

**EDUC 400: Senior Seminar
FALL 2024**

Class Meeting Information

Course meeting times: Mondays and Wednesdays, 10:00 to 11:15

Class Location: Seabury Hall Room T302

Instructor Information

Instructor: Dr. Teresa Speciale (she/her)

Email: teresa.speciale@trincoll.edu

Office location: McCook Room 302

Office hours: Mondays and Wednesdays 11:30 to 12:45 (or by appointment)

To schedule a meeting with Prof. Speciale: Sign up for a time slot at

<https://calendly.com/profspeciale>

If you can't come during any of the available times, email me and we will find another time to connect.

Course Objectives:

This seminar fulfills the senior exercise requirement for all Education Studies majors. The course is designed to guide students through the design and execution of an independent research project related to their interests. In the seminar we focus on refining a researchable question, collecting and analyzing data, and presenting research findings orally and in writing. The seminar format affords students the opportunity to offer and receive feedback from peers throughout the process. As such, a portion of our course periods will be designated for lectures or learning around a thematic focus and the remainder of each session will be devoted to discussing your independent projects.

Course Materials

All course materials will be posted on the course Moodle site. Read/listen/watch and reflect on all the assigned materials before class on the date they are listed on the syllabus. Come to class prepared to discuss the materials. Reading loads and difficulties will vary. I encourage you plan ahead and schedule your time accordingly. The syllabus may be subject to change.

I also recommend that you make use of the repository of prior students' senior research projects. That is available at https://digitalrepository.trincoll.edu/educ_etd/

Land Acknowledgement

We honor this place Suckiaug, Black Earth; where we now stand in the valley of Qwannituckwa and we give thanks to the people who have inhabited, paddled, planted and raised families in this space for over 10,000 years Pequonock, Wangunk, Podunk, Tunxis, Wappinger, Nehantic, Nipmuck, Maheekanew and all those derecognized by the occupiers, as well as our relatives the Pequots, Mohegans, Paugussett, Schaghticoke who signed treaties with them. Further we acknowledge the Narragansett, Wampanoag, Montauk, Shinnecock, Lenape our extended family whose territories are interconnected to us beyond the colonial boundaries by this great river Qwannitucka and the ancient currents of fresh and salt water that have forged an unbreakable bond of language, culture and blood that still connects us today. The land is still here, the waters are still here, the corn fields are still here and We are still here, NOW and Now is the time...to honor our relationship and responsibility to each other in a good way going forward.

- Written by Lee Mixashawn Rozie (Trinity '12), who is Maheekanew, Mohawk, and Cherokee.

Course Evaluation

While we will have readings, podcasts, videos, and other materials to engage with before each class, there are also a number of more formal assignments due throughout our time together. For each assignment, please see the appropriate explanation and rubric in Moodle for a breakdown of expectations.

Assignment	Points
Attendance and Participation (see below for details)	10
Preliminary research plan and progress memo <ul style="list-style-type: none"> • Submit/upload the most up to date version of your (Junior) Research Plan and brief memo describing any changes/immediate next steps. 	1
CITI certification/IRB protocol <ul style="list-style-type: none"> • All students will obtain CITI Certification. • Students whose research requires IRB approval must secure IRB approval. 	1
Researcher Identity Memo <ul style="list-style-type: none"> • 2-3 page memo responding to provided prompts 	4
Annotated Bibliography <ul style="list-style-type: none"> • Compile citation and abstract for at least three key articles for your literature review and write a brief description (3-5 sentences) explaining how the article relates to the purpose of your study. 	4
Methods memo + Data analysis tool (codebook) <ul style="list-style-type: none"> • Summary of research methods. This assignment can be written in narrative memo format, however, a draft of the Methods section strongly encouraged. • Codebook (or other relevant analytic tool) to aid in the data analysis process. 	5
1 st half draft <ul style="list-style-type: none"> • Preliminary draft of the introduction, literature review, and methods sections of the final thesis paper 	5
Findings document	5

<ul style="list-style-type: none"> • Draft your thesis statement and share an outline of your findings (that are clearly linked to/support the thesis statement) 	
Elevator pitch <ul style="list-style-type: none"> • Present a 90-second, one slide elevator pitch to guest 	1
Preliminary presentation slides <ul style="list-style-type: none"> • Submit a draft of your public presentation slides 	4
Public Presentation <ul style="list-style-type: none"> • You will deliver a 10-minute presentation of your research projects to peers and invited guests. You will nominate a guest evaluator several weeks in advance 	30
Final Paper <ul style="list-style-type: none"> • You will incorporate feedback from their public research presentation into their final paper 	30

Attendance and Participation

As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.
 – bell hooks, Teaching to Transgress (1994), p. 8.

Attendance

Your attendance is expected at all class sessions, as the success of this course depends on your presence and active participation. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. You are also expected to arrive on time and stay in-class until it is over. Coming to class late and/or leaving early causes interruptions in your learning *and* within our class community.

However, I know that life is unpredictable and that we are all balancing many things in our lives. So there is an inherent tension between the unpredictability of our lives and the importance of engagement in class meetings. To address this tension, you are permitted **two** absences over the course of the semester, which will not negatively affect your grade. I ask that if you are going to miss class, please let me know so I can plan appropriately. You do not have to give a reason as to why you are missing, just let me know. Please realize, however, that contacting me does not mean your absence is excused; it will still count as your one of your two allowed absences. Every two late arrivals, early departures, and/or instances of leaving class will count as an absence.

The expectation is that if you do not attend class, you will still complete all required assignments within the required timeframe. Emergencies (e.g., continued illness, family, or personal issues) that impact your attendance beyond the permitted two absences will be dealt with on a case-by-case basis at my discretion. When absences are not due to an emergency, such as [religious observances](#), it is your responsibility to

notify me at least two weeks before the missed class. More than two absences will result in the lowering of your attendance and participation grade. My hope is that this will not be an issue and that we will all be able to attend each class session.

Participation

Your participation is key to both your learning *and* that of your classmates. In-class discussions and activities are foundational to the format of the course. I recognize that students have different communication styles and levels of comfort for sharing in class. You will have the opportunity to participate in both whole-group settings and small group discussions, through sharing thoughts that come to mind during class and responses to course material that you have prepared before class. I expect everyone will participate in class in some way, and your attendance and participation grade will be lowered if you do not do so regularly.

Effective participation means more than just being physically present. You are expected to be active readers and analysts, regular participants in the classroom, and good colleagues. Here are the participatory behaviors that are encouraged:

- Read/listen/watch and reflect on all materials before class, and complete any pre- or post-class activities.
- Bring what you need to learn and engage with you to class (e.g., your notes, laptop, etc.).
- Make thoughtful and analytic contributions in class(both orally and in writing). This includes sharing your own thoughts, posing relevant questions, listening and responding to others, and being an active participant in small group discussions.
- Make space for others to share their perspectives and opinions in discussions.
- Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument.
- Be open to learning from others' experiences, perspectives, and interpretations – particularly if these experiences are different from your own.

I discourage you from engaging in the following behaviors and doing so could negatively impact your grade:

- Not listening or pretending to be listening while distracted by your device(s)
- Speaking over others or not taking turns to listen and speak
- Making fun of or otherwise berating something said by another person

Finally, I ask that we all participate in class with a spirit of generosity. I invite you to assume the best from others in class when your opinions differ. Moments of resistance are often when we learn the most (about ourselves, others, and the course content).

You will self-evaluate your participation at mid-semester and at the end of the semester to reflect on your strengths and areas for growth. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Submitting Assignments

Unless I tell you otherwise, all assignments should be submitted to Moodle. Late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted on a case by case basis at my discretion.

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and

review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

Grading Policies

For each assignment that you submit, I provide a list of expectations for the assignment, in the form of a rubric. My hope is that you can follow the rubric to get all the points possible. I will also give substantive written feedback, especially on longer written assignments. My hope is that this written feedback can push you to think about your ideas as you continue to move forward in this course.

If you are concerned about a grade on an assignment, schedule an appointment to talk with me. I am more than willing to discuss your work in an effort to improve future assignments. But unless I made an error, I do not change grades. If you believe I have made an error in grading an assignment, you can schedule a meeting with me and write up a statement about how I miscalculated and/or made a mistake when evaluating the assignment.

Grading Scale

Your final course grade will be calculated by dividing the total points earned by the total points possible. The grading scale is as follows:

Letter Grade	Grade on 4.0 Scale	Total Points
A+	4.333	97-100
A	4.0	93-96
A-	3.667	90-92
B+	3.333	87-89
B	3.0	83-86
B-	2.667	80-82
C+	2.333	77-79
C	2.0	73-76
C-	1.667	70-72
D+	1.333	67-69
D	1.0	63-66
D-	0.667	60-62
F	0.0	59 or below

Student Research Expense Funds

The Ed Studies Program has reserved up to \$100 per senior to pay for documented expenses needed to

complete your thesis research. Past students have used research expense funds for: reasonable incentives for interview participants; hourly stipends paid to other students to help translate or conduct additional interviews; essential books or materials that are not available through the Trinity Library; curriculum materials for research projects involving classroom learning

To request funds, write your request in advance to be approved by Professor Speciale. If approved, then submit:

- The receipts (digital or paper)
- Proof of payment (e.g. screenshot of specific lines from your debit/credit card statement)

Send these materials to Jen Fichera (jennifer.fichera@trincoll.edu) and cc Professor Speciale (teresa.speciale@trincoll.edu) and Prof. Jack Dougherty (jack.dougherty@trincoll.edu)

* (if you do not cc Profs. Speciale and Dougherty, your request will not be approved).

Funds must be requested no later than Dec. 1, 2024.

If needed, you also can ask an Ed Studies faculty member to charge your expense to their credit card, and they will be reimbursed directly.

Course Policies

Accessibility

Trinity college is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Accommodations for Students in Isolation or Quarantine (subject to change)

If a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need accommodations/alternatives.

Face Mask Requirement

Masks are optional in our classroom. Trinity remains a mask-friendly campus, and the community will respect any person's decision to wear a mask. Given the ongoing nature of the pandemic the mask policy is subject to change given guidance from the college, CDC, WHO, and federal government.

Communication

All course-related email should be sent through official Trinity College email addresses. Please check your Trinity email daily throughout the course.

Our class email norms include:

- **If you email me**, I will respond within 48 hours (excluding weekends). Most of the time, I can respond sooner, but please do not expect an instant reply.
- **If you receive an individual email from me**, I ask that you please respond within 48 hours (excluding weekends) with your best and most thorough response. I often send individual emails to check in on students, ask for clarification, or send reminders about missing assignments. It is important you respond to these individual emails so that I can know you are okay and that you are staying on track in the class.
- **If you are having difficulty with the course**, please reach out to me right away! I do not see having difficulty with this class as meaning anything about how bad/good of a student you are. While I know it can be hard to ask for help, it is hard for me to know if you are stuck unless you tell me. I will work to support you, and develop a plan with you to help you complete requirements.

Intellectual Honesty

According to Trinity College policy, “intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw” ([Trinity College Student Handbook](#), p. 13). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

While most educational research publications use the APA citation style, you may use any citation style (e.g. APA, Chicago, MLA) you choose, as long as you do so consistently. Please refer to the [Purdue OWL website](#) for tips on how to avoid plagiarism and for information on how to cite others’ work appropriately. If you still have questions, please reach out to me.

Unless explicitly stated in the assignment and/or we make arrangements together, you are expected to complete all course assignments. In other words, you are expected to develop original work for this course. *You may not submit course work you completed for another course to satisfy the requirements for this course.* Please contact me if you are unsure about the appropriateness of your coursework. If you are feeling overwhelmed by deadlines, please reach out to me as early as possible so we can figure out a solution.

Name and Gender Identity Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to know more about using a chosen name and/or adding your pronouns to your campus records, information is available through the [Queer Resource Center](#). Their [Frequently Asked Questions](#) document is particularly helpful. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

Use of Electronics

Please bring a laptop or similar device to class only for the purposes of accessing electronic copies of course readings, taking notes, and participating in activities. Please refrain from using your laptop or phone for non-class-related purposes. Linked to participation points.

Use of Generative A.I.

It is important we are mindful of when generative artificial intelligence (AI) tools (such as ChatGPT) support our learning and when they get in the way of it. Many of the assignments in this course ask you to (1) share your own analytic thinking, creative ideas, and perspectives; (2) apply concepts to specific contexts; and/or (3) generate insights based on your embodied experiences in schools and other educational spaces. While AI tools can be very helpful for some tasks, they are well known for generating ideas and texts that are decontextualized, inaccurate or completely made up, and/or shaped by harmful biases within their algorithms and data sources. AI tools also raise ethical questions about unpaid labor, energy usage, and safety for humanity.

Further, using AI tools will not replace your own learning. It is essential for you to learn to do the tasks that AI might do (e.g, summarizing the main arguments of readings, synthesizing ideas, and strengthening your writing). Learning these skills will make you a better reader, writer, thinker, and community member.

Given these limitations, your use of generative AI tools is restricted in this class. You are allowed to use generative AI tools to (1) check your grammar and spelling and (2) examine the ways in which these kinds of tools may inform our exploration of the topics of the class. However, any use of generative AI tools without citation or attributions constitutes plagiarism and will be treated as such. This means that submitting AI writing as your own writing in this course is not allowed. As explained in more detail above (see Intellectual Honesty section), doing so violates Trinity College's academic policies.

Use of Media Derived from the Class

Given that our class is a learning community, it is important that we cultivate an “atmosphere of mutual trust and respect in which scholarly work and learning thrive” ([Student Integrity Contract](#)). In practice, this means:

- All course materials presented to students are copyrighted property.
- You are not permitted to record (audio or video) our class sessions without receiving written permission from the instructor.
 - The only exception to this policy is when a student receives an ADA-approved accommodation from the Student Accessibility Resource Center (SARC) that includes permission to record class sessions. In these instances, students are expected to follow the processes and policies outlined on p. 23 of the [Trinity College Student Handbook](#).
- As your instructor, I will inform you if/when I make a recording during our class and will only do so in ways that are compliant with FERPA.
- You may not post any class recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the instructor, and (if applicable) any students whose voice or image is included in the recordings.
- Anyone violating the conditions described above may face disciplinary sanctions.

Helpful Things to Know

(Adapted from Dr. Britney Jones, with thanks to Dr. Eve Ewing)

Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the [Writing Center](#) located at 115 Vernon (the English Department Building) in Room 109.

Library & Information Technology Services

Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Visit their [Research Help](#) website for information on how to make an appointment with a librarian, get support from the Peer Research Center, access research guides, and more.

Student Technology Assistants

The [Student Technology Assistants \(STA\)](#) work to provide in-person and remote assistance with instructional technology tools and services, including Moodle, presentation tools, video/audio production, and more.

SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Visit the [LITS Accessibility Tools](#) website for more information.

Title IX Resources and Mandated Reporting

As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose certain things to me – including instances of sex discrimination; sexual assault, harassment, other sexual misconduct; intimate partner violence; or stalking – I am required to share this information with Trinity’s Title IX Coordinator or Deputy Coordinator. See [Trinity’s Title IX](#) website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to “Privileged Employees” at [Counseling and Wellness Center](#) and/or the [Office of Spiritual and Religious Life](#). Professional staff in other offices on campus are “Confidential Employees,” meaning they are required to report general information about alleged incidents but will not disclose identifiable information (such as your name) unless there is imminent harm to the campus or person(s) disclosing. Confidential Employees include professional staff at the [Women & Gender Resource Action Center](#) (WGRAC), the [Queer Resource Center](#) (QRC), and the [Health Center](#).

Financial Support

In addition to other sources of financial support on campus and elsewhere, you may want to consider applying to the [Student Emergency and Equity Fund](#). This funding is for significant, unforeseen, unavoidable emergencies, and unexpected expenses.

Mental Health

Many of us face issues with our mental health over the course of our lives, including me. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the ongoing pandemics, as well as other local/national/global events.

If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#). All services offered by the center are free, and all contact with members of the staff is privileged and confidential as provided by law.

Learning During the Ongoing Pandemics

We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic and the ongoing “health care, economic, climate, and educational disparities” ([Ladson-Billings, 2021, p. 68](#)) that shape our current global communities. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are *far* more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It’s okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last minute changes. I will do my best to communicate any changes clearly and with as much notice as possible.

Finally, please be patient with your peers as we all navigate this semester together.

Research Project Criteria

1. The student poses a thought-provoking, researchable question (or hypothesis) and explains its significance to educational studies.
2. The student connects the question to the existing research literature (secondary sources) and moves beyond into new territory.
3. The student identifies and uses the most appropriate primary sources and research methods for his or her study.
4. The student presents a clear and insightful thesis that directly addresses the research question (or hypothesis).
5. The student's thesis is persuasive: supported with convincing evidence and analysis.
6. The student's paper/presentation recognizes and/or challenges inequalities relevant to their topic of study.
7. The student's paper/presentation is well-organized, and includes sufficient background for audiences unfamiliar with the topic.
8. The student cites sources in an acceptable format so that future readers may easily locate them. [Relevant for the final paper, not the presentation.]
9. The student follows ethical guidelines for research.

All seminar participants are welcome and strongly encouraged to submit their final project to the online repository. However, anyone who wants to be eligible for honors in Ed Studies must deposit their final paper in the repository.

Course Schedule

Date	Agenda	Materials/Activities	Assignments
Wed, Sep. 4	Course Introduction	In class: <ul style="list-style-type: none"> • Syllabus Review • Junior Plans Revisited 	
Mon, Sep. 9	Developing Research Topic & Questions	Read: <ul style="list-style-type: none"> • Refer to the section relevant to your study in Chapter 7: Research Questions in Creswell & Creswell <p>For next class: Bring completed draft IRB submission (Find the blank form here: http://commons.trincoll.edu/irb/learning-tools/)</p>	Junior Senior Plan (Most Up-to-Date version) w/ Progress Report Memo due TODAY by 9:00 PM Bring draft IRB submission to next class
Wed, Sep. 11	Ethics, rights of subjects, and the IRB	Read: <ul style="list-style-type: none"> • Creswell & Creswell Chapter 4 “Writing strategies and ethical considerations” Excerpt: pp. 122-135 • Tuck, E. & Yang, K. W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. <i>Qualitative Inquiry</i>, 20(6), 811-818. 	CITI Certification Completed and Uploaded by TODAY by 9:00 PM Submit IRB by Sun, Sep. 15 by 9:00 pm
Mon, Sep. 16	Worldviews, designs, and methods	Read: <ul style="list-style-type: none"> • Creswell & Creswell chapter 1 “The selection of a research approach” (pp. 37-55) 	
Wed, Sep. 18	Power, research, and answerability	Read: <ul style="list-style-type: none"> • Patel, L. (2016). Chapter 3 “Research as relational” (pp. 48-70) and Chapter 4 “Answerability” (pp. 71-83). 	Researcher Identity Memo due Sun, Sep. 22 by 9:00 pm
Mon, Sep. 23	Reviewing the Literature	Read: <ul style="list-style-type: none"> • Creswell & Creswell, Chapter 2: Review of the Literature 	
Wed, Sep. 25	Excavating research articles	In class: <ul style="list-style-type: none"> • Article Hunt • Peer review community practices 	Annotated Bibliography due Sun, Sep. 29 by 9:00 PM
Mon, Sep. 30	Selecting Research Approach/Design	Read: <ul style="list-style-type: none"> • Read Chapter 8, 9, or 10 (select the chapter relevant to your study) in Creswell & Creswell <p>In class:</p> <ul style="list-style-type: none"> • Peer Review #1/feedback on annotated bib 	

Wed, Oct. 2	Qualitative Methods: Interviewing Field Notes	<p>Resources (recommended readings):</p> <ul style="list-style-type: none"> • Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The qualitative report</i>, 15(3), 754-760. https://oer.pressbooks.pub/howdyorhello/back-matter/appendix-qualitative-interview-design/ • Lareau, A. (2021). <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up</i>. University of Chicago Press. <ul style="list-style-type: none"> - Learning to Interview; - How to Conduct a Good Interview - Learning to Do Participant Observation: A Practical Guide (pp. 140-162) - Writing High-Quality Field Notes: Details Matter (pp. 163-194) • Being a Careful Observer (pp. 117- 138) in Merriam, S. B., & Tisdell, E. J. (1998). <i>Qualitative research: A guide to design and implementation</i>. John Wiley & Sons. • In the Field: Participating, Observing, and Jotting Notes (pp. 21-44) in Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). <i>Writing ethnographic fieldnotes</i>. University of Chicago press. 	TIP: Work on your Literature Review
Mon, Oct. 7	Analyzing Data: Coding	<p>Read:</p> <ul style="list-style-type: none"> • David Silverman. “Developing Data Analysis” Chapter 13 in <i>Doing Qualitative Research</i>. 	Bring draft of Methods Memo and Codebook/Data Analysis Tool next class
Wed, Oct. 9	Developing an elevator pitch	<p>Read:</p> <p>Kohno, T. (2023). On preparing an elevator pitch as a PhD student: Challenges and strategies. <i>Medium</i>. https://yoshi-kohno.medium.com/on-preparing-an-elevator-pitch-as-a-phd-student-challenges-and-strategies-334e9dc3adf2</p> <p>In class:</p> <ul style="list-style-type: none"> • Peer Review #2 of methods memo and codebook/data analysis tool • Work on one slide 90 second elevator pitch for Dr. Brecklin 	Methods Memo and Codebook/Data Analysis Tool due Mon, Oct. 14 by 9:00 pm Elevator pitch slide due Tues, Oct. 15 by 9:00 pm

Mon, Oct. 14	Trinity Day	No class	
Wed, Oct. 16	Presenting Your Elevator Pitch	In class: <ul style="list-style-type: none"> Elevator pitch presentations for Dr. Brecklin 	
Mon, Oct. 21	Writing Your Research	Read: <ul style="list-style-type: none"> Battle & Barnes. Academic Writing Flowchart Read at least one Senior Research Project from a previous year https://digitalrepository.trincoll.edu/educ_etd/ Browse: <ul style="list-style-type: none"> Chapter 4: Writing Strategies and Ethical Consideration and Chapter 5: The Introduction in Creswell & Creswell 	Mid-semester participation self-evaluation
Wed, Oct. 23	Writing Your Research Continued	In class: <ul style="list-style-type: none"> Reviewing the contents of each section Report out on Preliminary Findings 	1 st Half draft due by next class due by Sun, Oct. 27 by 9:00 PM
Mon, Oct. 28	Class working day	In class: <ul style="list-style-type: none"> Peer review #3 of 1st half draft 	
Wed, Oct. 30	Purpose Statement	Read: <ul style="list-style-type: none"> Chapter 6. The Purpose Statement in Creswell & Creswell 	Potential Guest Evaluator List due today by class
Mon, Nov. 4	Purpose statement continued	In class: <ul style="list-style-type: none"> Peer Review #4 of Purpose Statement 	
Wed, Nov. 6	Sharing Findings: Infographics and Data Displays	Read: <ul style="list-style-type: none"> Naparin, H., & Saad, A. B. (2017). Infographics in education: Review on infographics design. <i>The International Journal of Multimedia & Its Applications (IJMA)</i>, 9(4), 5. In class: <ul style="list-style-type: none"> Share Findings Updates 	
Mon, Nov. 11	Findings to Thesis Statement	In class: <ul style="list-style-type: none"> Observe past presentations Draft thesis statement 	Findings Doc due Wed, Nov. 13 by 9:00 pm
Wed, Nov. 13	Class working day	In class: <ul style="list-style-type: none"> Peer Review of Findings Doc Mapping it all out (alignment across the sections) 	Preliminary Presentation slides due by

		<ul style="list-style-type: none"> Worktime: Presentation Slides 	next class, Nov. 18
Mon, Nov. 18	Finishing Touches: Abstract Contribution Limitations Appendices	Read: <ul style="list-style-type: none"> Chapter 10: Standards of Validation and Evaluation in Creswell & Creswell In class: <ul style="list-style-type: none"> Peer review of slides 	Sign up for individual conference time
Wed, Nov. 20	Working day and individual conferences		
Mon, Nov. 25	Working day and individual conferences		
Wed, Nov. 27	National Day of Mourning	No class	
Mon, Dec. 2	Mock presentations		
Wed, Dec. 4	Mock presentations		
Mon, Dec. 9	Celebration		
Tues, Dec. 10	Public Final Senior Thesis Presentations McCook Conference Room 8:30am-12:00pm		
Fri, Dec. 13	Final Draft Due by 9:00 PM		