



EASTERN OREGON  
UNIVERSITY

**College of Education  
Course Syllabus  
Fall Term**

**Course Number:** ED 605

**Course Title:** Classroom Based Action Research

**Credits:** 1

**Catalog Description:** Continues basic concepts of classroom-based research from ED 604. The second course in a four-term sequence. Introduces basic quantitative and qualitative designs appropriate for classroom-based research. Also introduces the role and function of the literature review.

**Instructor:**

Sharon Porter

Zabel 234

962-3428

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Office hours by appointment

**Mode, Time, and Place:**

Time, place per MAT schedule, on campus with support through Blackboard

**Texts: (from summer)**

American Psychological Association. (2010-6<sup>th</sup> edition). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Phillips, D. K., & Carr, K. (2010). *Becoming a teacher through action research: Process, context, and self-study*. New York: Routledge. IBN 978-0-415-80106-5

**Course Outcomes:**

Students enrolled in this course should be able to

1. Identify key concepts and elements of quantitative research designs
2. Identify key concepts and elements of qualitative research designs
3. Understand basic role and purpose of an action research project
4. Understand basic organizational structures of action research project
5. Understand the value and contribution of classroom research to the wider profession
6. See themselves in the role of a “teacher researcher”

**OAR Standards Addressed in this Course:  
584-017-0100**

Not applicable.

**Course Topics:**

1. Basic quantitative research designs, including descriptive research, experimental/quasi-experimental research, and correlation research designs
2. Basic qualitative research designs, including case studies, participant/observer approaches, interviewing, and field note collection.
3. Basic data analysis for quantitative and qualitative designs.
4. Reading and writing literature reviews
5. APA format and style

**Course Requirements/Assignments/Attendance Expectations**

***Attendance:***

Students are expected to attend each and every class or appointment. If unable to do so, instructor must be contacted. If no contact is made, no make-up work or assignments that were due will be accepted. If work is due, please email it to the instructor with a *Microsoft Word* (or compatible software format-*OpenOffice* for example) attachment.

***Specific Assignments:***

Consult the table below. Assignments may include, but are limited to, review of selected educational research articles, chapter readings, preparation activities and writings, and short analysis or synthesis papers. All work submitted electronically into Blackboard will follow the file-naming protocol explained in summer orientation: bstudent\_ED605\_assignmenttitle

The final course product will consist of a research paper based precisely from a given model with all components clearly present. A scoring guide is provided. Public presentation of projects will occur Spring Term.

<b>Weekly Schedule of Topics and Events-Fall Term</b>			
<b>Week/Session</b>	<b>Topic</b>	<b>Assignment</b>	<b>Due Date/Weight*</b>
Session 1- Day 1	Literature review: p. 159-163, handout	Research question	September 27 <sup>th</sup>
		Literature review	October 18 <sup>th</sup> /15%
Session 1- Day 2	Design and Methodology: Chapter 3	Methodology Plan (in class)	September 29 <sup>th</sup> /10%
		Raw data (three sources)	October 18 <sup>th</sup> /30%

Session 2- Day 1	Data Analysis : Chapter 4 to p. 117	Analysis of Three Sources of Data	November 8 <sup>th</sup> /20%
Session 2- Day 2	Data Reconstruction	Narrative of Data Deconstruction	November 8 <sup>th</sup> /10%
Session 3- Day 1	Organizing Data- Chapter 4: pp. 117- 130+	Graphic representation of data (three sources)	December 2 <sup>nd</sup> /10%
Session 3- Day 2	Changing Course	Narrative of redirect or refining of research	December 2 <sup>nd</sup> /5%

**\*Note:** In this course, ALL elements must be completed AND minimally passed with a C in the course in order to advance to Winter term's work in ED 606.

### Grading Policy:

A	90--100
B	80--89
C	70--79
D	60--69
F	Less than 60

Late work will not be accepted due to the compact timeline for this course. Every assignment is build on the previous one so assignments must be completed in order.