CEP 901A Proseminar in Learning and Development
Course Syllabus
Dr. Jon Star
Spring, 2006

General Information:

Instructor: ....................... Dr. Jon Star
Office: .......................... 513C Erickson
Phone: .......................... 432-0454
E-mail: .......................... jonstar@msu.edu
Office hours: ................. Monday, Wednesday, and Friday, by appointment
Course meeting time: ...... Monday, 1:50 pm to 4:40 pm (12:30 to 3:20 pm)
Course meeting location: ... Room 134, North Kedzie (352 Erickson)

Required Readings and Texts

There are no required texts or coursepacks that need to be purchased for this course. Course readings will be made available to students electronically through the MSU Library’s e-journals, electronically on the course ANGEL site, and/or via materials on reserve (for photocopying at your own expense).

General Course Description

This course is the second semester of the LTC Proseminar and is only open to first-year doctoral students in the LTC program in the College of Education with interests in Learning and Development. The course seeks to continue and build upon the introduction to the field of Educational Psychology that began with CEP 900 last term.

Course Goals

1. Continue your professional socialization into the LTC doctoral program, with a particular focus on reading and evaluating empirical articles. In CEP 900, you primarily read theoretical articles – these were useful in providing you with an introduction to the big ideas in field of educational psychology. In CEP 901A, we will focus more on empirical work.

I use the word empirical to refer to research studies. In empirical articles, authors have collected data, have analyzed the data, and draw conclusions based on the results. Empirical articles necessarily describe the methods by which data were collected and analyzed, as well as the results and significance of the results. In CEP 901A, we will become extremely
familiar with this form of writing, as the bulk of what you read and write as a scholar will be empirical.

2. *Continue your preparation for the preliminary exam.* You began the preparation for the LTC preliminary exam that you will take this summer in CEP 900, and this course will continue the emphasis. You will have opportunities to write formal article critiques as a practice for the preliminary exam.

3. *Continue to clarify and refine your own research interests.* Judging from your RDP, you made considerable progress in thinking about your own research interests last semester. This term continues the process of pushing you to articulate your question, to identify how you might investigate your question, and to situate your question within the larger field.

4. *Introduce you to the process of doing and writing about your own research.* There are many aspects of the process of conducting research that are best learned by just jumping in. In CEP 901A, you will jump in and go through as many phases of the research process as you can, including getting UCRIHS permission, recruiting participants, designing instruments, collecting data, analyzing data, and writing up results.

**Course Assignments and Expectations**

1. *Class participation.* As this is a small class, our ability to have a productive discussion is critically dependent on everyone being present and having read (and thought about) any required readings for a given class. The bulk of each week’s class time will be spent engaged in discussion; everyone is expected to participate. Note that “participation” includes talking and listening, asking thoughtful questions, and making constructive comments to peers and instructor. Initially I will be responsible for leading and managing our discussions, but later in the semester, you will be asked to share in this role.

2. *Assignments indicating preparation to conduct empirical research in course.* Prior to beginning your own research, you need to demonstrate knowledge of the ethical issues related to the protection of human subjects in research. At MSU, all research investigators are required to complete an on-line seminar on the protection of human subjects for research; in addition, all research protocols are reviewed and approved by the University Committee on Research Involving Human Subjects or UCRIHS.

   (a) *Evidence of successful completion of UCRIHS tutorial.* At the URL [http://35.8.104.116:591/ucris/ucris_tutorial/](http://35.8.104.116:591/ucris/ucris_tutorial/) you should take an on-line UCRIHS seminar on the protection of human subjects for research. Once you have completed this tutorial successfully, print out a copy of the completion confirmation notice and submit it.

   (b) *UCRIHS approval of study protocol.* When you have designed the study that you will conduct this semester, you will need to apply for approval from UCRIHS for the study protocol. Officially I will be the PI of your project and will need to initiate the UCRIHS
forms, but you will be included as a co-PI and thus will be able to create, edit, and submit
the various forms that UCRIHS requires.

3. Assignments indicating preparation to take preliminary exam. You are expected to
complete TWO article critiques (practice versions of the preliminary exam) this semester.
More specific guidelines and due dates for these critiques will be announced in class. Both
critiques must be in APA style.

4. Assignments indicating empirical reading and synthesis in your interest area. Throughout
the term you are expected to continue thinking about, reading, and synthesizing research in
your interest area. The following assignments are intended to guide you in this learning
process.

(a) Annotated bibliography in a bibliographic database. As you accumulate and read new
empirical articles that you have read this term in your area, you should keep an annotated
bibliography in the form of an Endnote (or similar) database. The annotated bibliography
should include all bibliographic information about each article, the abstract of each article,
and notes that you’ve written about each article as you read it. You will turn in your
(Endnote) bibliographic database at the end of the semester.

(b) Midterm mini-literature review. On or around the middle of the term (more specific
guidelines and a due date will be announced in class), you will be expected to write a small
literature review that synthesizes the various empirical articles that you’ve read in your
interest area. This mini-literature review must be in APA style and must be related to the
study that you will be conducting this term.

5. Assignments indicating your progress as a researcher. The main thrust of your efforts this
term will be in designing, carrying out, and writing about a study that you will conduct.
Several assignments are intended to help you with this major task throughout the term. Each
of the following must be written in APA style.

(a) Initial rough study description. Very early in the term, I will ask you to submit a very
rough description of the study that you would to run this semester. Included in this rough
description should be your initial thoughts about the question that you are hoping to answer,
the study population that you will use, the types of activities or measures that you will use,
and the study procedure. This initial document will serve as a launching point for more in-
depth consideration of your method and the empirical literature that you should be reading.

(b) Pre-study Method write-up. Building upon the feedback and discussion that results from
the initial rough study description, the second step in this process will be to submit a refined
and more detailed description of the study method. This assignment is intended also to
prepare you to submit the UCRIHS forms, which require a great deal of detail about method.
Included in this Method write-up are any consent forms and measures/instruments that you
will use, as these are also required for the UCRIHS forms.
(c) **Analysis plan write-up.** Just before or soon after you have collected your data, I will ask that you submit a plan for how you are going to analyze your data in order to answer your research question. Depending on the type of data you collect, I may ask you to include a sample of transcript (for example), indicating exactly how you are analyzing the data in order to answer your research question.

(d) **Results write-up.** As your analysis proceeds and you start to have results, you will submit a write-up of your results, indicating what claims you are making as a result of the data you have collected and analyzed and how these claims speak to your research questions.

(e) **Final paper: AERA proposal.** Depending on how well your study goes this term, you may choose to write a paper describing your results and submit it to a journal and/or use the study (or an extension of the study) as part of your practicum/research apprenticeship. However, at the minimum, at the end of the semester, you are required to write an individual AERA paper proposal that describes the study that you have conducted. AERA paper proposals have a particular format, which will likely be an abstract of 100-120 words followed by a paper of 2000 words of less (not including references). The paper proposal should address the objectives and purposes of your study, the theoretical perspectives, the methods, the data sources, the results, and the educational implications of your study. AERA 2007 will be in Chicago in April 2007; given the proximity of this conference to MSU (this is as near as it gets), you should definitely plan to attend the conference. Proposals will be due likely on August 1, so it is strongly suggested that you actually do submit your CEP 901A final paper (perhaps modified based on my feedback) to AERA.

**Grading**

Your grade for this course will be determined by the following:

- 10% Participation
- 10% *Preparation to conduct empirical research* Assignments
- 20% *Preparation to take preliminary exam* Assignments
- 20% *Empirical reading and synthesis in your interest area* Assignments
- 40% *Your progress as a researcher* Assignments

**Other Course Details**

*Accommodations for Disabilities.* Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).

*Observing a Major Religious Holiday.* You may make up course work missed to observe a major religious holiday only if you make arrangements in advance with the instructor.
Participation in a Required Activity. To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide the instructor with adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator.

Attendance. Students whose names do not appear on the official class list for this course may not attend this class.

Disruptive Behavior. Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states that “The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.” Article 2.3.10 of the AFR states that “The student has a right to scholarly relationships with faculty based on mutual trust and civility.” General Student Regulation 5.02 states that “no student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . . ) such that the function or service is obstructed or disrupted.” Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

On Academic Integrity. Article 2.3.3 of the Academic Freedom Report states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades (excerpted below); the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

“The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall: (1.01) claim or submit the academic work of another as one’s own. (1.02) procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization. (1.03) complete or attempt to complete any assignment or examination for another individual without proper authorization. (1.04) allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization. (1.05) alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person. (1.06) fabricate or falsify data or results” (From MSU’s General Student Regulations, Protection of Scholarship and Grades).

Students are strongly encouraged to discuss the course material, papers, writing assignments, and projects with peers and advisors, both in and out of class. However, it is expected that all submitted written work will be completed by students individually and will be the result of each students’ own individual thoughts and ideas, unless otherwise indicated (by citation). Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course and/or removal from the program.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment due in class</th>
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<tbody>
<tr>
<td>Monday Jan 9</td>
<td>Introduction to course; concept maps of your interest area</td>
<td>Read syllabus before class</td>
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<tr>
<td>Monday Jan 16</td>
<td>Individual meetings with Jon (no Monday class)</td>
<td>See checklist to prep for your meeting with Jon</td>
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<tr>
<td>Monday Jan 23</td>
<td>Discussion of individual’s study ideas and seminal articles</td>
<td>Read one seminal article provided by each person; Prepare to lead discussion of your own article</td>
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<tr>
<td>Monday Jan 30</td>
<td>Individual meetings with Jon (no Monday class)</td>
<td>See checklist to prep for your meeting with Jon</td>
</tr>
<tr>
<td>Monday Feb 6</td>
<td>Discussion of individual’s studies, Methods, measures, literatures, and UCRIHS forms</td>
<td>Post new draft of Pre-study Method write-up prior to class; post one page outline of mini-literature review prior to class</td>
</tr>
<tr>
<td>Monday Feb 13</td>
<td>Measures and data collection issues; literature reviews</td>
<td>UCRIHS application finalized and posted; post final version of Pre-study Method write-up prior to class; post draft of mini-literature review prior to class</td>
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<tr>
<td>Monday Feb 20</td>
<td>Article critique #1 discussion</td>
<td>Complete article critique #1 and post prior to class; start collecting data</td>
</tr>
<tr>
<td>Monday Feb 27</td>
<td>Individual meetings with Jon (no Monday class)</td>
<td>See checklist to prep for your meeting with Jon</td>
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<tr>
<td>Monday Mar 6</td>
<td>NO CLASS due to spring break</td>
<td>None</td>
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<tr>
<td>Monday Mar 13</td>
<td>Data presentations and results discussions</td>
<td>Post final version of Midterm mini-literature review; complete data collection</td>
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<tr>
<td>Monday Mar 20</td>
<td>Data presentations and results discussions</td>
<td>Post final version of Analysis plan write-up</td>
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<tr>
<td>Monday Mar 27</td>
<td>Individual meetings with Jon (no Monday class)</td>
<td>See checklist to prep for your meeting with Jon</td>
</tr>
<tr>
<td>Monday Apr 3</td>
<td>Article critique #2 discussion</td>
<td>Complete article critique #2 and submit to Jon prior to class</td>
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<tr>
<td>Monday Apr 10</td>
<td>NO CLASS due to AERA</td>
<td>Post second draft of results write-up; post outline of AERA proposal</td>
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<tr>
<td>Monday Apr 17</td>
<td>Discuss AERA and AERA proposal drafts</td>
<td>Post complete draft version of AERA proposal</td>
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<tr>
<td>Monday Apr 24</td>
<td>Last class</td>
<td>Post final version of AERA proposal; submit final bibliographic database</td>
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Another representation of assignments and due dates
CEP 901A S06 (Star)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Draft due</th>
<th>Final due</th>
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</thead>
<tbody>
<tr>
<td>2. Assignments indicating preparation to conduct empirical research in course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Evidence of successful completion of UCRIHS tutorial</td>
<td>n/a</td>
<td>1/16</td>
</tr>
<tr>
<td>(b) UCRIHS approval of study protocol</td>
<td>1/30</td>
<td>2/13</td>
</tr>
<tr>
<td>3. Assignments indicating preparation to take preliminary exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article critique #1</td>
<td>n/a</td>
<td>2/20</td>
</tr>
<tr>
<td>Article critique #2</td>
<td>n/a</td>
<td>4/3</td>
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<tr>
<td>4. Assignments indicating empirical reading and synthesis in your interest area</td>
<td></td>
<td></td>
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<tr>
<td>(a) Annotated bibliography in a bibliographic database</td>
<td>n/a</td>
<td>4/24</td>
</tr>
<tr>
<td>(b) Midterm mini-literature review</td>
<td>2/13</td>
<td>3/13</td>
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<tr>
<td>5. Assignments indicating your progress as a researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Initial rough study description</td>
<td>n/a</td>
<td>1/16</td>
</tr>
<tr>
<td>(b) Pre-study Method write-up</td>
<td>1/30, 2/6</td>
<td>2/13</td>
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<tr>
<td>(c) Analysis plan write-up</td>
<td>2/27</td>
<td>3/20</td>
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<tr>
<td>(d) Results write-up</td>
<td>3/27</td>
<td>4/10</td>
</tr>
<tr>
<td>(e) Final paper: AERA proposal</td>
<td>4/17</td>
<td>4/24</td>
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Individual meetings checklists and assignments
CEP 901A S06 (Star)

Week of January 16 meeting with Jon checklist:

___ Complete UCRIHS tutorial and print out evidence of completion
___ Make a decision about bibliographic management software – get and start to use
___ Read and enter two new empirical articles into bibliographic software – post file
___ Complete revision of your concept map based on class discussion and readings
___ Prepare list of ‘several’ empirical articles in each section of the concept map
___ Prepare candidate for ‘seminal empirical article’ – read and bring article
___ Complete initial rough study description

Week of January 30 meeting checklist with Jon:

___ Complete Pre-study Method write-up
___ Complete draft of UCRIHS forms (Jon will set up an application in your name) and be prepared to ask questions about the sections that you are unclear about
___ Think about participant recruitment issues
___ Post bibliographic library file– you should have read, entered, and made notes on at least 8 empirical articles from this term by now
___ Be prepared to revisit concept map and/or to start talking about what the literature has to say about the issue that you are planning to study

Week of February 27 meeting checklist with Jon:

___ Complete revision of mini-literature review
___ Complete revision of article critique #1, if necessary
___ Bring data collected thus far to discuss
___ Prepare draft of Analysis plan write-up
___ Post bibliographic library file– you should have read, entered, and made notes on at least 16 empirical articles from this term by now

Week of March 27 meeting checklist with Jon:

___ Post bibliographic library file– you should have read, entered, and made notes on at least 25 empirical articles from this term by now
___ Complete first draft of Results write-up
___ Be prepared to discuss your whole study – literature review, method, analysis, results, and implications