

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 637

**Course Title:** Master's Seminar

**Term:** Fall semester, 2013

**Days/Times:** 5:30 to 8:00

**Class Location:** Duke Hall 101

**Faculty:**

**Office:**

**Phone:**

**Office Fax:**

**E-mail:**

**Office Hours:**

**Catalog Course Description**

This course is designed to assist students in achieving the high level of writing skill requisite to developing and producing an article of sufficient quality to warrant publication in an academic or practitioner journal.

**The following CTC Counseling Standards are partially addressed in this course:**

Generic Standard 4 Assessment

Generic Standard 6 Professional Ethics and Legal Mandates

Generic Standard 15 Technological Literacy

Specialization Standard 30 Research, Program Evaluation and Technology

**Course Objectives**

At the end of this course, students will be able to:

1. Select a timely research topic that will be written up in a journal article format. (CTC Counseling Standard 30)
2. Identify at least one journal as likely publisher for the research article. (CTC Counseling Standard 4, 6 & 30)
3. Identify at least one article that will serve as a model for the student’s article.

(CTC Counseling Standard 30)

1. Demonstrate the ability to effectively critique a model article from a peer reviewed journal. (CTC Counseling Standard 4 & 30)
2. Research and write an article that is approximately 15 to 25 pages (doubled-spaced and word processed in accordance with APA). (CTC Counseling Standard 4, 6, 15 & 30)
3. Complete revisions of the article based on two in-depth critiques of article drafts.

(CTC Counseling Standard 30)

1. Produce an article that is of publishable quality both in terms of content and writing style. (CTC Counseling Standard 6 & 30)
2. Demonstrate effective computer skills and use of technology, including on-line data-base search, Blackboard, excel spreadsheet tables, and word processing in completing written work. (CTC Counseling Standard 15)

**Required Readings**

American Psychological Association (Ed.) Publication Manual of the American Psychological Association, 6tth Edition, 2010.

**Candidate Assessment**

1. Positive class participation, attendance, and punctuality and satisfactorily complete class assignments on time. 10% of grade.

2. Select and critique one model article that is from a scholarly, peer reviewed journal. The critique should address the validity of the research findings in relationship to pupil achievement and/or the effectiveness of the educational program in the article. The findings of this critique will be reviewed in class by each student. 10% of grade.

3. Complete and submit first draft of your research project. This research project can take the form of be a historical review, a program evaluation, case study, policy analysis, action research, or extensive literature review. The draft should be professionally presented in an article format, reflecting excellent written skill, and with complete bibliography/webliography. 30% of grade.

4. Submit the final draft of your research project. This draft should be professionally written (APA format), and integrate all changes to ensure that the final submission is of publishable quality. A 5 minute oral presentation will be required the final night of class that should cover the key aspects of this research paper. 50% of final grade.

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss grade performance.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**I** An incomplete can be taken in this course if research project isn’t completed during the

Semester.

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Course Calendar:**

|  |  |
| --- | --- |
| **Class**  **Dates** | **Activities** |
| **9/12/13** | Introduction of course objectives, discussion of criteria for publishing an article, confirmation of research topic, review of technology competency. |
| **10/17/13** | Model article critique assignment due, incorporating professionally presented work, with appropriate writing skills. Selected students will present the critique of their article. |
| **11/7/13** | First draft of research project due. Peer review each others drafts and discussion on progress. |
| **Individual appts as needed** | Review drafts of research project |
| **12/5/13** | Final draft of research project is due. Selected students will present their findings in class. Review of material to ensure integration of all suggested revisions. Complete course evaluations |