

# Framingham State University

*Online Professional Development Course for Educators*

Course Title: **Creative Ways to Teach Research**, 1 credit

Instructor: **Patricia Glynn**, MA [pglynn@framingham.edu](mailto:pglynn@framingham.edu)

**Term: spring 2019: January 14 - February 8**

**Blackboard:** [www.framingham.blackboard.com](http://www.framingham.blackboard.com), 24-hour Blackboard support: 1-508-215-5906

**Course Texts:** There are no required books for this class. All articles and videos will be viewable online or easily accessible from our library.

## **Course Description**

Teach your students to perceive researching as an exploration that ultimately produces writing they will be proud of and find useful in the future. This course focuses on creative strategies for educators of various disciplines to help students gather valuable research, cite appropriately, understand plagiarism, feel confident while writing, and write solid “short as well as more sustained research projects” (Common Core State Standards 76). Participants listen to and read lectures, gather their own research, read short pieces, participate in discussions, explore recommended books/websites, and create/share valuable lesson plans to implement in future classes.

0.250 Credit hours

**Levels:** Non-Matriculated

Learners will participate in discussions, explore recommended books/websites, and create/share valuable lesson plans to implement in future classes.

## **Prerequisites:**

1. Some subject area knowledge.
2. An eagerness to approach teaching research through different lenses.
3. Knowledge of Blackboard.

## **Course Objectives:**

1. Students will learn new teaching strategies and techniques.
2. Learners will share ideas and lesson plans regarding teaching the research paper and shorter papers that require documentation.
3. Participants will learn how to produce lesson plans to effectively teach research papers.
4. Students will create original work including lesson plans and a master unit that incorporate ideas from our class and from reliable sources.
5. Participants will engage in collaboration with peers to design materials that reflect the Common Core State Standards.

### **Course Expectations:**

Course material is arranged in modules and should be viewed and acted upon in the chronological order listed. All material is posted on the University eLearning platform Blackboard. Students are expected to write an initial journal response that is due during the first day of class. Participants are expected to complete weekly assignments. Each week they will read weekly articles and/or watch videos. Students will subsequently participate in weekly discussion boards. Discussion questions will be posted in the threaded discussion area. The first two discussion responses will be due within the first 48 hours of the beginning of each module and other students will be expected to post comments, questions, etc. within 24 hours regarding these initial responses. All other discussion questions should be answered by the middle of each module to allow time for active discussion engagement. Posts must be of substance, include your name, and include the person you are responding to. I shall monitor all discussions and the quality of posts; however, students must take responsibility for keeping discussions lively by posting thought-provoking replies. Please send any questions that are specific to you to me at [pglynn@framingham.edu](mailto:pglynn@framingham.edu). Post questions of a general class nature that may not be answered by reading the information in the Module or this syllabus in the "Ask the Teacher" section of the discussion board, and I shall respond within 24-48 hours of posting. **Late work is not accepted.**

Special Notes: Expect that information will be shared. Participation in all assignments and course discussion is required. Start working on your final project at the beginning of the course. Please ask the instructor for any assistance you may need. Work must be done independently unless the instructor requests that you work collaboratively. If you are new to Blackboard or online courses, please review the Blackboard student tutorial or download the PDF file before you begin the course. By logging into Blackboard, you agree to the university Acceptable Use Policy which also covers academic honesty. Please note: As you correspond online, make sure that your writing is accurately worded, clear, and concise. (Remember, the person reading your comments does not see your expression or hear your tone of voice. Take advantage of the environment and prepare your comments in Word before posting them online or sending an email to your classmates or instructor.)

### **Grading Criteria:**

Reflection Paper: 10 pts. Due January 14.

Assignment (Journal, Discussion Responses, etc.) Week 1: 10 pts. All work is due by Saturday at noon.

Assignment Week 2: 10 pts. All work is due by Saturday at noon.

Mid-Semester Lesson: 20 pts. (This must be completely original.)

Assignment Week 3: 10 pts. All work is due by Saturday at noon.

Assignment Week 4: 10 pts. All work is due by Friday at midnight.

Mastery Learning Unit: 30 pts. (This must be completely original.) Due: Friday, February 8 at midnight.

### **Course Content/Overview:**

**Day 1: Monday, January 14, 2019**

Reflection Paper is due.

Students must turn in a one-page analysis and reflection of the most common errors found in their students' writing, their own experiences with papers that require research, and strategies that they have already found helpful with gathering information and writing these documents.

**Week 1: (The week ends on Saturday, January 19th.)**

Helping Students Understand What It Means to Research

Making Connections: Researching in Their Own Lives

Evaluating Research Materials

Deciding on the Parameters of the Paper

Suggesting Topics

Preventing and Discussing Plagiarism

Researching: Encouraging Students to Perceive Researching As a Treasure Hunt

**Week 2:**

(Please note: The Mid Semester Lesson is due at noon on Saturday.)

Note Taking Tips

Web Links

Creating In-Text Citations

Creating the Bibliography/Works Cited

Synthesizing Ideas

Analysis

**Week 3:**

Exploring texts regarding the Common Core, such as Jim Burke's *The Common Core Companion: The Standards Decoded* (You will not need to purchase this text.)

Grading Techniques

Encouraging Them to Share Their Research through Presentations and Publishing

**Week 4:**

Creating the Master Learning Unit

Master Learning Unit is due at midnight on Friday, **February 8, 2019**. This culminating teaching unit should incorporate the ideas from the posted readings, shared ideas, outside readings, and the CCSS.

*Patricia Glynn teaches at Framingham State University. She has also been an instructor at University of Massachusetts/Lowell, Emmanuel College, Bentley University, and several local community colleges. She has also taught English, reading, and mathematics in several public schools throughout Massachusetts. She received her MA in writing from U. Mass Boston and her BA in education from Boston College. She has had many articles published in magazines, such as Instructor, Mailbox Teacher, and Parents.*

**Copyright:**

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by

the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

### **BLACKBOARD RESOURCES:**

We have moved to an **in-house single-point of contact for first-tier Blackboard support questions**. The new approach includes both 24-7 self-service and in-person options for the most commonly asked questions. Service interruptions, issues with a Blackboard tool or general requests may be reported using the options listed here:

- **Self-service:** Visit [myIT.framingham.edu](http://myIT.framingham.edu) to report a problem or search Knowledge Base for frequently asked questions.
- **Call 508-215-5906** and speak to a member of the **Technology Resource Center** (a.k.a. the TRC)
- **Email:** [IT@framingham.edu](mailto:IT@framingham.edu)
- **Stop by the TRC** in Whittemore Library lower mezzanine for personal assistance

If you are new to Blackboard or online courses, review the Blackboard On Demand Learning Center for Students (<http://ondemand.blackboard.com/students.html>), which provides short (2-4 minute) videos on how to submit an assignment, participate in discussion forums, and much more. Blackboard support is also available 24-7 by calling 1-508-215-5906.

### **ACADEMIC HONESTY:**

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university Acceptable Use Policy that also covers academic honesty. To become more familiar with the FSU Acceptable Use Policy: <http://www.framingham.edu/information-technology-services/documents/acceptable-use-policy.pdf>.

### **ACCOMMODATIONS:**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.

For further information about this, please visit the website at:

<http://www.framingham.edu/center-foracademic-support-and-advising/disability-services/index.html> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu).

***Syllabus is subject to change with notice. Check Blackboard regularly for updates.***