Practicum Term IV Course Syllabus

Supervision: Advisors with oversight from Dr. Tom Acker
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Dates: April 13, 2009 – October 14, 2009 (Residential Sept. 14 – Oct 14, 2009)
Textbook: *Doing Research in the Real World*, David E. Gray. During this term you will pay particular attention to Part D of the text (Analysis and Report Writing)

Course description

In this final term, along with your community, you will complete your second and final full iteration research, drawing from lessons from the previous design and application. The focus here will be on developing work plans and proposing steps forward for the community. The final analysis of findings and wrap-up report could be presented in the format of a Detailed Implementation Plan (DIP) or a Master's thesis. This work should be completed before the Nepal residential where it will be presented. In summary, your work in Term-IV will consist of completing all remaining field work, analyzing the findings, writing the final report as a DIP or a Master's thesis, and preparing for an oral presentation during the last residential. Another Term IV course, Synthesis and Integration, will provide an opportunity for analysis and comparison across projects.

Learning objectives

Term IV is the culmination of the following learning objectives:
- The ability to plan, execute, analyze and present research within your chosen community.
- The ability to choose and implement appropriate research instruments including surveys, focus groups and community work plans.
- An increased appreciation of the advantages and limitations of different applied research approaches.
- Skills in program or research design, monitoring and evaluation, such as participatory techniques, census taking, survey collection, grant proposals, budgeting and assessment.
- The ability to present your work professionally before diverse audiences.
- Increased ability to think critically of one's own work, and that of other students.
- Increased appreciation of different community-based approaches to health improvement and conservation, and their different advantages and disadvantages.

Blended learning

Interactive online learning - In this term, the online interactive learning will principally be carried out between each student and his/her advisor.   In this interactive portion you will present a final outline for your research paper, a rough draft and a final draft based on the deadlines below. The syllabus and a couple of sample practicum papers will be posted on Moodle.
Residential - During the Nepal residential, you will be required to make a high quality oral presentation that presents and analyses critically your own practicum process. As part of the Synthesis and Integration course your presentation will be critiqued, and you will have the opportunity to analyze and critique other people's work.

Applied Research – You will successfully finish, analyze and write up the research you have been building over the previous three terms.

Writing assignments
The work this term is leading towards a final written product. Writing that you have done in previous semesters will form the foundation of your final paper, but will need significant modification. A suggested timetable for assignments is presented in the course schedule below. In addition, a suggested outline for your final practicum paper is attached. Please discuss these with your advisor as he/she will know what the most appropriate adaptations are for your project.

Oral Presentation
As mentioned above you will make an oral presentation of your work in Nepal. This presentation should be prepared with care and attention and reviewed by the advisor before traveling to the residential.

Honorable work
A fundamental aspect academic quality is intellectual honesty. According to the guidelines given by Future Generations Graduate School:

> "The requirements of academic integrity preclude plagiarism of others' words and ideas. Plagiarism is presenting either the exact words or the ideas of someone else as though they are your own. It is a serious breach of honor and potential grounds for a zero on an assignment or exam. It may lead to a failing grade for the course. Of course, these restrictions in no way limit your opportunity to discuss readings, formulate outlines, raise inquiries, and form groups for mutual assistance outside of class. Collaboration must end, however, when each student begins his/her final draft of written work. In-class exams are exclusively your own work product.

> "Whenever plagiarism is suspected, we will work with you to correct this pattern of behavior. If plagiarism recurs, we will refer the matter to the Dean. Lack of understanding what constitutes plagiarism is not an excuse. If the following guidelines are not clear enough for you, please consult us prior to submitting written work:

> - Quoting directly from sources without providing full and accurate citations;
> - Paraphrasing or summarizing from sources without full and accurate citations;
> - Quoting from sources without using quotation marks, even if you cite the source; "sources" include all printed and electronic forms of material (including CD-ROM and Internet materials), and the work of classmates, professors, and others."

Course schedule

The table below presents a list of the unit topics, their percent grade and the dates for completion.

Assignments	% Grade	Deadline
Unit 1 Outline, choice of presentation format, bibliography and citations	15	May 31
Unit 2 Charts, tables and illustrations	5	June 30
Unit 3 Analysis and conclusions	5	July 31
Unit 4 Presentation of rough draft	25	August 15
Unit 5 Presentation of final draft	35	August 31
Unit 6 Preparation of oral presentation	15	September 10
	100	

Thanks to Dan Robison and Sheila McLean for their input into this syllabus

Course Syllabus Template
Course Title   **Your name**
Dates   Email
                                                                                                                      Telephone

Course Description

     • Single paragraph description of course
     • Learning objectives [You may present these in a line of "pearled" short descriptors; these objectives should coincide with our Self Study matrix of student learning outcomes as they apply to your course.]

          • Learning objective 1
          • Learning objective 2
          • Learning objective 3

Blended Learning

     Interactive online learning: [How will you implement via online forums (or other formats) some kind of interactive and inter-cultural learning among the classmates *while they are not in residential studies together*?]
     Residential studies: [Explain how the students' online learning precedes and follows from specific learning experiences and objectives during the residential study portion of the term. We cannot give enough "connectors" between the three parts of blended learning]
     Applied research: [If appropriate, present ideas to students as to how you see this particular course helping with skill-building or applied research for their practicum work in their home communities]

Reading Resources

     Assigned book(s) and article(s)
     Online materials: [Future Generations continues to work on providing free or affordably accessed online databases and libraries. You may give hyperlinks here to other articles or freely accessed materials that serve specific assignments and learning objectives for your course. Explain what is to be online and what they can expect to receive during the residential]

Interactive Online Platform (Moodle)

     State those Moodle functions that you'll use and why. Christie and I are happy to assist!

Writing Assignments

     Give guidance! A stumbling block for our students who come from such a wide diversity of cultural and educational backgrounds is that we lack a coherent set of expectations for writing. While we want to allow for the local wisdom and cultural context to shine through these students' work, they simultaneously want to know what sort of rubric applies for the work they are doing in our Future Generations courses. Post to "Course Documents" on Blackboard sample writing/papers for students to see clearly what an assignment aims to accomplish and the format it should (may) follow.

     By way of example (not meant as a requirement), here is my own rubric, QTCCFASRQ. I have developed it over many years in cross-cultural settings with undergraduate and graduate students. It is for analytical writing. Clearly, there are other genres for writing, but the majority of Future Generations coursework is asking for some form of critical analytical thought and exposition. This format encourages active questioning (Q) and critical forethought re one's own and others questions, crafting a thesis (T) that answers the underlying question, clarity as to context (C) and conceptual (C) definitions and assumptions, factual – analytical – synthesizing (FAS) support of one's thesis, a restatement (R) of whether/how the student may have found this exercise meaningful, and finally their proffer of further questions (Q) that arise from their work → which leads to a new cycle of QTCCFASRQ.

Students doing IC3 to build their English skills learn, first, a simpler version of QTCCFASRQ: it is TBER – Thesis, Bridge, Examples, and Restatement. The next level of writing exercises introduces QTCCFASRQ. As soon as a student can be weaned off of TBER, I encourage QTCCFASRQ since it more clearly lays out these expectations:

- Provocative and steady questioning
- The way in which hypotheses and thesis arguments follow from research questions
- The critically transparent, articulate role of the context and concepts that back-up one's thesis;
- Clarification that "examples" must really contain facts and analysis, not simply descriptions;
- Restatements are NOT conclusions, but works in progress, leading to new questions; and
- The cycle repeats as one learns more and continues with community-based research/application

Hence you needn't "teach" how to write in your course and you may make reference to TBER (level 2 of IC3 – *now being taught by Christie*) and QTCCFASRQ (level 3 of IC3 – *to be taught by Christie during Term II*)

Participation: With sensitivity to the time management constraints of most (if not all) of our students, explain what you expect in terms of full participation from students. For instance, if you include online forums for student-student interactive dialogue, then lay out windows of dates for posting (otherwise, a dialogue soon morphs into multiple unconnected monologues). *Explain your expectations if students know that they'll be away from their desk in the field.* This is the Rule of Nawang – let your classmates and professors know when you'll not be available. We, as instructors, should do the same!

Office hours: Provide some general guidance as to how and when you may be reached online. Or by phone and Skype, if you mean to be reached in these ways.

Honorable work: This is a tough one! With so many cultures involved, we are still grappling with an honest and constructive approach to honorable work and plagiarism. Here is the language that I'm currently using, but our Faculty College may revisit and change this language in the future. What is important, though, is that our various Master's courses are consistent in how we view honorable work and plagiarism. Please insert some language as to your understanding of this topic. Consider below my language for this part of a syllabus:

The requirements of academic integrity preclude plagiarism of others' words and ideas. Of course, these restrictions in no way limit your opportunity to discuss readings, formulate outlines, raise inquiries, and form groups for mutual assistance outside of class. Collaboration must end, however, when each student begins his/her final draft of written work. In-class exams are exclusively your own work product.

Plagiarism is presenting either the exact words or the ideas of someone else as though they are your own. It is a serious breach of honor and potential grounds for a zero on an assignment or exam. It may lead to a failing grade for the course. Whenever I suspect plagiarism, I will work with you to correct this pattern of behavior. If plagiarism recurs, I will refer the matter to the Academic Dean. Lack of understanding what constitutes plagiarism is not an excuse. If the following guidelines are not clear enough for you, please consult me prior to submitting written work:

- Quoting directly from sources without providing full and accurate citations;
- Paraphrasing or summarizing from sources without full and accurate citations;
- Quoting from sources without using quotation marks, even if you cite the source; "sources" include all printed and electronic forms of material (including CD-ROM and Internet materials), and the work of classmates, professors, and others.

Assignments and evaluation: Lay out assignments, percentage of grade, and dates for completion. You may also add a sentence as to the consequence of work submitted beyond assigned dates. Each term, we work with students on time management. *No more than two courses are fully engaged at any one time.* LeeAnn will post to you and the students a bar graph calendar, showing when each class is in session – online and during the residentials.

Typically, two courses begin with the first day of the term and end during or soon after the residential. And two courses begin during the residential program and conclude online at the end of the term.

Practicum work begins during Term I residential, but then extends the entire length of that term and the next three terms.

Pedagogy of Place courses are generally presented during residential studies and concluded at or near the end of the residential. Here is a sample matrix for laying out the pertinent information for your course:

Assignments	%	Dates

Grading: Track your grade in this course by adding the points awarded and then divide by the total possible up to that point in the course. Final grades follow this scale: 100-94 (A); 93-90 (A-); 89-88 (B+); 87-82 (B); 81-80 (B-); 79-78 (C+); 77-72 (C); 71-70 (C-); 69 and below (not passing).

Grading Rubric: The following matrix is *by way of example* – complete the boxes per your actual assignments.

1st critical essay	2nd critical essay	3rd critical essay	1st online dialogue	2nd online dialogue	3rd online dialogue	Online and residential synthesis	Final exam/essay	%
10	10	10	5	5	5	20	35	/100

Calendar: The following schedule is also by way of example – complete the dates, topics, readings, learning objectives, activities and assignments per your actual course structure. Work with LeeAnn to discern the weeks of the residential committed to your course.

COURSE CALENDAR

WEEK	TOPICS	READINGS	LEARNING OBJECTIVES	ACTIVITIES AND ASSIGNMENTS
FIRST MAJOR ONLINE SUBJECT/QUESTION/SKILLS				
10-14 September				
17-21 September				
24-28 September				
SECOND …				
1-5 October				
8-12 October				
15-19 October				
RESIDENTIAL COMPONENT OF COURSE				
2-7 November				
POST RESIDENTIAL WRITTEN COMPLETION OF COURSE – PLEASE KEEP TO DATES ALLOTTED FOR YOUR COURSE				
3-21 December				

Practicum Term III Grading Sheet

	Insufficient	Adequate	Comprehensive	Points
Research Plan (5)	Lacks essential elements, methodology is not appropriate or feasible.	Presents essential elements, but no elaboration or depth; methodology is adequate.	Presents essential elements with depth and elaboration; appropriate and feasible methodology.	
Instruments and informed consent (5)	Not appropriate or well-constructed	Adequate but could use some work	Well-constructed; appropriate to research	
Peru residential participation (5)	Often absent from class/meetings; didn't complete required work	Present, but distracted. Completed most work.	Participated fully, completed work on time	
Research implementation (15)				
• Testing of instruments	Did not test instruments	Attempted testing of instruments	Tested fully and modified based on testing	
• Contact with community	Has not initiated contact with community regarding research	Has obtained permission to research, but not begun implementation	Has obtained permission and begun to carry out research	
• Conclusions / next steps	Has little idea as to how to proceed	Has reached some basic conclusions and has some idea of next steps	Concrete next steps, building on previous learning and experience	
• Integration of a theoretical model of change (i.e. SEED SCALE) in research	Has little understanding of a model of change and how to integrate	Understands a model of change and how to integrate into research	Has already begun to integrate an appropriate model of change in research	