I. Course Description:

Individual study of a problem specific to practice in the educational setting where the student is actively engaged. The student’s inquiry is focused on the improvement of practice.

This course includes a critical assignment (Action Research Proposal) related to accountability and accreditation. These assignments will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

Practical Inquiry and Action Research I (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

II. Intended Learning Outcomes

University Core Values

In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.
Program Learning Outcomes
The student will be able to:

- develop and adapt instruction and assessment based on the needs of diverse students;
- effectively manage a diverse learner-centered classroom;
- implement and modify instruction for all students incorporating technology as appropriate;
- evaluate, design, and conduct educational research, and
- evaluate exemplary teaching leadership practices and demonstrate awareness of the issues of social justice, equity, and critical pedagogy.

Student Learning Outcomes
The student will:

- be introduced to the evolution of teacher research as a qualitative research methodology;
- recognize and use a variety of qualitative research tools i.e. dialogue journaling techniques; interviewing techniques, participant observation techniques, document analysis, classroom observations techniques, etc;
- understand the ethical and moral implications of conducting field based, person-centered research;
- read and use high quality journals and books in the field;
- critically evaluate an action research study;
- propose an action research study (to be completed in SED 592) which will demonstrate the knowledge, skills, and attitudes learned in this course.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

There are 800 points available to be earned in SED 591 through the following assessment strategies:

DISCUSSION BOARD PARTICIPATION (6 @ 20 pts = 120 pts.)
Each candidate will participate in six discussion board topics. The discussion boards provide a place for you to interact with classmates and with the instructor about the course content. The discussion boards are scheduled to go Tuesday through Friday. The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, you will not receive credit for late discussion board postings.

In order to receive full credit, you must:

- post an original response to each discussion board topic and respond to at least two other students’ postings.
- log on to D2L and participate in the discussion boards on at least two of the dates that the topics are active. If you only participate on one day, you will not receive full credit. Please plan accordingly.
- post thoughtful, articulate responses. Avoid Facebook-style responses: “I like this” and “I agree!” It’s fine to like or to agree with something, but please explain why.
• Use proper grammar and spelling. While the discussion boards are not as formal as a written paper, you should still communicate professionally. Please avoid texting language like “LOL” and “l8er.” If your posts contain many spelling and/or grammatical errors or unprofessional language, you will lose a letter grade.

ACTION RESEARCH PRACTICE ASSIGNMENTS (8 @ 60 pts = 480 pts.)
Each candidate will complete eight short assignments in which you practice a component of an action research project. These include, but are not limited to, the following: a) analysis of audio taped class session, b) identification of action research problems, c) mini-observation assignment, d) literature review critique, e) identification of academic sources, f) data collection assignment #1, g) data collection assignment #2, and h) written critique of an action research project (see Appendix).

ACTION RESEARCH PROPOSAL (200 pts.) - This assignment is a part of our accountability and accreditation process and as such, must be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education.

IV. Evaluation and Assessments (Grading):
Grades will be assigned on the following scale:

- 900 - 1000 points = A
- 800 - 899 points = B
- 700 - 799 points = C
- 600 - 699 points = D
- 599 or fewer points = F

Students in the secondary and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

At the professor’s discretion, failure to submit required assignments into the LiveText system may result in a penalty assessed to the assignment grade.

QUALITY OF ASSIGNMENTS
All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.

Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you
can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

**LATE WORK**
All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work also will not receive feedback and will receive a reduction in grade.
V. TENTATIVE COURSE OUTLINE/CALENDAR:

<table>
<thead>
<tr>
<th>Module</th>
<th>Readings</th>
<th>Assignment</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>• Read syllabus • Purchase textbook • Post an introduction</td>
<td>8/30  11:55 PM</td>
</tr>
<tr>
<td>One</td>
<td>Johnson Ch. 1-3</td>
<td>• Chapter 1 Discussion Boards • Chapter 2 Discussion Boards • Chapter 3 Discussion Boards</td>
<td>9/13 11:55 PM</td>
</tr>
<tr>
<td>Two</td>
<td>Johnson Ch. 15</td>
<td>• Audio Taping Assignment • Mini Observation Assignment • Identification of Action Research Problems • Revising AR Topics Discussion</td>
<td>10/4 11:55 PM</td>
</tr>
<tr>
<td></td>
<td>Johnson Ch. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Johnson Ch. 6</td>
<td>• Data Collection Practice #1 • Data Collection Practice #2</td>
<td>10/18 11:55 PM</td>
</tr>
<tr>
<td>Four</td>
<td>Johnson Ch. 7</td>
<td>• Data Analysis – Coding • Individual ZOOM Meetings</td>
<td>11/1 11:55PM</td>
</tr>
<tr>
<td>Five</td>
<td>Johnson Ch. 5</td>
<td>• APA Tutorial • Identifying Sources • Annotated bibliography</td>
<td>11/15 11:55 PM</td>
</tr>
<tr>
<td>Six</td>
<td>Johnson Ch. 9</td>
<td>• Action Research Proposal • ZOOM Meeting to Present Proposal 12/9 at 7:00 pm</td>
<td>12/11 11:55 PM</td>
</tr>
</tbody>
</table>

VI. Readings:

- Johnson, A. P. (2011). *A short guide to action research* (4th ed.). Boston, MA: Pearson. The course is set up around the fourth edition. If you purchase a newer or older edition, it will be your responsibility to identify the similarities and differences between the edition you buy and the one I assigned.
- Online lectures.
- Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS & OTHER POLICY INFORMATION (see https://www.sfasu.edu/policies)

A. Attendance (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

This course is fully on-line. However, you must demonstrate online attendance. If you go more than 4 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for >2 days) will result in the loss of a letter grade. Failure to participate in the Chapter 2 & 3 Discussion Boards may cause the student to be dropped from financial aid for the course.

B. Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6): To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

C. Student Academic Dishonesty (Policy 4.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better
grade on a component of a class; (2) the falsification or invention of any information, including
citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of
cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they
were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s
own work that has been purchased or otherwise obtained from an Internet source or another
source; and (2) incorporating the words or ideas of an author into one’s paper without giving
the author due credit.

As per the SFASU policy on academic integrity, penalties for academic dishonesty may
include a reprimand, no credit for the assignment or exam, re-submission of the work, make-up
exam, or failure of the course. A Report of Academic Dishonesty will be completed and will
become part of the student’s official record. Please read the complete policy at
http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam,
re-submission of the work, make-up exam, failure of the course, or expulsion from the
university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow
procedures outlined in Academic Appeals by Students (6.3).

D. Withheld Grades Semester Grades Policy (Policy 5.5): At the discretion of the instructor of
record and with the approval of the academic unit head, a grade of WH will be assigned only if
the student cannot complete the course work because of unavoidable circumstances. Students
must complete the work within one calendar year from the end of the semester in which they
receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e.,
Active Military Service (6.14)]. If students register for the same course in future semesters, the
WH will automatically become an F and will be counted as a repeated course for the purpose
of computing the grade point average.

E. Student Code of Conduct (Policy 10.4): Classroom behavior should not interfere with the
instructor’s ability to conduct the class or the ability of other students to learn from the
instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or
disruptive behavior will not be tolerated. Students who disrupt the learning environment may
be asked to leave class and may be subject to judicial, academic or other penalties. This
prohibition applies to all instructional forums, including electronic, classroom, labs, discussion
groups, field trips, etc. The instructor shall have full discretion over what behavior is
appropriate/inappropriate in the classroom. Students who do not attend class regularly or who
perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at
SFA. Information regarding the iCare program is found at
https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

F. Certification/Licensing Requirements. To complete certification/licensing requirements in
Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

G. LiveText. This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:

- Additional postings on the homepage are considered part of this syllabus.
- For questions about teacher certification testing (TExES), please contact Julie Stadler at edcerttesting@sfasu.edu or (936) 468-1607.
- SED 571 is an online graduate course. Like most graduate courses, it will be intense and require a considerable amount of reading. You will need to be focused and self-motivated to be successful. The time you would normally spend in the classroom and commuting to campus must be used to complete your readings and assignments.
I will be more than happy to work with you on any issues dealing with the course content. Should you have any problems related to technology, please contact SFA's Office of Instructional Technology at http://oit.sfasu.edu/ or The SHACK Student Help Desk, 8:00 AM to 1:00 AM, Monday - Friday, call 468-HELP (4357).

As a student, you will have access to an Online Orientation that provides information about setting up your computer properly and teaches many of the skills you will need to succeed in an online course.

Answers to questions about general computer and Internet issues, SFA email and mySFA are available online at the Technical Support Center (TSC) http://www.sfasu.edu/tsc/ and in person or by phone from 8:00 am to 10:00 pm, Monday through Friday at (936) 468-4357.

Answers to technical questions about Desire2Learn (D2L) are available in the Online Orientation, by email at D2L@sfasu.edu, and by phone at 936-468-1919. Live D2L technical support hours are 8:00 a.m. – 5:00 p.m. Monday through Friday.

Students may also get D2L support in person at our office in the Steen Library, second floor, Room 206.

mySFA is the official place for SFA faculty and students to see and update a variety of information and announcements in one convenient location, including e-mail and address information, registering and accessing classes online, paying your bill, viewing your grades, and getting a copy of your transcript. On the mySFA homepage, click “Getting started with mySFA and e-mail” to help you with many e-mail and other MySFA issues. After logging on with your mySFA User Name and PIN, at the top of your screen click “myServices”, then in the right column click toward the bottom of the page click “PC Health Guidelines” for help with virus, spyware, network connections, and other PC problems.