

Harper College Graduate Equivalency Course (GEC) Syllabus

Practicum in Action Research

2 GEC Hours

Blended

Spring 2020

February 7 to May 1, 2020

Meeting Dates: Fridays, February 7, March 6, and April 24, 9 a.m. – 11 a.m., F315

Faculty Information

Joyce Wisniewski

Associate Professor of ESL/Linguistics

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D-133a (in D-138 suite)

Course Information

In this course students will put into practice the research paradigms and methodologies in action research learned in the GEC "Introduction to Action Research for Scholarship" and/or the GEC "Action Research for Innovation." Students will have the opportunity to extend their research project from the previous class or begin a new project, resulting in further data collection and evaluation leading to a more credible, reliable, and valid conclusion than their previous mini-project.

The goal of this course is to support and enhance the process of successfully completing a more in-depth classroom action research project than previously implemented.

Upon successful completion of the course, students should be able to:

1. Implement an in-depth action research project, including:
 - generating and clarifying a research question
 - determining data needed for collection and the methods with which to collect it
 - constructing a means for analyzing the data collected
 - developing strategies for taking action regarding data analysis
 - creating the delivery method for sharing information with peers
2. Evaluate the processes of action research and their value to faculty.
3. Analyze the action research processes of peers.

Required Textbook

Johnson, A. P. (2001). *A short guide to action research* (4th Ed.). Allyn and Bacon: Boston, MA.
ISBN13: 9780132685863

Recommended Textbook

Altricher, H. & Feldman, A. & Posch, P. & Somekh, B. (2008). *Teachers Investigate Their Work (2nd edition)*. New York, NY: Routledge ISBN 9780415377942

Efron, Sara Efrat & Ruth Ravid. (2013). *Action Research in Education: A Practical Guide*. New York, New York: The Guilford Press.

Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science* (3rd ed.). Philadelphia: Open University Press.

Hubbard, R. S., & Power, B. M. (1993). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann

Student Expectations and Requirements:

You are expected to complete all requirements of this course on time. Assignments are associated with this course module. Some assignments may require more time than others. Assignment specifications and grading criteria will be distributed on-line. Assessment criteria may differ for each assignment. Be certain you understand the specific criteria on which each individual assignment will be assessed and confirm your understanding with your instructor.

Journals: A weekly journal will be required in order for you to reflect on your progress in your action research project. Each journal will have a different objective for that week.

Three on-campus meetings: These meetings will take place on Friday mornings and include a combination of discussion, lecture, presentation, and analysis of other faculty's action research projects.

Action Research Project

The major assignment in this course will be the successful completion of a 12-week action research project and report determined by the student and approved by the instructor. Students will complete several steps during the term and will culminate into a report and presentation by week 12.

Methods of Evaluation:

Grading

Methods of Evaluating Student Progress

Evaluation	Points
Journals	60
Attendance/Participation in on-campus meetings	60
Action Research Report	100
Action Research Presentation	50
Total	270*

*Faculty must earn 70% of the total points in the course for a passing grade

Course work will be graded on the following scale:

Final Percentage	Letter Grade
70%-100%	P
69% or below	NP

Late/Missed Work Policy: All coursework should be completed on time. However, I will accommodate reasonable requests for extensions, if the request is made prior to the due date of the assignment or exam. If you do not request an extension you may still complete some coursework for partial credit.

Course Calendar

This course will be blended, meaning there will be 3 on-campus meetings (2 hours each) as well as time working with materials online/outside of class (14 to 20 hours of work).

On-campus meeting dates and times will be:

- February 7, 9-11 am
- March 6, 9-11 am
- April 24, 9-11 am

Week	Topics/Outcomes
Week 1 2/7-2/13	Course Orientation
Week 2 2/14-2/20	Reviewing Past Data Collection
Week 3 2/21-2/27	Finding Your Research Topic
Week 4 2/28-3/5	Reviewing the Literature
Week 5 3/6-3/12	Conducting ActionResearch
Week 6 3/13-3/19	Conducting Action Research
Week 7 3/20-3/26	Conducting Action Research
Week 8 3/27-4/2	Conducting Action Research
Week 9 4/3-4/9	Conducting Action Research
Week 10 4/10-4/16	ConductingAction Research

Week	Topics/Outcomes
Week 11 4/17-4/23	Completing Action Research
Week 12 4/24-4/30	Class Presentations

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to

www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service