable candidates to:

1. Identify the basic elements of educational research, including methods (qualitative and quantitative), questions addressed, design, data collection and analysis, validity and reliability
2. Formulate an inquiry or action research question that is relevant to their work setting
3. Design and conduct an action research study
4. Use action research as a foundation for professional growth, improvement of instruction, and advocacy
5. Identify strategies for sharing the results of action research

## Professional Standards

Upon completion of this course, students will have met the following professional standards:

### Mason Dispositions for a Career Educator I, II, and III

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge

### Teachers College Columbia Teacher Expectations I and II

- o Lifelong Learners
- o Learner-Centered Educators

### NBPTS Propositions 2, 3, and 4

- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

## Required Text

Sagor, R. D. & Williams, C. (2017). *The action research guidebook: A process for pursuing equity and excellence in education* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin. ISBN: 978-1506350158

## Teacher Research Websites

[http://gse.gmu.edu/research/tr/tr\\_action/](http://gse.gmu.edu/research/tr/tr_action/) (GMU teacher research)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research)

<http://cadres.pepperdine.edu/ccar/resources.html> (international teacher research)

<http://carn.org.uk/?from=carnnew/> (international teacher research)

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### TK20 Performance-Based Assessment Submission Requirement

#### (Action Research Paper)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit

the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## Fieldwork Requirement

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

## Assignments

| Assignment                         | Percent of Final Grade | Outcomes Addressed | Due Date     |
|------------------------------------|------------------------|--------------------|--------------|
| Discussion Board/<br>Assignments   | 20                     | 1, 3, 4, 6         | Weekly       |
| Annotated Bibliography             | 15                     | 1, 3, 5            | October 15   |
| Plan of Action                     | 10                     | 2, 3, 4            | September 24 |
| Action Research Paper*             | 35                     | 1, 2, 3, 4, 5, 6   | December 3   |
| Presentation of Action<br>Research | 20                     | 5, 6               | December 3   |

More detailed descriptions of assignments and rubrics are shown at the end of the syllabus.

### Human Subjects Research Review Process:

Any research or action research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: <http://oria.gmu.edu/irbnet/>.

## Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation   |
|-------|---------|--------------|--|
| A+    | =100    | 4.00         | Represents mastery of the subject through effort beyond basic requirements                         |
| A     | 94-99   | 4.00         |  |
| A-    | 90-93   | 3.67         |  |
| B+    | 85-89   | 3.33         | Reflects an understanding of and the ability to apply theories and principles at a basic level     |
| B     | 80-84   | 3.00         |  |
| C*    | 70-79   | 2.00         | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F*    | <69     | 0.00         |  |

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

**See the University Catalog for details:**

<http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>).

The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For



examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### **Late Work Policy**

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.*

Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

### **Online Participation/Attendance Policy**

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence.

**Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course.**

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog).

Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

## **GMU e-mail and web policy**

Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid



information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

## Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## Academic Integrity

Students in this course are expected to adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such. What does academic integrity mean? When you are responsible for a task, you will perform that task. When you rely on someone else's work in conducting any aspect of that task, you will give full credit in the proper, accepted form (e.g., citations). Another aspect of academic integrity is the free expression of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), please ask for guidance and clarification.

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor-based format.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

### 1. Blackboard Participation (20%)

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in discussion board conversations is **20%** of your final grade.

\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.

\*\*Additionally, students should respond to the other participant's posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

#### Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph and a maximum of two paragraphs.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at noon (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Address the questions as much as possible (don't let the discussion stray).
4. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
5. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
6. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the

Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

**EVALUATION OF DISCUSSION BOARD:**

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

| <b>Weekly Online Discussion Rubric</b>  |  |  |   |
|---|--|--|---|
| Criteria  | Excellent<br>(3 points)  | Average<br>(2 points)  | Needs Improvement (1 point)   |
| <b>Content quality:</b><br>Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading | It is very clear that readings were understood and incorporated well into responses.   | The readings appear to be generally understood and there is some incorporation into responses.               | It is not evident that readings were understood and/or not incorporated into discussion.                          |
| <b>Writing quality:</b><br>Responses are professionally crafted and sources are cited   | Writing is professionally crafted, and any sources are properly cited.   | Writing is generally clear. Sources are not properly cited.  | Writing is unclear and full of errors. Sources are not cited properly.  |
| <b>Timeliness:</b> Posts are well distributed throughout the module   | Postings are well distributed throughout the module. (Posts span three or more time periods).<br><br>Initial posting is on time. | Postings minimally distributed. (Responses are posted from two time periods).<br>Initial posting is on time. | Postings are not distributed throughout the week. (Responses are posted at one time).<br>Initial posting is late. |
|   | Met (1 point)  | Not Met (0 points)   |   |
| <b>Responsiveness:</b> At least posts from two others have been responded to during the module                                    | At least posts from two others have been responded to during the module  | One or no others have been responded to during the module  |   |

**2. Annotated Bibliography (15%)**

Each student will create an annotated bibliography of a minimum of ten (10) resources related to the subject and context of the action research paper. Ideally, the ten resources utilized in the annotated bibliography will be resources used to help create the literature

review and inform that theoretical basis of the paper. Further information regarding the annotated bibliography can be found on Blackboard.

### **3. Action Research Study (65%)**

The action research study is comprised of three major components: A) the action research plan of action, B) the final action research paper, and C) a multimedia presentation of the project.

#### **A. Action Research Plan of Action (10%)**

Students will submit an action research plan of 4-7 double spaced pages that includes the following components:

- 1) An area-of-focus statement
- 2) Develops a research question
- 3) Describes the intervention or innovations
- 4) Describes the membership of the action research group
- 5) Describes negotiations that need to be undertaken
- 6) Develops a timeline
- 7) Develops a statement of resources
- 8) Develops data collection ideas

Additional information will be provided on Blackboard.

#### **B. Final Action Research Paper (35%)**

Each student will write a research paper that includes the following sections: introduction, literature review, methodology, findings (with accompanying samples/examples), analysis and implications for practice, and reflections. Papers must follow current APA formatting guidelines. See the appendix for further information and the rubric. Additional information will be provided on Blackboard.

#### **C. Presentation of Action Research (20%)**

Students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, Powtoon, etc.) to design a presentation synthesizing their action research project. Like the paper, the presentation should include an introduction, summary of the literature, description of the methodology, findings, analysis and implications for practice, and reflections. The presentations will be uploaded by the instructor into a shared folder on Blackboard so that all participants in the class can view the presentations. Additional information will be provided on Blackboard.

## EDUC 777 Class Schedule

|                 |   |
|-----------------|---|
| <b>Module 1</b> | <i>Introduction to Action Research and Ethics</i>   |
| Dates           | August 28 – September 3   |
| Readings        | <ul style="list-style-type: none"> <li>• Chapter 1, Sagor</li> <li>• “Ethics,” Mills, Chapter 2 (online)</li> </ul>   |
| Assignments due | <ol style="list-style-type: none"> <li>1. Read syllabus and course schedule</li> <li>2. Participate in discussion board 1</li> <li>3. Post self introduction</li> </ol> |

|                 |  |
|-----------------|--|
| <b>Module 2</b> | <i>Finding a Focus<br/>and<br/>Determining the Action Research Questions</i>           |
| Dates           | September 4 – September 10   |
| Readings        | <ul style="list-style-type: none"> <li>• Chapter 2, Sagor</li> </ul>                   |
| Assignments due | <ol style="list-style-type: none"> <li>1. Participate in discussion board 2</li> </ol> |

|                 |  |
|-----------------|--|
| <b>Module 3</b> | <i>Theory of Action</i>  |
| Dates           | September 11 – September 17  |
| Readings        | <ul style="list-style-type: none"> <li>• Chapters 4, 5, 6, Sagor</li> </ul>            |
| Assignments due | <ol style="list-style-type: none"> <li>1. Participate in discussion board 3</li> </ol> |

|                 |   |
|-----------------|---|
| <b>Module 4</b> | <b><i>Building a Data Collection Plan</i></b>   |
| Dates           | September 18 – September 24   |
| Readings        | <ul style="list-style-type: none"> <li>• Chapter 7, Sagor</li> </ul>  |
| Assignments due | <ol style="list-style-type: none"> <li>1. Participate in discussion board 4</li> <li>2. Plan of Action (<b>due September 24</b>)</li> </ol> |

|                 |  |
|-----------------|--|
| <b>Module 5</b> | <b><i>Creating a Literature Review</i></b>   |
| Dates           | September 25 – October 1   |
| Readings        | <ul style="list-style-type: none"> <li>• How to write a literature review (online)</li> <li>• <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a></li> </ul> |
| Assignments due | <ol style="list-style-type: none"> <li>1. Participate in discussion board 5</li> </ol>   |

|                 |   |
|-----------------|---|
| <b>Module 6</b> | <b><i>Writing Week</i></b><br>October 2 – October 8                                 |
| Dates           | October 2 – October 8   |
| Readings        | <ul style="list-style-type: none"> <li>• None – Writing week</li> </ul>             |
| Assignments due | <ol style="list-style-type: none"> <li>1. Work on annotated bibliography</li> </ol> |

|                 |   |
|-----------------|---|
| <b>Module 7</b> | <b><i>Analyzing the Data</i></b>  |
| Dates           | October 9 – October 15  |
| Readings        | <ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>   |
| Assignments due | <ol style="list-style-type: none"> <li>1. Participate in discussion board</li> <li>2. Annotated bibliography (<b>due October 15</b>)</li> </ol> |



|                 |  |
|-----------------|--|
| <b>Module 8</b> | <b><i>Turning Findings Into Action Plans</i></b>                     |
| Dates           | October 16 – October 22  |
| Readings        | <ul style="list-style-type: none"> <li>• Chapter 9, Sagor</li> </ul> |
| Assignments due | 1. Participate in discussion board 7                                 |

|                 |   |
|-----------------|---|
| <b>Module 9</b> | <b><i>Reporting and Sharing Action Research</i></b>   |
| Dates           | October 23 – October 29   |
| Readings        | <ul style="list-style-type: none"> <li>• “Writing Up Action Research,” Mills, Chapter 8 (online)</li> </ul> |
| Assignments due | 1. Participate in discussion board 8  |

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| <b>Module 10</b> | <b><i>Reporting and Sharing Action Research, Part 2</i></b>   |
| Dates            | October 30 – November 5   |
| Readings         | <ul style="list-style-type: none"> <li>• “Writing and Disseminating the Action Research Report,” Hendricks, Chapter 8 (online)</li> </ul> |
| Assignments due  | 1. Participate in discussion board 9  |

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| <b>Module 11</b> | <b><i>Action Research Papers</i></b>  |
| Dates            | November 6 – November 12  |
| Readings         | <ul style="list-style-type: none"> <li>• None – writing week</li> </ul>   |
| Assignments due  | <ol style="list-style-type: none"> <li>1. Work on crafting action research papers</li> <li>2. Individual conferences as needed</li> </ol> |

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| <b>Module 12</b> | <b><i>Action Research Papers</i></b>  |
| Dates            | November 13 – November 19   |
| Readings         | <ul style="list-style-type: none"> <li>• None – writing week</li> </ul>   |
| Assignments due  | <ol style="list-style-type: none"> <li>1. Work on crafting action research papers</li> <li>2. Individual conferences as needed</li> </ol> |

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| <b>Break</b> | <b><i>Thanksgiving Break</i></b><br><br><i>November 20 - 26</i> |
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| <b>Module 13</b> | <b><i>Self-Evaluation</i></b><br><br><b>and</b><br><br><b><i>Presentation of Action Research Projects</i></b>  |
| Dates            | November 27 – December 3   |
| Readings         | <ul style="list-style-type: none"> <li>• None – writing week</li> </ul>  |
| Assignments due  | <ol style="list-style-type: none"> <li>1. Participate in discussion board 12</li> <li>2. Action Research Paper (<b>due December 3</b>)</li> <li>3. Presentation of Action Research (<b>due December 3</b>)</li> <li>4. Fieldwork logs (<b>due December 3</b>)</li> </ol> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.