Instructor: Linda M. Post  
Telephone and e-mail: 229-2659 (O) 414-444-3143 (H) lpost@uw.edu  
Office: Enderis 321  
Class location and hours: Enderis 538  
Face-to-Face sessions of this class will be held on Tuesday,  
January 22, February 12, and May 7, 2013 from 5:00 - 7:40 P.M.  

See Class Schedule in Syllabus  

GENERAL COURSE REQUIREMENTS  
The Master's Seminar in Curriculum and Instruction is the final requirement for the Masters of Science degree. The seminar is the last course completed by students and should be taken the semester they plan to graduate. As this course requires a considerable commitment of time devoted to reading and writing, students are advised not to enroll in other courses while they are enrolled in the seminar.  

PURPOSE OF THE SEMINAR  
The purpose of the seminar is to assist students in completing a final paper that exhibits their ability to conceptualize a significant question in urban and/or multicultural education, to engage in a thorough literature review regarding the research question, and to form some tentative conclusions regarding what further research needs to be done in the chosen area.  
The seminar sessions will focus on providing background information and skills to select a paper topic, provide a rationale, locate and read a significant body of research literature, analyze and synthesize information contained in that body of literature, and write a final report. Seminar activities include sessions focusing on (1) the process of scholarly writing; (2) individual conferences to assist in the writing process; (3) group sessions for discussion of relevant literature as well as the progress of papers, and (4) presentation of your final paper.  

COURSE OBJECTIVES  
The purpose of this seminar is for you to propose, develop, and defend a seminar paper on a specific curricular and/or instructional issue. You will:  
- Identify bodies of research within education that address an important issue;  
- Demonstrate understanding of various types of educational research and the process of constructing a theoretical framework that directs your inquiry;  
- Demonstrate the use of tools to conduct a review of literature, and evaluate and critique
such literature;
- Develop skills in professional writing that incorporate components of accepted stylistic formats and utilizes APA guidelines.

**TEXTS (Recommended not required)**

Booth, W., Colomb, G., & Williams, J. (3rd ed). *The Craft of Research*


**COURSE AND PROGRAM EXPECTATIONS**

As a graduate student enrolled in this seminar, you are expected to:
- Devote numerous hours to professional reading for the seminar paper in order to establish a knowledge base;
- Have full rough drafts of specified sections of your paper ready for scheduled one-on-one instructor conferences;
- Type all written assignments using the guidelines of APA, 6th edition
- Be thoroughly prepared for each class session;
- Conduct oneself in a professional and collaborative manner.

**MASTERS PAPER REQUIREMENTS**

1. The paper should focus on a topic that is of great interest to you and significant to the field of urban education.

2. The paper should address quality scholarship, be based on reputable, peer-reviewed sources, and display a thorough understanding of the selected topic.

3. The project report should conform to the recommendations of the Publication Manual of the American Psychological Association regarding style, format, references, etc.

4. The paper will display more than a review of literature. It will extend our knowledge of a given topic by seeking to answer novel questions or gain information pertinent to further the field.

**GUIDELINES FOR THE MASTERS PAPER**

Your finished product will be between 25 - 30 pages long and contain the sections stipulated below. Your paper should be typed, computer generated, with no larger than 12 point font, one
inch margins on all sides. You are required to spend time in the library and conduct a thorough search of relevant, peer reviewed literature. You cannot possibly read every research article written on your chosen subject, but you are expected to discern between minor and major research contributions, tensions in the area of research, and major/minor scholars in the field.

You will find a minimum of 30 – 35 (20 – 25 for Action Research Projects) sources, and read all articles. These articles should be overwhelmingly data-based, although other important scholarly pieces may also be relevant.

Furthermore, you will document these articles in a simple spread sheet or you may use a tool such as RefWorks. This spread sheet will help you keep track of your resources, be part of your instructor conferences on your draft sections, and serve as an appendix for your final paper.

You must first write your problem statement and justification of relevance sections, which in effect constitute the focus of your project.

**PAPER OUTLINE**

**Literature Review** – If you proceed with this option, your paper should include the following sections:
1. Problem
2. Justification of Relevance
3. Review of Literature
4. Discussion, Conclusions, and Implications

**Action Research** – If you proceed with this option, your paper should include the following sections:
1. Problem Statement
2. Justification of Relevance
3. Review of the Literature
4. Methods of Data Collection and Analysis
5. Report of findings
6. Discussion, Conclusions and Implications

See handout on the format for an Action Research Project on D2L.

**CLASS PARTICIPATION 15 points**

Class participation is required during each class session. In-class participation will be evaluated on the following criteria:
- Attendance: You are expected to attend all classes;
- Preparation: Bring required documents and materials to class. Assignments should be completed prior to coming to class;
- Active, consistent participation
All written assignments are to be computer generated in readable print. Unless specified, assignments should be prepared using no larger than 12 point type and double spaced with 1” margins. All assignments must be submitted on the date specified.

In addition, you will be scheduled for a minimum of 3 individual conferences with the instructor. These can be in person or electronic meetings.

COURSE ASSIGNMENT CRITERIA

- All written assignments are to be computer generated in readable print.
- Unless specified, assignments should be prepared using **12 point font, double spaced, 1 inch margins**.
- All assignments must be submitted on the date specified.
- Any work submitted with plagiarized material will not be awarded any points.
- Unless stipulated, assignments should be turned in electronically.
- A title page is unnecessary. Please print your name, date, and the name of the assignment in the upper left corner of the paper.
- Please use page numbers.
- APA should be used to document references.

**Grading**

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>90-92%</td>
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<td>B</td>
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<td>63-69%</td>
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<td>D-</td>
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A paper that would potentially receive below a **B grade**, will be returned to the individual participant for rework.
## Class Schedule and Due Dates

<table>
<thead>
<tr>
<th>ASSIGNMENT DUE DATES</th>
<th>DESCRIPTION OF SECTION</th>
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<tr>
<td><strong>Jan. 22</strong></td>
<td><strong>Question/Topic:</strong> This is one to two paragraphs which pose the problem you will try to address. This will not be graded, and will be for feedback purposes only. <strong>Problem Statement:</strong> In this section you will build on your one to two paragraphs and clearly state the issue which you are going to investigate. State the purpose or problem of your paper. Provide a set of specific questions and sub-questions this paper will answer. <strong>Justification of relevance:</strong> Justify your project by describing how it is an important, timely issue in the field of urban education. Why is it important? What makes it so? This should include 2-3 references that support your need to investigate the issue.</td>
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| 2-3 page Problem statement and justification due on Feb. 8 | **Week of Jan. 29 and Feb. 5**  
**Individual meeting with instructor**  
**The focus of this meeting will be to help you finalize your problem statement and justification and begin to specify areas for the literature review.** |
| **Feb. 12**          | **Review of the literature outline:** The purpose of this document is to ground your answer in a theoretical framework, identify major and minor works in the field, and begin slotting your selected articles into various sections of the literature review. Briefly, you should attempt to address these basic questions:  
- What do we already know about the question/problem?  
- What aspects of the problem have been researched heavily? What aspects of the research have not been researched sufficiently?  
- Who are the major scholars that scholars are citing in the research? Whose names continue to appear multiple times?  
- What are the major areas of controversy or tension in this research?  
Be sure to include citations and a reference list to support your assertions. |
| Class to discuss the Review of the Literature  
Focus of the next meeting with instructor  
Read sample Literature review on D2L for this class | **Week of Feb. 26 and Mar. 12**  
**Individual meeting with instructor**  
**The focus of the meeting will be on your literature review due on March 29 and to begin to discuss your findings and conclusions.** |
| **Online Submission or hard copy**  
**Due on March 29** | **Review of the literature:** In this section you will write a review of the work which informs your question. Once again, you should attempt to address these basic questions:  
- What do we already know about the question/problem?  
- What are the most important works which have been done on this topic?  
- Who are the major scholars in the field? |
<table>
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<tr>
<th><strong>30 points</strong></th>
<th><strong>What are the major areas of controversy or tension in this research?</strong></th>
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<tr>
<td><strong>Online Submission or hard copy</strong></td>
<td><strong>Discussion, conclusions, and implications:</strong> This is the section where you point out significant trends and their importance or lack thereof, compare different studies and findings to each other, and point to implications for future research.</td>
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</table>
| **Due April 19** | • Why is the reviewed research significant?  
• What questions does it answer?  
• What are the common elements across the various studies and conceptual pieces?  
• Where are the gaps in research?  
• What else needs to be done in the area?  
• What does this research mean for schools, teachers, and students?  
• What conclusions did you draw from the research? |
| **30 points** |  |
| **Week of Apr. 23 and Apr. 30** | **Focus of this meeting is on the finalization of the findings and conclusions and to address any other questions or changes in your paper.** |
| **Individual meetings with instructor** |  |
| **May 7** | **Presentation:** This will not be a section of your written product, but you will receive points based on your class presentation. You are expected to do a professional presentation lasting no more than 15 minutes. You will decide exactly how to best present your final project. The presentation can include tables, lists, demonstrations, or other activities and materials. It may also include a power point presentation. |
| **Presentation of your paper** |  |
| **15 points** |  |
| **Electronic Copy of masters paper due on May 13** | **Paper Due** |
| **Total points for paper = 70 points** |  |
### Summary of Key Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 22</td>
<td>Class at 5:00 P.M.</td>
<td>Submit Electronically or hard copy</td>
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<tr>
<td>Feb. 8</td>
<td>Review of syllabus and requirements Participant presentation of problem and justification</td>
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<td></td>
<td><strong>Problem and Justification</strong></td>
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<tr>
<td>Week of Jan. 29 and Feb. 5</td>
<td>Individual meetings with instructor</td>
<td>Focus on finalization of your problem statement and justification and begin discussion of the literature review.</td>
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<tr>
<td>Feb. 12</td>
<td>Class at 5:00 P.M.</td>
<td>Read sample literature review on D2L</td>
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<td></td>
<td><strong>Literature Reviews</strong></td>
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<tr>
<td>Week of Feb. 26 and Mar. 12</td>
<td>Individual meetings with instructor</td>
<td>Focus on Literature review due on Mar. 29 and begin discussion on your findings and conclusions</td>
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<tr>
<td>March 29</td>
<td><strong>Final Review of the Literature</strong></td>
<td>Submit hard copy or electronically</td>
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<tr>
<td>April 19</td>
<td><strong>Discussion, Conclusions and Implications</strong></td>
<td>Submit electronically or hard copy</td>
</tr>
<tr>
<td>Week of Apr. 23 and Apr. 30</td>
<td>Individual meetings with instructor.</td>
<td>Finalize the Discussion, Conclusions and Implications submitted on April 19</td>
</tr>
<tr>
<td>May 7</td>
<td>Class at 5:00 P.M.</td>
<td>Materials needed for your presentation</td>
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<tr>
<td>May 13</td>
<td><strong>Presentation</strong> by participants</td>
<td>Submit paper electronically</td>
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<td></td>
<td><strong>Masters Paper – Final Copy</strong></td>
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**Note:** The full class will meet on Tuesday, Jan. 22, Feb. 12 and May 7, 2013.

Individual meetings with the instructor will be schedule either in person or electronically during the designated dates on the syllabus. Additional meetings with the instructor, if needed, will be scheduled at a mutually convenient time.
ADVISOR MEETING

If you plan to ask your faculty advisor for input on your paper, I would recommend that you have a 1-2 page written document to share with him/her. The document should include: 1.) The topic(s)/question(s) you want to research. 2.) A brief list of authors, journals, and/or books you have found with empirical research or conceptual information about the topic.

Ask your advisor the following questions.

- Are there specific journals or authors I should research for my topic?
- Are there other specific journals I should find to research my topic?
- Where might I publish a literature review on this topic?

FINAL PRESENTATIONS

Your presentations will take place at our last class on May 7. The presentation should be no longer than 15 minutes, including time for questions and answers. Plan for approximately ten minutes of presentation, and five minutes of discussion.

Presentations should follow the structure of your paper, answering the following:

1. What is the central issue you chose to investigate? Why is it important to you?
2. Why is this an important and timely subject in the field of education?
3. What are the main bodies of research literature you reviewed? Inform us of the main areas or strands of research which are prominent in answering this question; Point to key pieces of research and researchers who inform the question; Discuss controversies and tensions in the field.
4. What important gaps in the literature did you identify? What other work needs to be undertaken to further the field?
5. Lastly, what are the implications for instruction or policy?

You needn’t do anything technologically elaborate for this presentation. For example, you could have a 1-2 page handout for your classmates, along with a brief power point to structure the presentation. The objective is to be clear, concise, and informative. You will be graded according to the rubric for presentations. (Rubric will be posted on D2L.)
References


University Policies

Participation by Students with Disabilities
If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct
The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.
A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Complaint Procedures
Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedures
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

H1N1 Influenza Guidance: In the event of disruption of normal classroom activities due to an H1N1 flu outbreak, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version. Keep in mind that, per guidance from the Centers for Disease Control, if a student is ill with flu-like symptoms, s/he should not come to the university. For more information including the latest updates and guidance on H1N1, go to www.flu.uwm.edu.