PROFESSIONAL ISSUES IN EDUCATION I

EDLD 647 – 1 Credit
CRN 12105 & 71195

University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2014 FALL Term Syllabus

Wednesday 4:00 to 4:50
Location: Online http://empl.adobeconnect.com/edld647/

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<tr>
<td><strong>Keith Hollenbeck, PhD</strong></td>
<td>Director of Administrative Licensure</td>
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<td>Educational Methodology, Policy, and Leadership</td>
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<td>5267 University of Oregon Eugene, OR 97403-5267</td>
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<td>Office Hours:</td>
<td>Call to make an appointment</td>
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DESCRIPTION
Professional Issues I Seminar is an online class designed to introduce students to (a) the issues of validity and (b) the elements of a cogent written argument as they apply to educational research. Readings and discussions will assist you in better understanding both the manner in which research is conducted and the necessary components required in a literature review / critique.

OBJECTIVES
In this course, you will:
1. Be introduced to the concept of validity through three perspectives [Messick, Kane, Maxwell, and Merriam].
2. Become introduced to the concept of Toulmin’s written argumentation.
3. Clearly understand the samenesses and differences between Messick’s, Kane’s, Maxwell’s, and Merriam’s key concepts.
4. Be introduced to design and questions as they apply to qualitative and quantitative research.

TEXTBOOKS & READING MATERIALS
Assigned readings will be articles – see BlackBoard for specifics.

COURSE STRUCTURE
This course is a combination of readings, lectures, presentations by experts, and/or class discussions.

PAPERS
Each week, students may be asked to (a) complete an in-class assignment and (b) write a one-page summary of the main points / key learnings / essential constructs or attributes from the assigned readings. Please practice your APA writing conventions, including reference citation. The one-page summary is submitted to me by Tuesday night (before class) via e-mail with the following file name: YourLastName_AssignmentName.doc or YourLastName_AssignmentName.docx.

The Final for Pro Issues 1 is a paper. For the paper, you will create a research question specific to your interest area. Next, you will develop a claims-based argument for your topic by creating a Toulman map. Finally, you will analyze your argument through a validity lens [Messick, Maxwell, Merriam, & Kane]. The Final is due the Wednesday night [12/10] of finals week.

GRADING POLICY
This course is graded Pass / No Pass. Your final grade for this course will be determined based on the following course activities and assignments: attendance/participation in discussion sections, in class assignments, and weekly article summary papers.
### Professional Issues in Education

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see http://interact.uoregon.edu/pdf/sas/AlncGrdCon.pdf.

### Schedule of Topics and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic / Assignment</th>
<th>Read or ToDo Before Class</th>
<th>Before Class Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Wednesday 10/01</td>
<td>Class overview / Research Designs</td>
<td>▪ No assignment before class</td>
<td>▪ No assignment before class</td>
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<td>2</td>
<td>Wednesday 10/08</td>
<td>Research Designs</td>
<td>▪ Blackboard handout&lt;br&gt;▪ 02 Designing a Qual Study&lt;br&gt;▪ 02 Merriam p64-71&lt;br&gt;▪ 02 Patton Chapter 5 Research Designs&lt;br&gt;▪ 02 Using Qual and Quant to Answer Your Research Questions</td>
<td>▪ Summarize the essential constructs / attributes from all readings. Look for samenesses and differences across the readings.</td>
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<td>3</td>
<td>Wednesday 10/15</td>
<td>Research Questions</td>
<td>▪ 03 Designing a Qual Study p228-232&lt;br&gt;▪ 03 Formulating the Research Question&lt;br&gt;▪ 03 PICOT_Posing the Research Question&lt;br&gt;▪ 03 PICOT_Research Questions&lt;br&gt;▪ 03 Qual_Galvan p17-27&lt;br&gt;▪ 03 Qual_Merriam p58-65&lt;br&gt;▪ 03 Qual_Patton p213-225</td>
<td>▪ Summarize the essential constructs / attributes from all readings. Look for samenesses and differences across the readings.</td>
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<td>4</td>
<td>Wednesday 10/22</td>
<td>Argumentation - Toulmin</td>
<td>▪ 04 <a href="http://writing.colostate.edu/guides/reading/toulmin/">http://writing.colostate.edu/guides/reading/toulmin/</a>&lt;br&gt;▪ 04 Evaluating Arguments Based on Toulmin’s Scheme&lt;br&gt;▪ 04 Toulmin Argument Sample/Example</td>
<td>▪ Summarize the essential constructs / attributes from all readings. Look for samenesses and differences across the readings.</td>
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<td>5</td>
<td>Wednesday 10/29</td>
<td>Validity - Messick</td>
<td>▪ 05 Technical Issues in LargeScale Performance Assessment</td>
<td>▪ Summarize the essential constructs / attributes from this reading.</td>
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<td>6</td>
<td>Wednesday 11/05</td>
<td>Validity - Maxwell / Merriam</td>
<td>▪ 06 Galvan p29-37&lt;br&gt;▪ 06 Merriam p71-76&lt;br&gt;▪ 06 Merriam p210-228</td>
<td>▪ Summarize the essential constructs / attributes from all readings. Look for samenesses and differences across the readings.</td>
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<td>7</td>
<td>Wednesday 11/12</td>
<td>Validity - Kane</td>
<td>▪ 07 Argument-Based Approach to Validity&lt;br&gt;▪ 07 Kane Video <a href="http://www.ets.org/c/18486/flash/michael-kane.html">http://www.ets.org/c/18486/flash/michael-kane.html</a>&lt;br&gt;▪ 07 Kane Video PowerPoint Slides</td>
<td>▪ Summarize the essential constructs / attributes from all readings. Look for samenesses and differences across the readings.</td>
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<td>8</td>
<td>Wednesday 11/19</td>
<td>Evaluating Grad School Entrance</td>
<td>▪ Blackboard handouts</td>
<td>▪ Assignment to bring to class</td>
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<td>9</td>
<td>Wednesday 11/26</td>
<td>Measuring Wishful Thinking</td>
<td>▪ 09 Wishful Thinking: Does Desire Impact Optimism&lt;br&gt;▪ 09 Is It Possible to Become Happier</td>
<td>▪ Out-of-class assignment</td>
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<td>10</td>
<td>Wednesday 12/03</td>
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<tr>
<td>11</td>
<td>Wednesday 12/10</td>
<td>No Class</td>
<td>Final Paper due</td>
<td>Final Paper due</td>
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COURSE POLICIES

ATTENDANCE POLICY
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

ABSENCE POLICY
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor’s voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete an assignment due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code. See the following website: (http://udos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.
Outside the College, you can contact:
UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
Conflict Resolution Services 346-0617 or http://udos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
   a. respect the dignity and essential worth of all individuals.
   b. promote a culture of respect throughout the University community.
   c. respect the privacy, property, and freedom of others.
   d. reject bigotry, discrimination, violence, or intimidation of any kind.
   e. practice personal and academic integrity and expect it from others.
   f. promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/.

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
   a. participating in class activities
   b. respecting the diversity of cultures, opinions, viewpoints in the classroom
   c. listening to fellow students, professors, and lecturers with respect
   d. arriving on time, prepared for class
   e. attending for the duration of class
   f. not reading other materials, books, newspapers, or using laptops for other activities
   g. turn off cell phones and other electronic devices
   h. racist, homophobic, sexist, and other disrespectful comments will not be tolerated
GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the News section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.