

“Whether you think that you can, or that you can’t, you are usually right.”

–Henry Ford

**THE COLLEGE OF STATEN ISLAND/CUNY
DEPARTMENT of EDUCATION**

EDD 631 SECTION 7805

**Educational Research Seminar: (Still) Overcoming Adversity
Spring 2011**

Mondays, 4:40 – 6:20 pm

Room 3S-119

INSTRUCTOR: W. Ellery Samuels, Ph.D. **OFFICE:** 3S -207A

EMAIL: el.samuels@csi.cuny.edu **PHONE:** 718-982-4130

OFFICE HOURS: Mondays, 6:20 – 7:20 pm
Wednesdays, 4:40 – 5:30 pm
And by appointment

COURSE WEBSITE: <http://wesamuels.net/edd631.html>

Consistent with our mission to promote quality teaching and learning in P-12 school settings, our Department of Education prepares educators who possess **intellectual autonomy** and **professional responsibility**. To this end we emphasize the following: **the gaining of content knowledge and pedagogy; the engagement of all students; and the demonstration of professional dispositions.**

COURSE MATERIALS

All course materials will be made available two weeks before covered in class on line at the course website, <http://wesamuels.net/edd630.html>. They will also be sent to your preferred email address at the same time.

Course materials will mostly be primary sources (e.g., peer-reviewed journal articles) and book chapters, but there will be a few non-primary sources, too.

Course Objectives

Even if they aren't final courses you take, the EDD 630/631 sequence likely represents the most advanced courses in education you will complete. They provide the opportunity to synthesize your various areas of educational knowledge into an understanding and perspective that is uniquely your own. Therefore, the primary objective of the sequence is your

7805

ability to demonstrate the creation of a sophisticated and state-of-the-art position on a specific topic.

To this end, the objectives of EDD 631 are:

1. continue our exploration into the field of overcoming adversity to succeed academically,
2. conduct the research you proposed in EDD 630,
3. synthesize these data into an understanding of the events that advances your understanding of your chosen area,
4. present those results and your interpretation of them in your final paper, and
5. lead a class discussion about your area—summarizing your expected findings if you have none yet, or presenting your results if you do.

In general, I regard students in EDD 630/631 as nascent colleagues. You are, literally, becoming masters of your profession, and I respect your accomplishments. I can lead and teach you, but I believe it is more honest and true-to-life to treat you as fellow professionals who have a lot to offer both me and your fellow class members.

Expected Outcomes of EDD 631

1. Develop an understanding of how students can overcome adversity to succeed academically

7805

2. Gain strategies that can help students in your classes succeed in spite of troubles in their lives

3. Develop a sophisticated understanding of the area of research you have chose to investigate last semester.

4. Create a defensible interpretation of the data you collect on this area of research.

5. Present your understanding to the class through a lead discussion and to me in your final paper.

6. You will also present your paper to a small group of colleagues at the Celebration of Research. This event will be held during finals week in 1P, and stands in lieu of a final.

Course Organization

Especially during the first part of the semester—while we are awaiting IRB approval of your proposals and you are then conducting your research—we will explore the facets of academic resilience and how you as a teacher can use this knowledge to help your own students.

As the semester progresses, I will (try to) talk less, and instead let you lead class discussions about your areas of research. The exact format you use is up to you, and you are free to incorporate hands-on activities, non-primary sources, etc.

Throughout the semester, please feel free to come to me outside of class (in person, through email, etc.) with questions, comments, etc., especially as you collect your data and are forming your conclusions

Assessment**Attendance**

Regular class attendance and participation is expected. As per college policy, a student who is absent for more than four hours, (this includes accumulated time missed due to lateness), will be assigned a grade of WU, unless excused by the instructor.

Electronic Communication

I will post course information on line and communicate with you through email. You may use the computers on campus (e.g., in 3S-206) to access relevant websites and email. However, if you do not have ready access to the Internet outside of school and using the college facilities is problematic, please let me know as soon as possible so that we can work around this. Please let me know of any problems right away since I will expect you to read or respond to communications sent to your declared e-mail address or made available to you on line

Special Accommodations

Please let me know as soon as possible of any special accommodations you may require. I will happily do all I possibly can to meet any needs you have.

Honor Policy

It should go without saying that you are expected to conduct yourself in an honorable and honest way in all aspects of this course. Of course, any known deviations from this will result in a failing grade for this section and forfeiture of access to this section in the future.

Assignment Submission

Your final paper should conform to American Psychological Association guidelines. More information about how your assignments will be graded are conveyed through the rubrics, below.

Grading Weights

Material	Course Grade Weight
Class Participation and Course Engagement	40%
Leading of Class Discussion	25%
Final Research Paper	35%

Tentative Course Schedule

Date	Topic	Event/Note
Jan 31	Syllabus and Course Overview	
Feb 7	No Class	
Feb 14	Introduction to Resilience	
Feb 23	Personal Characteristics of Resilience	
Feb 28	Interpersonal Aspects of Resilience	

		Cincotta : The Relationship Between Low Socioeconomic Status and Student Achievement	
Mar	7	Prucha: Impact of Family Structure & Parental Involvement in Low Socioeconomic Areas on Reading Development of 2nd Grade Students Elementary	
Mar	14	Jawad : How Well-Liked Are Girls Who Are Skilled In Relational Aggression? Cipriano : The Impact of Parental Involvement on the Academic Achievement of 3rd grade Students	
Mar	21	Motivation, Self-Efficacy, and Optimism	
Mar	28	Helm : The Effects of Extra-Curricular Activities on Student's Perceived Academic Self-Efficacy Fabrizio : Childhood Obesity	
Apr	4	Resilience in the Schools	
Apr	11	Kruithoff: Homelessness and Academic Success D'Alessio: Teachers' Attitudes and Beliefs and the Crucial Role They Play in the Education of English Language Learners	
May	2	Brown, Caruso, DiGiacomo, & Miraglia : How Does Low SES Affect Students in a School Setting? Filosa : Students' Perception on School Environment: Do Overprotective Parents Elicit Crime and Thus Negatively Impact Academic Success?	
May	9	Babits, Carollo, & Meise : Do Anti-Bullying Programs Work? Choi : Role of Collectivism/Individualism on Educational Policies	
May	16	Perez : Academic Success among Minority Students	Final Paper

			Due
May	TBA	Celebration of Research Conference	Held in 1P

Final Paper

The final paper demonstrates your ability to analyze data and draw sophisticated analyses from them and relate these to your initial predictions. The paper should conform to APA style.

1. Abstract

A 100 - 200 word summary of the entire proposal containing parts recommended by APA.

2. Introduction

Background and context of study given related research, justification for the current study, and statement of the hypothesis and its predictions. This section should be at least 300 words long.

3. Methods

Detailed description of the participants, materials, and procedure. This section should be however long it needs to be to sufficiently cover the content.

4. Results

Presentation and description of the analyzed results of your study. Optimally, the results section contains only a description of the data and their analyses—no consideration of their implications. This section should be at least 300 words. In addition, this section should include at least one graphical representation of the results (table, histogram, line chart, box-and-whisker plot, etc.).

5. Discussion

This section considers how your results relate to the predictions made in your introduction: Were your predictions supported? If so, what does this mean for future practice and research? If not, why might they have not? The discussion is often structured like the mirror image of the introduction; you can cover the same points in the discussion you did in the introduction. In addition, at the end of the discussion, is a sub-section entitled "Limitations" that outlines the main caveats for interpreting your results based on the weaknesses in your design. No design is perfect, so there is always something to write here. The challenge of the limitations sub-

7805

section is finding meaningful limitations and clearly conveying how these could influence your results and their interpretation. This section should be at least 500 words.

6. References

A properly formatted list of articles cited in the other sections. Please include at least six articles.

Although you are graded on the quality of your initial proposal, your grade is not fully based on your own ability. You may well work closely with the other members of the entire class to help your fellow students hone their own proposals into first-rate products. I will not necessarily grade the extent to which you help each other, but I hope that this structure will nurture an appreciation for the role of collaboration in research.

GRADING RUBRIC FOR FINAL PAPER

Element	Percent Weight	Target/Criteria
Abstract	5	<ul style="list-style-type: none"> - Contains all requisite parts - Is requisite length - Succinctly, comprehensibly summarizes proposal
Introduction	5	<ul style="list-style-type: none"> - Demonstrates a thorough understanding of pertinent background - Background well-presented and sufficiently covered - Connection between background and current study well-made
Methods	10	<ul style="list-style-type: none"> - All major, relevant sources of bias, confounds, and barriers addressed - Variables are operationalized in practical and relevant ways - Addresses hypothesis - Is simple - Contains all requisite parts
Results	25	<ul style="list-style-type: none"> - Outcomes are clearly explained - Covers all important aspects of results - Graphics strike a good balance between amount of information and clarity - Text compliments graphics without being unnecessarily redundant
Discussion	30	<ul style="list-style-type: none"> - Connections between expected results and both hypothesis and theory are well-reasoned and clearly presented - Implications for practice and theory are sufficiently discussed and thought out - Implications of at least one other, possible set of outcomes are addressed - Inclusion of a Limitations sub-section that demonstrates a strong understanding of the strengths and weaknesses of your research design and how these affect your outcomes
References	5	<ul style="list-style-type: none"> - Articles are well-chosen given topic - At least six are given - Are properly formatted
Overall Writing Quality	10	<ul style="list-style-type: none"> - Is well-organized (paragraphs build on each other, each paragraph has a topic sentence that is supported by all other sentences, etc.) - Is strongly succinct, clear, and engaging - Adheres to APA style - Is grammatically correct and spelled correctly

		- All sections are at least of minimal length
Overall Quality and Sophistication of Thinking	20	<ul style="list-style-type: none">- Demonstrates an expert grasp of the scientific process and scientific thinking- Logic is flawless while implementation is practical- Demonstrates sophisticated critical thinking about sources, hypothesis creation, and implementation- Demonstrates encyclopedic understanding of field and its relation to topic