The Effective Urban Educator; Reflective, Innovative, and Committed to Diversity

TED 7000: Introductory Master’s Seminar
Course Syllabus

DIVISION: Teacher Education

COURSE NO: TED 7000_16045

COURSE TITLE: Introductory Master’s Seminar

COURSE CREDIT: 3 Credit Hours

SECTION: 002

TERM/YEAR: Fall 2016

COURSE LOCATION: 0323 STAT

DAY/TIME: Tuesdays 5:00 pm – 7:30 pm

INSTRUCTOR: Min Yu, Ph.D.

OFFICE ADDRESS: 223 College of Education

OFFICE HOURS: Tuesdays 2:30pm–4:30pm; Thursdays 4:30pm–7:30pm; Or by appointment

OFFICE PHONE: 313-577-0990

E-MAIL: minyu@wayne.edu

COURSE DESCRIPTION:
Students develop skills in three primary areas: Accessing information through the variety of resources available in a university library; comprehending and evaluating technical literature; employing the APA style for formulating technical writing.

COURSE OUTCOMES:
As an urban reflective educator the students will:
1. Demonstrate knowledge and skills in accessing information (e.g., online searches) through the variety of resources available (e.g., online empirical data sets, professional journals in educational research, Handbooks on research reviews, resources from professional organization) in a university library.

2. Demonstrate the ability to comprehend (e.g., identifying components of a study as evidence of comprehension of an empirical study, contrasting a practitioner article verses’ an empirical article) of technical literature.
3. Demonstrate the ability to evaluate (e.g., evaluating their own research questions and hypothesis by using rubrics, evaluating and organizing studies by independent and dependent variables by using a matrix, writing a critique of studies that they have reviewed) technical literature.

4. Demonstrate the ability to synthesize (e.g., write an integrated review of research literature for their future action research showing a coherent patterns across studies and not simply listing disparate studies) technical literature.

5. Demonstrate the ability to apply the APA style (e.g., manuscript structure and content, writing clearly and concisely, correct use of citations, references and headers) for formulating technical literature.

**REQUIRED TEXTS:**


**ADDITIONAL REFERENCES:**


**COURSE ASSIGNMENTS:**

1. **Discussion, Participation, and Presentation in Class (30 points)**

The success of this course is contingent upon the quality and openness of individuals’ contributions to the class discussion of relevant topics. This course is designed to offer you a forum to share your questions and concerns with colleagues so that we may collaboratively devise ideas for solutions.

Prompt and regular attendance is required. Your presence and participation in every class is essential to the success of the class. Active participation in both large and small group discussions is expected. Active participation is identified as attending and preparing for class, initiating,
sharing and responding to course readings, experiences, ideas, and observations about education.

Individual presentations consist of preparing and presenting for a 30-minute presentation on the reading material and examine how it relates to issues and concerns of your area of interest/expertise in education. As part of this assignment you will be responsible for creating appropriate reading commentary and discussion questions for the readings of a given week. The sign-up sheet will be available during week 3. Your commentary should stimulate an ensuing conversation on the assigned articles of that week. You can also make reference to the other articles covered previously. Assuming that each class member has read the assigned readings, the commentary should not be a straight summary of the article. Instead, you should utilize the articles or book chapters as a methodological filter, if you will, which in turn informs your commentary on historical and/or contemporary education issues you decide to complicate and put forth to your fellow graduate students.

2. Library Research Resources (25 points)
This assignment includes search academic articles and selected citations on the topic with highlights and notes. More details will be discussed in class.

3. Review of Research Literature (45 points)
A literature review provides the reader with background information concerning the issue being reviewed. The paper summarizes the published research of diverse scholars in the field. Research being reviewed should be current, relevant, and show you have developed a level of expertise on the chosen issue through your readings and research findings. The length of your paper will be 5-7 pages and you must have no fewer than five different cited references. Students must use APA format. More details will be discussed in class.

CLASS POLICIES:
The following class policies are also considerations for evaluation.

Professional Disposition:

a. Attendance
If the student knows in advance that he/she will be absent for a valid reason, which is unavoidable (e.g., surgery of a family member), he/she then needs to inform the faculty member in advance. If an emergency occurs and you are going to be late to or absent from class, call or email the professor BEFORE CLASS to explain your absence. If the student is absent it is then the student’s responsibility to get the information covered in the class (e.g. get the notes from the peers, handouts from presenter and faculty, take initiative to have a conference with faculty during office hours if necessary). More than two absences, coming late or leaving early will also affect his/her grade adversely. After three absences you may be asked to drop this course. If you know you will be absent more than three times, please contact the professor as soon as possible and schedule a meeting in order to determine whether you should remain enrolled in this course. Four and/or more absences will automatically result a grade of F in the course.

b. Class Participation
Readings, the chapters in the text, coming prepared with written response to discussion questions,
supplementary readings, and power point and voice-overs on power point viewing prior to class, are essential for classroom discussions and for fulfilling all course assignments. This being a seminar class, students are required to read the material prior to class and actively participate in class discussion, regularly post their progress on discussion board, complete their computer tutorials. Hence, total lack of preparation and participation will also influence the final grade adversely.

c. Professional Positive Attitude and Taking Responsibilities
Appropriate professional behavior is expected which includes frequent library usage with a positive and a willing attitude, appropriate positive communication in the classroom, taking responsibility for their own learning, effective time management with other responsibilities, handling challenges new learning effectively. Inappropriate affective behaviors and attitude will also affect the grade adversely. Seek individual conference without fail for emotional support and successful performance.

Important Note on Assignments:

(a) Academic Dishonesty/Plagiarism

Plagiarism includes copying material from outside texts or presenting outside information/resources/view of point as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students plagiarize information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty.

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of [http://doso.wayne.edu/assets/codeofconduct.pdf](http://doso.wayne.edu/assets/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

(b) Use of Blackboard

All students are required to regularly check the blackboard for all class notes, instructions on assignments, class readings, etc.
## CLASS SCHEDULE:

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<tr>
<th>SESSION</th>
<th>Preparation</th>
<th>Due</th>
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<tbody>
<tr>
<td>1 09/06</td>
<td>Introduction</td>
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| 2 09/13 | *Academic research and practitioner research*  
  Read:  
| 3 09/20 | *Knowledge about Teaching, Knowledge for Teaching, Knowledge of Teaching*  
  Read:  
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>4</td>
<td>Knowledge about Teaching, Knowledge for Teaching, Knowledge of Teaching.</td>
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<tr>
<td>5</td>
<td>Research in Teacher Education: Pre-service Teacher Education, Lesson Study, Teacher Professional Development, etc.</td>
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<td>6</td>
<td>Research in Teacher Education: Pre-service Teacher Education,</td>
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<td></td>
<td>Individual Presentation</td>
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<td>10/04</td>
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<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>7 10/18</td>
<td>Research in Teacher Education: Pre-service Teacher Education, Lesson Study, Teacher Professional Development, etc.</td>
<td>Individual Presentation</td>
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<tr>
<td>8 10/25</td>
<td>What counts as teacher research?</td>
<td>Individual Presentation</td>
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<td>9 11/1</td>
<td>Library Research No Class Meeting</td>
<td>Research Resources (topic, references and brief outline) are due by 5:00 pm via email.</td>
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<tr>
<td>Date</td>
<td>Reading Notes</td>
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| 10 11/08 | *Teacher Research: Reflective Practice, Reflective Practitioner*  
| 11 11/15 | *Teacher Research: Reflective Practice, Reflective Practitioner*  
| 12 11/22 | *Teacher Research: Reflective Practice, Reflective Practitioner*  
| 13 11/29 | *Teacher Research: Reflective Practice, Reflective Practitioner*  
Read: Caro-Bruce, C., Flessner, R., Klehr, M. & Zeichner, K. (Eds.) | Individual Presentation |

| 14 12/06 | **Final Reflection: Where do we go from here?** | **Research Presentation** |

**GRADING SYSTEM:**

TED 7000 is a graded course for which three graduate credits are awarded. The following statements govern the assessment of this course. The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For graduate students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

1. Students are expected to submit assignments that conform with Wayne State University policies governing academic dishonesty and misconduct including provisions about plagiarism and submitting assignments to only one class.
2. Assessment of each assignment/requirement is based on quality.
3. The Publication Manual of the American Psychological Association (6th ed., 2010) contains the writing style used by The College of Education. It is essential for all assignments to follow the APA style:
   a. double-spaced, 12-point font with one-inch margins around,
   b. in-text citations should follow the (Author, Year) format,
   c. include a separate title page and reference page,
   d. have a running-head with page numbers at the top of each page, and
   e. follow the 6th edition of the APA manual.
   Purdue OWL has a helpful website that will assist you with APA formatting [https://owl.english.purdue.edu/owl/resource/560/1/](https://owl.english.purdue.edu/owl/resource/560/1/)
4. Deductions will be made for incorrect grammar, punctuation, spelling and/or syntax.

**Graduate Grades:**

- 93-100 A
- 90-92.9 A-
- 87-89.9 B+
- 83.9-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- Below 73 F
**Enrollment/Withdrawal Policy:**
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php).

**Contract for Completion of Incomplete Coursework:**
If a student decides to take an incomplete, he/she has to contact the faculty member at least two weeks in advance and will receive a grade of B or less.

The mark of I – Incomplete is intended to allow a student to complete the required work for a course after the semester has ended, if, in the judgment of the instructor, there is a legitimate reason why the work could not have been completed during the term. Incompletes (I) may be given only when the student has not completed all of the required work and when there is a reasonable probability that the student will complete the requirements successfully without again attending regular class sessions. If additional class attendance is required, the student must reregister for the course. The student must be passing at the time the Incomplete is given.

University grading policy states that a written contract should be signed by the student and instructor, specifying all work to be completed. In order to alleviate questions about incomplete courses and to assist students and instructors, the Office of the Registrar has prepared a template Contract for Completion of Incomplete Coursework. You can find the template contract at [http://reg.wayne.edu/pdf-forms/incomplete.pdf](http://reg.wayne.edu/pdf-forms/incomplete.pdf).

**Student with Disability:**
Accommodations will be made for students with documented disabilities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-
202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult Online Writing Center to schedule an online appointment with the WRT Zone http://clas.wayne.edu/writing/Online-Writing-Center.