

UNIVERSITY OF COLORADO BOULDER
EDUC 5605 Research Issues in Bilingual Education
Fall 2016
Tuesday, 5-7:30p.m. Hellems 267

Instructor: Dr. Deb Palmer (Deb)

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Office Hours: Sign up at <http://tinyurl.com/qg89vrs> or email to arrange a different time.

COURSE DESCRIPTION

The goal of this course is to support students to become critical consumers of education research in order to mobilize the tools of research to serve their needs as practitioners and the needs of the students and families they serve. The course offers students the opportunity to examine, critique, and evaluate current and ongoing research with particular focus in the field of bilingual education, from a wide range of research traditions or cultures of inquiry. We will look at the basic reasoning underlying research design and methodology and the connection between theory, methodology, and data/analysis. Course is designed to lead practicing teachers to begin to see themselves not merely as consumers but as potential producers of valuable knowledge.

Goals:

1. To review and understand the major research traditions in bilingual education and the education of emergent bilinguals.
2. To gain an initial understanding of research design and methodology.
3. To distinguish scientific research from non-scientific claims.
4. To understand principles of population validity, ecological validity, and construct validity in scientific research studies and how they apply to Emergent Bilingual Learners.
5. To become more informed consumers and participants in bilingual and bilingual special education research and evaluation activities.
6. To apply research & evaluation knowledge and skills to the development of a research proposal.

Textbook:

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)* Thousand Oaks, CA: Sage.

Supplemental Articles will be available on course's D2L site or a shared Dropbox folder.

SYLLABUS STATEMENTS

Accommodation Statement

I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please bring me your letter from Disability Services in a timely manner so that we can work together to make sure your needs are addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Religious Observances

[Campus policy regarding religious observances](#) requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [class behavior](#) and [the student code](#).

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The [full policy on discrimination and harassment](#) has more information.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from

the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Honor Code Office](#) has more information.

COURSE REQUIREMENTS

Attend class, come prepared, and be an active participant in all in-class discussions and activities (10% of course grade)

Reading Reflections:

Each week for at least 10 of the 13 weeks with readings, upon completion of readings, please write up your reactions and post a reflection to the week's Discussion Board on our class' D2L site. I will have some questions on the discussion board to guide you, but you should not feel limited to them; feel free to expand in a different direction if your thoughts take you there. Do not summarize readings; rather offer your colleagues your reflections about the readings, connecting the ideas to your practice and personal development as an educator and teacher leader, to other readings (both in the class and outside), and to the larger field of education. Reflections should be at least a couple of meaty paragraphs in length, and incorporate all the readings in some way. You are also invited to incorporate discussion themes and reflections on your work in the class, readings from previous weeks or previous/other classes. The goal is to synthesize, react, connect, critique, &/or reflect. A successful reflection will do at least some of the following:

- Refer to specific ideas, theories, stories or research described in the text
- Pick out the most important concepts for your own work/research/thinking/teaching
- Include connections to your own experiences or to other things you've seen or read on the topic
- Mention themes previously discussed in class
- Relate different readings/authors to one another
- Go into depth about one or two ideas that particularly strike you

Please also read and respond to colleagues' postings. Strong participation will be rewarded in your grade.

There will be 13 opportunities to reflect with your colleagues; you are expected to participate a minimum of 10 weeks. Beyond the 10-week minimum participation, additional reflections and responses and will count as extra credit.

(20% of course grade, due weekly **before** class)

Ethics in Research: IRB Certification

In research institutions in the United States, research with human subjects (participants) is governed by Internal Review Boards (IRB). At CU Boulder, all researchers must take the IRB Online Training ("CITI Training") in order to be approved to carry out research that involves human subjects. Read more about CU Boulder's IRB and processes for ensuring ethical research on the website: <http://www.colorado.edu/vcr/irb> . For this assignment, you will need log in to CU's CITI Training website (instructions are here: <http://www.colorado.edu/vcr/irb/getting-started/citi-training>) and take and pass these trainings. Bring or email proof of passage on or before 9/20. That day in class we will discuss what you learned from the experience.

(5% of course grade; due 9/20)

Pair/Group Project: Research Articles Summary and Critique

Working in groups (2-3 people), you will select one quantitative and one qualitative research article from peer reviewed journals that interests you both/all, preferably pertaining to bilingual education and bilingualism. Together, you will read the articles, develop a critical analysis of each, and prepare a presentation for each (with visuals – e.g. power point or prezi) in which you summarize and critique your articles for the class. Max 5-minute presentation for each article.

(30% of course grade: 10% each article review, 5% each presentation. Quantitative article due 10/18, Qualitative article due 11/1)

Teacher Inquiry Project: Research Proposal

The process of reflective teaching, or inquiry-based teaching, involves carrying out research; teachers ARE researchers, and the knowledge teachers generate is valuable for informing not just their own practice but others too. You will develop a focused research question that emerges from your own classroom practice or school context. You'll ground your question in a theoretical frame, prepare a brief review of the literature on the topic, and develop a *proposal* for data collection and analysis that would begin to answer your question. More details to follow. Approximately 10 pages.

(35% of course grade broken down as follows:

10/4: 1-page intro/purpose/research questions, 5% (bring paper copy to class; completion grade).

11/15: First Draft, 5% (bring 2 paper copies to class, you will workshop with classmates; completion grade).

11/29 or before: Second Draft, 5% (email to DP, I will provide feedback; completion grade).

12/13: Final Draft, 20% (email to DP; graded)

SCHEDULE

(This schedule is a draft; I will clearly communicate any changes throughout semester)

Date	Topics	Readings	Assignments
8/23	Course Overview and Introductions	(in class) Jigsaw:	
8/30	Selection of a Research Design	Creswell 1 Quant: Sparrow, Butvilofsky, Escamilla, Hopewell & Tolento (2014) Qual: Palmer, TESOL Q	Discussion Boards (in class) Form groups for article summaries/critiques;
9/6	Review of the Literature	Creswell 2 Palmer, Martínez, Mateus & Henderson (2014)	Discussion Boards
9/13	The Use of Theory	Creswell 3 Stillman, TCR (2011)	Discussion Board

		Hopewell (2011)	
9/20	Writing Strategies and Ethical Considerations Guest Speaker: CU Education Librarian Dr. Lindsay Roberts	Creswell 4 Ardasheva, Tretter, & Kinny (2012)	Discussion Board IRB Certification DUE
9/27	Designing Research: The introduction and purpose statement	Creswell 5 & 6 Hopewell & Escamilla (2014)	Discussion Board
10/4	Research Questions and Hypotheses	Creswell 7 Martin-Beltran (2014)	Discussion Board DUE: 1-page Intro, Purpose statement and RQs for Research Proposal: bring paper copy to class
10/11	Quantitative Methods Guest Speaker: Sandra Butvilofsky, Ph.D. EECD, Lit Squared.	Creswell 8 Revisit (Sandra's) Lit Squared article from 8/30 Fitzgerald, Amendum, Relyea & Garcia (2015)	Discussion Board
10/18	Quantitative Methods (part II)	O'Day (2009) Umansky & Reardon (2014)	Discussion Board DUE: Quantitative Article Critiques: groups present; email papers to DP.
10/25	Qualitative Methods Guest Speaker: Adriana Alvarez, Doctoral Candidate in EECD carrying out a qualitative study	Creswell 9 Article by speaker (TBA) Lucero (2014)	Discussion Boards
11/1	Qualitative Methods (part II)	Fitts (2010) Gort & Sembiente (2015)	Discussion Board DUE: Qualitative Article Critiques: groups will present, email papers to DP
11/8	Mixed Methods Procedures	Creswell 10 Hopkins (2013) Buxton, Salinas, Lee & Secada (2015)	Discussion Board
11/15	Research Syntheses Workshop Research Proposals	Cheung & Slavin (2012) Cisco & Padrón (2012)	Discussion Board First (FULL) Draft of

			Research Proposal DUE to peers: bring 2 paper copies.
11/22	NO CLASS -- FALL BREAK		[email writing partners feedback on drafts]
11/29	Meta-Analyses Present Research Proposals	Rolstad, Mahoney & Glass (2005) Adesope, Lavin, Thompson & Ungerleider (2011)	Discussion Board Second Draft of Research Proposal DUE to DP
12/6	Last Class Day final reflections, FCQs, potluck		Discussion Board: final reflection
12/13	NO CLASS -- finals week		Research Proposals DUE 5pm electronically to DP