Brock University

Faculty of Education

Department of Educational Studies

Course Number: EDUC 4D50
Term/Year/Duration: Fall/Winter 2020/2021 D1 SEC 2
Course Title: Early Childhood Education Honours Thesis-Hamilton Group
Time: Wednesday 5-8 pm
Location: Online - Fall & Winter - TBD

Instructor Name:	Debra Harwood, PhD
Email:	dharwood@brocku.ca
Office Hours:	Please see office hour tab in Sakai
Liaison Librarian:	Jennifer Thiessen jthiessen@brocku.ca

Semester Dates: September 9th, 2020 – April 1st, 2021

Times and Locations: Fall online format mostly ASCYNCHRONOUS with some SYNCRONOUS components; winter term TBD

Course Calendar Description:
Research project carried out under the supervision of a faculty adviser.

Additional Description:
This course is designed to synthesize knowledge and skills developed in the previous and concurrent BECE program courses towards the development of a research project. This course is designed and will be taught in a seminar style with extensive dialogue among the students, instructors, and various resource persons. In-class discussions may be enhanced with additional student-instructor meetings (when needed). Throughout the course, students are required to work closely with their peers and instructors. Student performance in the course will be assessed informally by peers and self, and formally by instructors.

Please note as a result of the evolving nature of this course & based on students' emerging interests & needs; the class schedule should be considered tentative.

Learning Objectives/Outcomes:
Students will become familiar with the processes of developing and carrying out a thesis project and gain an understanding of standards and expectations that students need to meet to be successful in completing their project. Students will also develop abilities to synthesize, analyze and critique information related to a research topic in ECE. Students will apply their understanding of research processes and evaluation of information to execute a thesis project.

To be successful, it is essential that students:
- Attend all scheduled sessions & online components
- Contribute to all synchronous & asynchronous discussions and activities
- Complete requirements according to schedule

- Meet regularly with their peers and instructors to ensure the thesis project is progressing in a focused and high-quality manner.

Suggested Text
American Psychological Associate. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. *6th edition will also be accepted this year.

Refer to Gibson Library's Research Guide for ECE—there is a specific tab for EDUC 4D50 with several resources listed (research methods textbooks will be particularly helpful): http://researchguides.library.brocku.ca/BECE

Thesis-Requiring Ethics Clearance
A thesis requiring ethics is one that involves interaction with human participants (e.g., observations in a class or in person or online interviews/surveys with children, educators, and staff). The ethics process is **challenging and time-consuming**. Only those students with exemplary assignments in the first term and an ability to meet due dates as specified in the syllabus will be permitted to advance with a thesis requiring ethics clearance. **Decisions regarding research during a pandemic** will be guided by Brock's evolving policies. Keep up to date with announcements here: https://brocku.ca/coronavirus/faq/#1584478963427-e2c4b513-5f51

Note Regarding Ethics Clearance. Application must be submitted to REB by Dec. 12th *to ensure that you receive clearance at the start of Winter term. Your REB draft application must be submitted* **by** December 5th *to ensure timely feedback from the instructor. You will need to implement all changes recommended by both 4P80 and 4D50. If* not submitted *by these due dates you will need to* revise *your thesis.* **If you do not require ethics clearance prior to starting your data collection- Proceed at any time.**

Thesis-Not Requiring Ethics Clearance
A thesis that does not require ethics clearance is one that requires no interaction with human participants (e.g., content analysis, systematic literature review, secondary data analysis, etc.). Theses of this type are highly recommended given the course load of 4th year students and time constraints. Please see posted exemplars in Sakai & ideas for conducting research during a pandemic.

Peer and Instructor Input/Collaboration
During the semester, students will have the opportunity to discuss any and all ideas, outlines, or drafts of with the instructors and peers. Peer groups will be established for the purposes of providing regular review, feedback, and support on the thesis project. Students are strongly encouraged to have their peers (and resource persons when required) review and provide feedback on their writing before it is submitted.

Course Website & Communication:
The Sakai site will be used to post announcements and pertinent course materials (e.g., the course syllabus, assignment details, lecture notes)**. Most announcements & course communication will occur through Piazza (or at times Teams). Links to specific events on teams will be posted.**

- Piazza is highly catered to getting you help fast and efficiently from classmates and myself.
- Find Debra's class page at: https://piazza.com/brocku.ca/fall2020/educ4d50hamilton/home
- Submit all major assignments through the **Assignment** feature. Assignment details will be available for each assignment. Feedback will appear in the same location. Feedback will appear in the same location.
- Check **Resources** feature for all materials related to each module, e.g., lecture notes, and supplementary course material.
- **Piazza** will be used to send students pertinent information relevant to the course. *If the class is cancelled due to weather or other issues, an announcement message will be posted via Sakai as well as through your brock email account*.
- Please use the **Piazza Q & A space** on the class site to ask questions that would be of interest to others in the class (e.g., clarification of assignment details). Alternatively, attend scheduled virtual office hours with your questions. Individual meetings are also possible.
- **Digital Tools:** This course will make use of **Microsoft 365 tools** which all students have access to through their Brock account. Please insure you are using **OneDrive** to store and back up your learning materials. Be mindful that all tools & videos work best if using Chrome as your browser.
- **Video chats:** As this is an online course in the fall (potentially winter), you are expected to meet with your peers, and the instructor from time to time using the teams platform or other video chat programs (e.g., Skype). High-speed internet & a digital tool (with camera/sound) will be required for this course.

Important Dates: check the section on sessional or important dates in the relevant online University calendar at http://brocku.ca/webcal/

Evaluation Components and Due Dates

Fall Term Evaluation Components

Component	Requirements	Weight
Thesis Statement	The thesis statement should present your research argument and include supporting points. These supporting points will translate to sections within the literature review. See Module 1.	**Pass/Fail**
Chapter 1 Outline	See *Submission Requirements*.	**5%**
Chapter 2 Outline	See *Submission Requirements*.	**5%**
Chapter 3 Outline	See *Submission Requirements*.	**5%**
Draft Proposal Chapters 1-3	A completed 1st draft of the first 3 chapters.	**10%**
Proposal Presentation	Prepare a short-narrated video presentation of the major highlights of your completed draft – just the highlights. This will be shared with classmates on **forums**. Students are also expected to **comment on 3 of their peers' forum posts** (this portion of the assignment will be pass/fail). Comments should be professional, insightful, with specific suggestions to support one another.	**5%**
Challenge Tasks*	Small challenge tasks will appear in the modules & may include forum posts, video chats, quizzes, collaborative tasks (as required/assigned & appear highlighted in pink throughout the modules).	**10%**
1st Term Total Weighting		*40%*

See Undergraduate Thesis Taxonomy for Written Component Grading Criteria
*These small tasks are intended to provide further support & collaboration throughout the term online. All challenge tasks will be graded as pass/fail (completion of all tasks earns 10%).

Challenge Task Rubric

Components	Criteria	Value
Completion of challenge task (each task is specified on Sakai site)	• Completion of task	1
Clear & evident understanding of principle(s) of task	• Evidence of understanding of application of principle of task • Clear explanations/illustrations • Relevant examples • Detailed explanations/illustrations • Comprehensive • Evidence of insightful, critical, and comprehensive analysis applied • Professional caliber	1
Total Marks		2

Presentation Grading Rubric

Criteria	Description	Distribution of Points	
		Proposal (Fall)	Poster (Winter)
Informative & Detailed	Presentations must provide an informative and effective translation of their project ideas. Details must reflect accurate and rigorous research skills and knowledge of the research process.	2	6
Engaging	Presentations must be engaging to the audience to capture and keep attention. Smooth flow through ideas is required for the audience to follow easily.	2	6
Clear & Concise	Presentations must translate knowledge in a clear and concise fashion. Point form is required to efficiently communicate ideas to the audience.	1	3
Total		5	15

Tentative Schedule

Module	Weekly Schedule	Module Focus or Thesis Focus	Synchronous Teams Classes	Challenge Tasks Due Sunday 11:55 pm	Major Assignment Due dates as specified by 11:55pm
1	Sep. 13-20	Finding your topic – developing a focus & idea	Sep 16th 6 pm	Module 1 Challenge Task(s)	
2	Sep 20-27	Building chapter one	Sep 23rd 6 pm		
3	Sep 27-Oct 4	Theory, theory, theory	More face-to-face sessions will be added as needed	Module 2 Challenge Task(s)	Chapter 1 Outline Oct 4
4	Oct 4-11	Putting the literature review together			
	Fall Break			Module 4 Challenge Task(s)	
	Oct 18-25	Finalizing the literature review outline			Chapter 2 Outline Oct 25
5	Oct 25-Nov 1	Methodology			
	Nov 1-8	Methodology check-in	Individual sign-up	Module 5 Challenge Task(s)	
6	Nov 8-15	Putting it all together for the draft proposal (chapters 1-3)			Chapter 3 Outline Nov 15

	Nov 15-22	Independent work on the draft proposal	Individual sign-up		
	Nov 22-29	Communicating & presenting your proposal to your peers in forums	Group sign-up (varied dates)		
	Nov 29-Dec 6	*If pursuing REB -draft due Dec. 5th*			Proposal Draft Dec. 6th

*Please note that the tentative schedule was structured based on a Sunday-Sunday week. Some dates for major assignments might change based on the needs of the class. Please note, instructors are willing to review early drafts of any assignment, please do so well before the due date.

Winter Term Evaluation Components – More information will be provided throughout the term

Chapter 4 Outline	See *Submission Requirements*.	5%	
Chapter 4 – Draft	A completed draft of chapter 4.	5%	
Chapter 5 - Draft	A completed draft of chapter 5.	5%	
Poster Presentations	All students will present their final theses in poster presentations at the end of term (in person/online--format will be dependent on public health policy).	15%	
Final Thesis	Submit your completed thesis in *.pdf format*.	30%	
2nd Term Total Weighting		60%	

See Undergraduate Thesis Taxonomy for Written Component Grading Criteria

Submission Requirements
- Major assignments are to be submitted through Sakai. It is the responsibility of the student to ensure that assignments have posted successfully to Sakai in Word or Pages format, except for the final submission which is to be in .pdf format.

- Submission Formats
  - Chapter Outlines
    - In point form, students are to provide an outline of chapter 1-4 (see respective posted templates.
    - Outlines must be 2-5 pages in length, double spaced, plus reference list.
  - Chapter Drafts
    - Chapter drafts are required so that students have a chance to receive feedback from their adviser. This feedback is to be used to revise their draft for the final submission, as revision is an essential component of thesis preparation and completion.
    - Suggested page range per chapter:
      - Chapter 1, 2, & 5: 6-8 pages
      - Chapter 3: 5-6 pages
      - Chapter 4: 8-12 pages
      - Chapter 5: 6-8 pages

- Writing Style & Format
  - The *Publication Manual of the American Psychological Association* (7th ed.) is the preferred style guide for the Department. Assignments in this course must follow APA style. Attend to APA referencing and citation formats, and use a standard 12-point font, 1" margins, left justification and double spacing. Consult the *Publication Manual* for helpful information about grammar, writing style, paper layout, and other topics.
    - See library style guides for additional sources: https://researchguides.library.brocku.ca/styleguides/apa
  - Students will be graded on APA-style and academic writing (e.g., clarity, conciseness, cohesiveness, organization).

Late Submission Policy:
Generally, all major assignments are due by 11:55 p.m. on the deadline dates that appear in the schedule. Please communicate EARLY with your instructor if your assignment will be late. Late assignments will receive comments/feedback but will not receive a grade.   See Medical Exemption Policy and the medical health certificate at https://brocku.ca/health-services/policies/ https://brocku.ca/health-services/policies/ Assignments will not be accepted 10 days past the due date.

Relationship between attendance and grades:

Students are expected to attend to all course requirements and components and must submit all assignments in order to pass this course.

Academic Policies

Academic Integrity:

Statement for undergraduate courses
Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at http://brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at https://brocku.ca/academic-integrity/

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Plagiarism
Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own and applies to all forms of student work and is by Brock University Policy, considered to be Academic misconduct. Academic misconduct may result in a failing grade for this course if ones' actions are proven to be associated with behaviours such as but not limited to the following:

- Copying information from another student.
- Copying a report or allowing someone else to copy one's report
- Using another student's observational data
- Using direct quotations or sections of paraphrased material in a report without acknowledgment
- Faking or falsifying observational data
- Submission of a report written in whole or in part by someone else as one's own
- Exhibiting unprofessional or dishonest behaviour related to, or in an observation site, a field placement, practicum or internship

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Special Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.

b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at https://brocku.ca/registrar/toolkit/forms). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the Faculty Handbook III:9.4.1.

c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: http://www.good2talk.ca/ or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: http://brockmentalhealth.ca/mental-well-being/.

d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit Brock's Sexual Assault and Harassment Policy or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

Class Rights and Responsibilities

In this class, your responsibilities as a student are to:
1. Complete required readings and research components in line with the timeline.
2. Complete the written assignments on time or make alternate arrangements for completing assigned work with the instructor prior to the assigned due date. Please advise the instructor early in the term if you are taking religious holidays.
3. Attend all synchronous and asynchronous components of the course.
4. Arrive on time for synchronous classes and stay the entire class period – avoid arriving late and/or leaving early as this will be disruptive. Use headphones & minimize background distractions as much as possible.
5. Treat one another, the instructor, guests, and the class with respect. If you must leave synchronous online sessions for any reason simply leave a message in the chat feature and sign off. Other electronic devices such as phones and laptops should be used during asynchronous classes for academic purposes such as note taking.
6. Refer to the Faculty of Education **student resource website** for pertinent information (e.g., advising, wellness & learning supports) https://brocku.ca/education/student-resources/undergraduate-and-professional-program-resources/
7. Seek help from the instructor and other resources such as Student Wellness & Accessibility Services, whenever necessary, and before minor problems become major barriers to learning. https://brocku.ca/health-wellness-accessibility/
8. Refer to the syllabus and the course web page for important information pertaining to assignments and policies. Make sure that you check Sakai and your Brock email account regularly to ensure that you receive important messages pertaining to this class.

In this class, my responsibilities as an instructor are to:
1. Be prepared for the course. Develop additional resources as needed.
2. Provide flexible individual appointment meeting times and advance notice of any changes to the schedule.
3. Use a variety of teaching methods, including lessons, videos, 1:1 supports, group work, discussions, demonstrations, etc. to create a stimulating & supportive learning environment and accommodate different learning styles.
4. Provide informative feedback on assignments in a timely manner.
5. Be available for individual consultation whenever possible, during office hours or by appointment. Provide multiple options for these consultations to occur (e.g., email, video, telephone).
6. Reply to email or messages posted to course website promptly (within 48 hours).
7. Follow all official Brock policies regarding conduct within the classroom and accommodations. Accommodations will be considered on an individual basis and only with the required

documentation. No exceptions will be made to this policy.

8. Treat students equitably and with respect. This includes adhering and enforcing the [Student Code of Conduct policy](https://brocku.ca/student-life/wp-content/uploads/sites/34/Student-Code-of-Conduct.pdf). https://brocku.ca/student-life/wp-content/uploads/sites/34/Student-Code-of-Conduct.pdf

Congratulations on completing term 1 of your thesis course!

Term 2 Will involve the completion of the following components of the thesis (more details will be provided later in the fall term):
- **Data collection & analysis (chapter 3)**
- **Focused data analysis procedures (chapter 3)**
- **Interpreting results/crafting the message (chapter 4)**
- **Formulating discussions & sharing your wisdom (chapter 5)**
- **Presenting your amazing work!**

EDUC 4D50 Undergraduate Thesis Taxonomy

A+ 90-100 Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.	Exceptional thesis in all respects; contains original creative thought; very well organized and expressed; sound critical evaluation; clear command of techniques and principles of the discipline; publishable; consistently exceeds expectations; high level of synthesis; new understandings; extension of content
A –high 85-89 Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.	Very good thesis; well organized with few errors; shows clear understanding of concepts and evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; application of ideas; synthesis - able to make connections among disparate details or ideas; evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications
A – low - 80-84 Awarded for good, accurate work in which evidence of a developing flair for and comprehension of the subject is perceptible.	Good thesis; good organization with few errors; shows understanding of some concepts and some evidence of critical thought; ability to discriminate and interpret relevant issues; analytic treatment of content; some application of ideas; synthesis - able to make connections among disparate details or ideas; some evaluation of ideas and content; manipulation and interpretation of data; concepts and understandings grounded in real applications/theoretical orientations
B – 70-79 Indicates competent work that shows a sound grasp of the thesis goals without being distinguished.	High B - Good thesis; meets some of the above criteria; shows basic competence in synthesis and critical thinking; shows competent grasp of writing and reference styles; adheres to proper reference and grammatical styles; logically organized. Low B - Adequate thesis; constitutes baseline for thesis papers; shows comprehension of content and draws together information on the topic in a coherent, understandable fashion; descriptive treatment of content; identification of key elements; recognition of basic facts, knowledge, and recall; retrieval of information; grammatically