New Course Proposal

1. **Catalog description**
   a) Course number: ELE 5100
   b) Title: Introduction to Graduate Studies in EC/ELE/MLE
   c) Meeting times and credit: 3-0-3
   d) Terms to be offered: F, S, SU
   e) Short title: Intro to Grad Study
   f) Course description: This course provides an overview of the expectations of an advanced degree program and an opportunity to acquire the necessary skills and knowledge to complete the program successfully.
   g) Prerequisites: Admittance to Graduate School
   h) Initial term of offering: Fall 2006

2. **Objectives of the Course and Evaluation**
   List the student learning objectives
   - Familiarize masters candidates with expectations of graduate study as both an opportunity to consume and to create research;
   - Introduce students to the various types of academic research and guide them as they begin to think about options for their own research in the program;
   - Introduce some of the current outstanding researchers in elementary education;
   - Use an inquiry-based framework for identifying and critiquing quality research studies;
   - Explore issues such as dispositions, ethics, social justice, and diversity as these issues pertain to the field of education and educational research;
   - Examine information on pedagogy, assessment, and evaluation as well as explore current issues in education through a research lens;
   - Provide an introduction to and beginning experience in scholarly writing and options for publishing opportunities with use of APA style;
   - Participate with colleagues through research-based group projects concerning current issues in education.

   b) **Assessment:**
   Students will be assessed on in-class assignments, critique of research articles, a brief research paper (suggested length 7-10 pages), as well as reports, class projects, presentations involving group problem solving, and examinations.

   c) For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   - Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives. N/A.
   - Describe how the integrity of student work will be assured. N/A.
   - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction. N/A.

   d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.
e) If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A.

3. Outline of the Course
   a) Meetings: Three hours a week, 15 sessions, or the alternative format with the same number of contact hours.

SESSION 1
EC/ELE/MLE Graduate Study
- Expectations of graduate level study and department and university resources available
- Consumer of Research – Evaluating quality
- Brief overview/definition of research terminology
- Introduction to kinds of research studies
  i.e. quantitative, qualitative, action research, etc.
- Sources of data in educational research
  i.e. National Center for Educational Statistics

SESSIONS 2, 3
Education Professionals in context of Trends and Issues
- Dispositions
- Ethics
- Social justice, equality, and diversity
- Building a graduate community, working in a collaborative and supportive learning community

SESSIONS 4, 5
Pedagogy – Best Practice based on Research
- Current issues in education and implication for classrooms
- Assessment and evaluation of pedagogy
- Needs of culturally and linguistically diverse (CLD) students and faculty
- Sharing information from group review from sessions 2-3

SESSION 6
Technology
- Technology tools and services available for research and best practice with discussion and demonstration ideas for application.

SESSIONS 7, 8
Writing
- Key Elements in Scholarly Writing
- Different kinds of writing experiences- research, report, abstract, Literature review, critique, audience, peer review, etc.
- Scholarly Language in academic writing
- Style Guide: Most current edition of APA

SESSIONS 9, 10, 11, 12
Introduction to Research
- Accessing sources both technologically and in print form
- Primary and secondary sources and appropriate use of each
• Data gathering tools and methods ie. Survey, pre-post, etc.
• Multicultural perspectives of research: Examining research from different perspectives
• Types of research and research methods
• Role of technology in data gathering and analysis

SESSION 13
Discussion of Research Guidelines and Procedures for conducting research at EIU:
• IRB and Ethical Treatment of Human Subjects (online training at http://www.eiu.edu/~grants/Consent Training/index.html)
• Discussion of options for culmination of the Masters:
• Thesis-See Graduate School Thesis Manual (http://www.eiu.edu/~graduate/#)
• Action Research Class and Project. See Departmental Expectations for ELE-Applied/Action Research Class (posted on departmental web site).
• Publishing Opportunities

SESSIONS 14, 15
Presentation of projects and paper that incorporates technology

b) For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. N/A.

4. Rationale
   a) Purpose and need: This course introduces students to the expectations of an advanced degree program and will offer students the experiences and opportunities to acquire and enhance the necessary skills and knowledge so that they could advance in their own professional development. It will serve as an introduction to research terminology and research methods, approaches, and techniques.
   b) Justification of the level of the course and of course prerequisites: This course will serve as the initial course for the graduate program in Elementary Education
   c) Similarity to existing courses: This is course covers introductory material as consumers of research in preparation for being creators of research. It also provides a vehicle to create a community of graduate learners. ELE 5250 Research in Education course builds on the introductory course. The thesis or applied/action research will be the culminating application of information and research experience at the masters level.
   d) Impact on program: This course will provide assistance and guidance to the novice graduate students as they begin their academic work and will serve as a support base as they progress in the program.

5. Implementation
   a) Faculty members to whom course may be assigned: Any graduate faculty member in the department could teach this course.
   b) Specification of any additional cost to students: none
   c) Text and supplementary materials: Most current APA Manual and current professional journals

6. Community College Transfer NA
7. Date approved by the department or school 4-29-2005

8. Date approved by the college curriculum committee 9-26-2005

9. Date approved by CAA _________ CGS __________

* A technology-aware course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A technology-enhanced course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In writing-active courses, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).