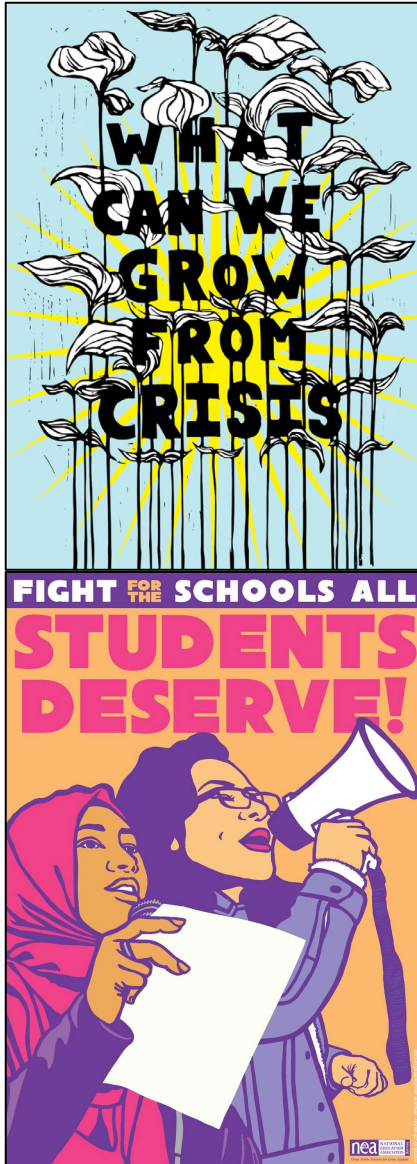


**Professor:**

Dr. Alexandria Hollett
(she/her)

Email:

alexandria.hollett@csun.edu

Phone:

574.780.0518

Online Office Hours:

By appointment

Classroom/Time:

Online (Zoom): 878 8769 6627

In-person: EED 1125

Monday, 4 – 6:45 PM

CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeno Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture, and community.

Justice-Oriented Research + Course Overview

This course is aligned with critical theories and methods that promote justice, challenge oppression, and seek to transform schools and society. With special attention to multilingualism and multiculturalism, this course will introduce you to an array of qualitative and quantitative educational research and provide intensive experience in assessing and conducting research studies. Through a combination of readings, constructivist activities, community collaborations, discussions, and class assignments, you will examine a variety of research questions and explore how they can be resolved through different research strategies. You will not only become proficient at analyzing and using diverse research methods but also begin to position research as political, relational, and integral to understanding who we are and the world we share. This course privileges qualitative research methods that advance liberation, adhere to the values of respect and reciprocity, and honor the lifeways of minoritized communities, such as Indigenous Methods (Research as Ceremony, Two-Way Seeing), Black Feminist Thought, Arts-Based Education Research, *testimonio*, and Youth Participatory Action Research. Quantitative and mixed methods studies that interrogate issues of equity and benefit minoritized communities will also be prioritized.

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in our schools and communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value **academic excellence** in the acquisition of research-based professional knowledge and skills.
- We strive to **positively impact** schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We **value people** from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value **creative, critical, and reflective** thinking and practice.

Course Description

Prerequisite: Admission to Masters of Arts in Education, all pathways. Survey and analysis of research in elementary education, chiefly in areas of contemporary interest in multilingualism and multiculturalism. Emphasis is on learning to use a wide range of research sources, on understanding of research designs utilized in a variety of research studies, and on use of criteria in evaluating the findings and conclusions of such studies.

Essential Questions

- What is research and how do we do it?
- How are theories and research methods related to culture, identity, community, power, and oppression?
- How do we interpret and conduct research from a justice-oriented framework?
- How do we design effective research studies that are aligned with a research question or problem?
- What are the similarities and differences between various methods and how do we decide which to use?
- Who am I as a researcher? What is my philosophy and orientation toward research?
- How does research influence and potentially improve the field of education?

Course Objectives

- Demonstrate proficiency regarding the nature of educational research and how it relates to educational practice (**RLLSC 3.1**).
- Develop an understanding of the different purposes and assumptions of quantitative and qualitative paradigms of educational research pertaining to language and literacy or other curricular area of instruction (**RLLSC 3.1**).
- Demonstrate competency in the use of American Psychological Association (APA) format including appropriate word usage, syntactic structure, mechanics, standard English, and acceptable standards of writing in all class assignments.
- Develop an understanding of the basic research and evaluation methods involved in research design, sampling, selection of measures or instruments, and statistical procedures (**RLLSC 7.1**).
- Evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction (**RLLSC 7.4**)

- Demonstrate skill for critically analyzing seminal, developing and cutting-edge research findings in literature related to education or other curricular area of instruction (**RLLSC 7.7**).
- Develop the inclination to critically examine research and program recommendations of experts in the field or other curricular area of instruction when making educational decisions keeping in mind the limitations of applicability of research based on inclusion of specific target populations (**RLLSC 7.8**).

Student Learning Outcomes for M.A. Program

- Reflective practice by examining their pedagogical content knowledge and skills to improve diverse students' learning needs.
- Theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
- Research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
- Educational awareness by knowing current educational issues and how those impact schools.
- Leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

- **Assessment and Instruction*:** The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.
- **Instructional Materials*:** The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.
- **Teacher Support*:** The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.
- **Program Design and Evaluation*:** The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.
- **Professional Development:** The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.
- **Professional Leadership*:** The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

**dependent on the topic/ approach of individual research projects*

Note: This syllabus is flexible enough to meet the needs and changing circumstances of those to whom it applies. Readings & the tentative schedule is subject to modification as needed. I will give you sufficient notice prior to any changes.

Assignment	Points (400 Total)
Research Methods Critique	50
Research Proposal	190
Participation (80 points for first 8 weeks / 80 points for second 8 weeks)	160

****Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.***

Class Participation: Your participation and preparation factor into your final grade. You are expected to contribute to each class session by reading the appropriate materials, working in small/large groups and actively contributing during each class session. Your grade will be assessed each week.

Methods Critique: This assignment asks you to choose two empirical research studies to analyze. You will critique the methods found in your chosen studies and compare/contrast your findings to demonstrate that you know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures. You will critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction to aid in your assessment of the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations. Your findings will be shared through a medium of your choosing. RLLSC 7.1, 7.8

Research Proposal: You will create an original research proposal around a question of your choosing and demonstrate your ability to review and analyze current, confirmed, reliable, and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the content of the Foundations/Standards and Frameworks. You will share a research question, theoretical framework, literature map and proposed methods for your study. Your methods will demonstrate that you know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures. You will be expected to cite your sources and begin an annotated bibliography of 10 total sources, 7 of which must be related to existing literature or studies. RLLSC 3.1, 7.1

**All assignments should be turned in by the specified due date and time. It is not typical for me to accept late assignments unless prior arrangements have been made.*

Expectations

Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge/experiences, and intellectual and emotional risk-taking.

Course Texts & Assignments

- Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- American Psychological Association (2020). *Publication manual of the American psychological Association* (7th ed.). Washington, D.C.

Additional Resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE GRADING SCALE:

Be aware that issues with attendance and professionalism can result in further points being subtracted after all the assignments have been calculated together.

94-100%	A	88-89%	B+	78-79%	C+	68-69%	D+
		83-87%	B	73-77%	C	63-67%	D
90-93%	A-	80-82%	B-	70-72%	C-	60-62%	D-

RESOURCES AND POLICIES:

As a school stakeholder responsible for the well-being and education of children, your active engagement in the course is of the utmost importance. This includes expectations that all students will: (1) prepare in advance by completing readings and assignments prior to class, (2) participate fully in class discussions and activities, (3) reference readings, and raise questions about the material and subject, (4) actively listen to everyone who inhabits our scholarly community. Below, you will find information on other aspects of academic integrity that are part of class and program expectations.

Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions: The Student Delay/Withdrawal Process

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/education/eed/delay_withdrawal/index.html

Attendance:

Students are expected to attend all scheduled classes on scheduled days for the entire designated class time. Because learning takes place as a result of active participation in discussion and class activities, attendance in this course is critical. If you find yourself in a tough spot regarding attendance, please proactively communicate with me so that we can problem solve together. In general, you are allowed **one absence** for any reason. The accumulation of more than 1 absence will result in the loss of one third of a letter grade from your final grade for each subsequent absence (i.e. A- converts to a B+). Please send me an email (alexandria.hollett@csun.edu) or text (574.780.0518) if you will not be in class so that I can adjust my planning for small group work accordingly.

Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. **Remember, accommodations are your legal right!** I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. **I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.**

Counseling and Psychological Services.

Maintaining one's mental and emotional health is important -- being a human is hard! I can attest to the many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or CSUN's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

Susan Hua
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Paria Zandi
Klotz Student Health Center, Room 140G
Phone: (818) 677-7492
E-Mail: paria.zandi@csun.edu

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, sexuality, race, ability, citizenship, and religion.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. Please note that a bias incident is different from a principled critique of systemic and institutional oppressions and those who uphold them. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Covid-19 + Trauma:

Please visit the following websites for comprehensive information, resources, and support for students who may be struggling with traumas associated with anti-black and other racisms or have concerns about healthcare, technology and access, etc. Again, I am also here to help you navigate any issues that may arise this semester, both personally and academically.

<https://www.csun.edu/csunasone/>

<https://www.csun.edu/covid-19/covid-19-information-students>

CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. [The California State University requires all students and employees to be fully vaccinated against COVID-19 before coming to campus](#), and no later than September 30, 2021, unless an approved exemption has been requested and regular testing is underway. In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).

General Policies

Check your e-mail daily. Set up alerts from Canvas so that Announcements and messages sent through Canvas go directly to your email. **You are responsible for all information sent via email and Canvas.** You are also responsible for all course content, announcements and syllabus changes announced in class. Although I will attempt to respond to questions as promptly as possible, please be aware that I may take up to 48 – 72 hours to respond to an email or text. If you don't hear from me, proactively reaching out to a classmate and/or reviewing the previous week's slideshow may yield some insights.

Course Concerns:

I am here to help you. If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. If you are uncomfortable speaking with me for any reason, please contact the chair of the department, Dr. Greg Knotts, at greg.knotts@csun.edu.

"So many stories, and to choose which ones to tell and how to tell them. The words, they will tap me on the shoulder and they will speak to me: 'Tell me! Tell me!' The stories choose me."

—Eduardo Galeano, in an interview with Rick Kogan, 2013



Date	To Prepare Prior to Class	Topics	Due
Week One	Read: Creswell, Ch. 1 (Canvas) Watch Welcome Video (Canvas) Bring 7 – 10 artifacts from your day to class	- Welcome & Introductions - Researcher Philosophy & Positionality - Research Questions <i>Introduce Research Methods Critique</i>	
Week Two	Labor Day – No Class		
Week Three	Read: Creswell, Ch. 4: Research Proposal IRB Packet (Canvas)	- Research Proposals - Review and analysis of current, confirmed, reliable and replicable qualitative and quantitative research pertaining to language and literacy instruction, relate that to research reflected in the contents of the Foundations/Standards and Frameworks. - IRB and Ethics - Basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures. <i>Introduce Research Proposal Assignment</i>	3.1, 7.1
Week Four	Read: Creswell, Ch. 2: Lit Review Salmerón, C. (2022). Elementary trans-languaging (Canvas)	- Literature Review -- Critical analysis of seminal, developing, and cutting-edge research findings in the literature related to literacy education. - Reference Library Orientation - Reliability, Validity, Generalization, Triangulation -- Evaluate the technical adequacy of assessments, (reliability and content and construct validity), based on psychometric standards and applicable populations, best practices in the selection, administration, and use of assessments	7.4, 7.7
Week Five	Read: Osei-Kofi, N. (2013). The emancipatory potential of arts-based research (Canvas) Hollett, A. (2018). How they are consumed: Queer im/migrant graduate students and the university (Canvas)	- Arts-based research - Basic research and evaluation methods including research design, sampling, selection of measures or instruments - Literature Map Activity (Part Two)	Methods Critique Due by 11:59 PM
Week Six	Read: Creswell, Ch. 3: Theory Klemons, C. (2019). Black feminist thought.	- Theoretical Frameworks & Relations between Theory & Methods - Research & Limitations -- Critically examine research and program recommendations of experts in the field of literacy acquisition and instruction, discuss limitations of applicability of research	7.8
Week Seven Oct 10	Read: Peltier, C. (2018). An application of two-way seeing (Canvas) Kimmerer, R. (2013). Braiding sweetgrass (Canvas)	- Indigenous methods -- Citing Indigenous knowledges, decolonization, non-Indigenous scholars using Indigenous methods - Basic research and evaluation methods including research design, sampling, selection of measures or instruments	Proposal Part One Due by 11:59 PM
Week Eight Oct 17	Read: Creswell, Ch. 7: Research Questions Barton, K. C. (2015). Elicitation Techniques (Canvas)	- Research Questions (Revisited) - Interview, Elicitation Techniques, Transcription - Basic research and evaluation methods including research design, sampling, selection of measures or instruments	7.1

Date	To Prepare Prior to Class	Topics	Assignments & Due Dates
Week Nine Oct. 24	Read: Creswell, Ch. 8: Quantitative Research Thomas & Collier (2017). Validating Longitudinal Research (Canvas)	- Quantitative Methods - Instruments and Data Collection - Experimental Design - Large Data Sets - Review and analysis of current, confirmed, reliable and replicable quantitative research pertaining to language and literacy instruction, relate that to research reflected in the contents of the Foundations & Standards and Frameworks.	Proposal Part Two Due by 11:59 PM
Week Ten Oct. 31	Read: Creswell, Ch. 9: Qualitative Research Prieto & Villenas (2012). Pedagogies from <i>Nepantla</i> (Canvas)	- Qualitative Methods - Latina Feminisms - Narrative Research	
Week Eleven Nov. 7	Read: Creswell, Ch. 10: Mixed Methods Zollman, Suh, & Hoffman (2020). STEM circles (Canvas)	- Mixed Methods - Qualitative and Quantitative Methods (Similarities, Differences) - Survey Protocols - Review and analysis of current, confirmed, reliable and replicable qualitative and quantitative research pertaining to language and literacy instruction, relate that to research reflected in the contents of the Foundations/Standards and Frameworks.	3.1
Week Twelve Nov. 14	Read: Hollett, A. (2020). Ch. 3: Methods (Canvas)	- Justice-oriented research - Thematic Analysis - Critical Discourse Analysis - Coding - Basic research and evaluation methods including research design, sampling, selection of measures or instruments	Proposal Part Three Due by 11:59 PM
Week Thirteen Nov. 21	Read: Creswell, Ch. 6: Purpose Statement	- Purpose of Research -- Critical analysis of seminal, developing, and cutting-edge research findings in the literature related to literacy education. - Proposal Work Day & Conferencing	7.7
Week Fourteen Nov. 28	Read: Creswell, Ch. 5: Introduction Your Choice: Centering Community (Canvas) OR Activating Joy (Canvas) YPAR	- Writing Introductions - Youth Participatory Action Research - Research & Limitations -- Critically examine research and program recommendations of experts in the field of literacy acquisition and instruction, discuss limitations of applicability of research	7.8
Week Fifteen Dec 5	Read: TBD	- The Politics of Citation - APA Workshop - Revising and Editing Your Proposal	
Week Sixteen Dec 12	Read: Nothing!	- Proposal Presentations - Class Reflection	Proposal Final Draft Due (Dec. 19 by 4 PM)

RLLSC Standard	Description	Level	Location
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	I	Week 3, page 8
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	P	Week 11, page 9
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	A	Research Proposal, Critique Methods Page 4
7.1	Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	I	Week 3, page 8
7.1	Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	P	Week 8, page 8
7.1	Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	A	Research Proposal, Methods Critique Page 4
7.4	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	I	Week 4, page 8
7.7	Candidates demonstrate the ability to critically analyze seminal, developing, and cutting-edge research findings in the literature related to literacy education.	I	Week 4, page 8
7.7	Candidates demonstrate the ability to critically analyze seminal, developing, and cutting-edge research findings in the literature related to literacy education.	P	Week 13, page 9
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	I	Week 6, page 8
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	P	Week 14, page 9
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	A	Methods Critique, Page 4