



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD

Semester: 202110 - Primer Semestre 2021/2022
Schedule: L 17:30 - 20:20 (Aula – Virtual Presencial Zoom)

INSTRUCTOR/TEACHER INFORMATION

Professor: Troy E. Spier
Email tspier@usfq.edu.ec
Office: En Linea/Zoom
Office Hours: By Appt.

COURSE INFORMATION

COURSE: MTSL-7901E - RESEARCH AND PROJECT DESIGN
NRC: 4087
Credits: 3
Prerequisites: Verify prerequisites in Banner academic system.
Corequisites: The course doesn't have corequisites.

COURSE DESCRIPTION

This course prepares students to pursue their own research project in the field of Teaching English as a Second Language. Students will learn theories and methods of field research that encourage their ongoing professional development and self-reflective teaching practices. Emphasis will be given to ethnographic participant-observer research methods, supplemented with training in the use of scholarly databases, archives, and documentation methodologies. Students will develop a research question and craft a proposal which will be carried out during the Capstone Project course.

COURSE LEARNING OUTCOMES

#	Learning Outcomes	Level
1	Apply field research methods in the study of ESL education.	Medio
2	Understand the ethical standards and the approval process for conducting research.	Medio

3	Utilize data collection and coding methods.	Medio
4	Use databases and library resources to access peer-reviewed academic publications.	Medio
5	Evaluate sources of information and their credibility.	Medio
6	Articulate a feasible research plan.	Medio

COURSE CONTENTS

- ◇ Qualitative and quantitative research
- ◇ Field research practices (such as ethnography, teacher and action research models)
- ◇ Methods for collecting, coding, and analyzing data
- ◇ Research ethics and related processes with an institutional review board
- ◇ Accessing printed and electronic sources related to ESL education
- ◇ Evaluating academic, peer-reviewed sources
- ◇ Research proposal writing

METHODOLOGY FOR THE INTEGRATION OF THE THEORETICAL AND PRACTICAL

The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT

Type	General Description	% of Grade
Attendance/Participation	Punctual arrival on Zoom and active, daily participation with cameras turned on.	15%
Weekly Responses (10)	Responses to the assigned readings.	20%
Semester Project	Proposal Literature Review References Page Presentation	5% 15% 5% 5%
Student-Led Discussion	Ten- to fifteen-minute discussion led	5%

	on a student-selected case study in applied/educational linguistics.		
Exams (2)	Exam #1 Exam #2	15% 15%	30%

DESCRIPTION OF ASSESSMENT CATEGORIES

15% of your grade will be determined by your weekly attendance and participation. This includes not only coming to class on time, but also helping us construct our understanding of the text(s), practicing during in-class activities, asking questions where needed, and generally becoming a fully functional member of our academic community. Although I understand that some of us might be shy, we can all find at least a few opportunities in which we feel comfortable participating every session.

20% of your grade will be determined by your weekly written responses. These should identify the major concepts and/or arguments from that week's reading and include two questions. The questions may concern points for additional clarification, general scholarly questions about applications/practices, or something else. These responses, excluding the questions, should be no fewer than three-hundred (300) words. These are generally low-stakes and intended to ensure thorough engagement with the readings *and* to provide you with quick access to your notes on topics that will guide the writing of your thesis and (ideally!) your future teaching practices.

30% of your grade will be determined by four separate components of the semester project, which will prepare you for the process of writing an MA-level thesis. You will write up a formal—but tentative—proposal for your project (5%), will undertake a formal literature review (15%), will correctly produce the references section in the format with which you feel most appropriate (5%), and will share a short presentation with the class (5%), from which you will have direct access to positive, constructive feedback from other teachers and teachers-in-training with diverse experiences, knowledge, and opinions.

5% of your grade will be determined by the student-led discussion. You will select a linguistic and/or educational case study, preferably one that relates directly to Latin America and/or Spanish-speaking students in an EFL/ESL classroom, and lead your classmates in a discussion of it. This is more than a simple summary, however. Because we are building our ability to deconstruct and evaluate linguistic research methodologies, you should also focus on areas of success and areas for additional attention. You may prepare slides and/or other materials, but these are not necessary.

30% of your grade will be determined by your performance on the two exams, which roughly correspond to a midterm and final exam. Both of these are cumulative, and you may use your notes—but not your textbooks, internet resources, or other people.

COURSE BIBLIOGRAPHY ¹

- Groom, Nicholas and Jeannette Littlemore. 2011. *Doing Applied Linguistics: A Guide for Students*. New York, NY: Routledge. (Groom)
- Mackey, Alison and Susan M. Gass. 2016. *Second Language Research: Methodology and Design (2nd ed)*. New York, NY: Routledge. (L2R)
- Perry Jr., Fred L. 2011. *Research in Applied Linguistics: Becoming a Discerning Consumer (2nd ed)*. New York, NY: Routledge. (Perry)

LIBRARY BIBLIOGRAPHY ²

- Cochran-Smith, Marilyn and Susan L. Lytle (eds). 1993. *Inside/Outside: Teacher Research and Knowledge*. Teachers College Press.

OTHER RELEVANT RESOURCES ³

- Brown, J. D., & Combe, C. 2016. *The Cambridge Guide to Research in Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York, NY: Routledge.
- Loewen, Shawn and Luke Plonsky. 2016. *An A-Z of Applied Linguistics Research Methods*. New York, NY: Palgrave Macmillan.
- Mackey, A., & Gass, S. (eds). 2012. *Research Methods in Second Language Acquisition: A Practical Guide*. Malden, MA: Blackwell.
- Paltridge, B., & Phakiti, A. (eds). 2015. *Research Methods in Applied Linguistics: A Practical Resource (2nd ed.)*. New York, NY: Bloomsbury.
- Rose, Heath, Jim McKinley, and Jessica Briggs Baffoe-Djan. 2019. *Data Collection Research Methods in Applied Linguistics*. New York, NY: Bloomsbury Academic.

POLICIES

General

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's [Code of Honor and Coexistence](#). All courses should follow the policies stated in USFQ's [Manual del Estudiante](#).

- 1 All of these books will be used either fully or partially in class; however, they are available electronically **for free** through the USFQ Library. Please do not buy them unless you really want to. Have them on your bookshelf Other other journal articles and excerpts from textbooks will be provided for you, and they are listed on the schedule as (D2L).
- 2 **Please do not buy this book.** The university requires me to list it on the syllabus, but it is not required, is not worth the money, and is also almost three decades old.
- 3 The textbooks listed here are **not** required for this class, but, depending on your long-term interests and goals, they might be personally and/or professionally useful.

Time Management, Missed Classes, and Late Assignments

Taking graduate-level courses can be quite difficult, particularly if you're dealing with a new field and/or terminology with which you are not yet familiar. Because this is a reading-intensive course, you can expect to read at least fifty pages per week. Additionally, this course begins with definitions and 'big picture' ideas, addresses research project design and ethics, advances to qualitative and quantitative research methods, and culminates in a semester project that will become the basis of your MA thesis. Consequently, missing even a single class can put you behind quite quickly. To this end, you should ensure that you remain in constant communication with one or more classmates, reach out to me immediately if you will miss or be late to class, and certainly communicate any concerns that you may have *as they arise*, **not** after it's too late to fix the situation and get back on track. Nonetheless, life does 'get in the way' sometimes; thus, if you were unable to submit an assignment on time, understand that I will gladly take it after the due date, albeit with a deduction for lateness. If you do miss a full class, please double-check the syllabus and reach out to your classmates before sending an email to ask about what you may have missed during the session.

Oficina de Necesidades Educativas Especiales

USFQ offers equal opportunities to all its students; therefore, and in compliance with current legal regulations, it provides individualized attention to all students who present a special education need, associated or not with disability. The service is contemplated in two instances:

1. Students who enter USFQ: we work together with the Admissions Department to identify and refer cases to the Service for Students with Special Education Needs.
2. Students who are in the second semester or later: the Service is available to all students throughout their time at USFQ. Students can approach the Dean of Students and/or make an appointment with the Service Coordinator (aesevilla@usfq.edu.ec); professors, in turn, may suggest a student referral. It is important that all students have documentation certifying their special education needs (disability ID or others).

Once the students are part of the Service, continuous monitoring is carried out from the beginning of each school period (defining schedules, possible needs to adjustments in the classroom, notifying professors) and throughout the process through actions such as periodic meetings with the student, constant communication and workshops with professors, pre-registration configuration, individualized analysis of half-semester results, contact with parents and external professionals (depending on the case), and monitoring of the required facilities.

Plagiarism and Academic (Dis)honesty

All work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by USFQ, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted materials, etc. As a result, academic dishonesty of any kind will not be accepted and will result in a zero on the assignment and/or a formal *Denuncia* being submitted.

SCHEDULE OF ACTIVITIES

The schedule listed below is tentative and is subject to change with as advanced notice as possible. The readings listed under “Agenda” must be completed *prior* to class. Any of the ten sessions marked with a blue asterisk (*) are eligible to be selected for the student-led discussion. **Article and date selection are required by the second week.**

Week	Date	Agenda	Due
1	8/25	<p>Topic: Introduction to Course and Applied Linguistics in Educational Settings</p> <ul style="list-style-type: none"> ◇ “Questions About Applied Linguistics” (Groom, pp. 4-13) ◇ Davies, Alan. 2007. “History and Definitions.” In <i>Introduction to Applied Linguistics: From Practice to Theory</i>, pp. 1-12. Edinburgh, Scotland: Edinburgh Textbooks in Applied Linguistics. (D2L) ◇ Hornberger, Nancy H. 2001. “Educational Linguistics as a Field: A View from Penn's Program on the Occasion of its 25th Anniversary.” <i>Working Papers in Educational Linguistics</i>, 17(1): 1-26. (D2L) 	—
2	9/1	<p>Topic: Defining ‘Research’ and Approaching Language through Scholarly Inquiry</p> <ul style="list-style-type: none"> ◇ “Understanding the Nature of Research” (Perry, pp. 3-20) ◇ “Introduction to Research” (L2R, pp. 1-29) ◇ “Topics in Applied Linguistics” (Groom, pp. 14-28) 	WR #1
* 3	9/8	<p>Topic: Personal, Professional, and Institutional Ethics in Research and the IRB Process</p> <ul style="list-style-type: none"> ◇ Eckert, Penelope. 2014. “Ethics in Linguistic Research.” In Robert J. Podesva and Devyani Sharma (eds), <i>Research Methods in Linguistics</i>, pp. 11-26. Cambridge, UK: Cambridge University Press. (D2L) ◇ Dörnyei, Zoltán. 2007. “Research Ethics.” In <i>Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies</i>, pp. 63-72. Oxford, UK: Oxford University Press. (D2L) ◇ “Issues Related to Data Gathering” (L2R, pp. 30-51) 	WR #2

*	4 9/15	<p>Topic: The Structure of a Research Article/Thesis and Conventions of Citations</p> <ul style="list-style-type: none"> ◇ “Understanding the Framework of a Primary Research Article” (Perry, pp. 41-55) ◇ Bauer, Laurie. 2007. “Essay Writing.” In <i>The Linguistics Student’s Handbook</i>, pp. 177-184. Edinburgh, Scotland: Edinburgh University Press. (D2L) ◇ Bauer, Laurie. 2007. “Citation Etiquette.” In <i>The Linguistics Student’s Handbook</i>, pp. 199-207. Edinburgh, Scotland: Edinburgh University Press. (D2L) ◇ Bauer, Laurie. 2007. “Reference Lists.” In <i>The Linguistics Student’s Handbook</i>, pp. 208-218. Edinburgh, Scotland: Edinburgh University Press. (D2L) ◇ Linguistic Society of America. 2007. <i>Unified Style Sheet for Linguistics</i>, pp. 1-4. (D2L) 	WR #3
*	5 9/22	<p>Topic: Brainstorming and Exploring Possible Topics for Semester Project/Thesis</p> <ul style="list-style-type: none"> ◇ “The Impact of Applied Linguistics” (Groom, pp. 29-46) ◇ “Understanding Research Designs” (Perry, pp. 75-114) ◇ “How to Locate Research” (Perry, pp. 21-37) ◇ “Summarizing Research” (Perry, pp. 207-215) 	—
*	6 9/29	<p>Topic: Strategies for and Approaches to Data Collection</p> <ul style="list-style-type: none"> ◇ “Common Data Collection Measures” (L2R, pp. 52-112) ◇ “Sampling Terminology” (Perry, pp. 58-59) 	WR #4
	7 10/6	<p>Topic: Introduction to Qualitative Research</p> <ul style="list-style-type: none"> ◇ “Qualitative Research” (L2R, pp. 215-237) ◇ “Collecting Qualitative Data” (Groom, pp. 60-81) 	Exam #1 Proposal
*	8 10/13	<p>Topic: Introduction to Quantitative Research</p> <ul style="list-style-type: none"> ◇ “Designing a Quantitative Study” (L2R, pp. 188-214) ◇ “Collecting Quantitative Data” (L2R, pp. 93-107) 	WR #5

*	9	10/20	<p>Topic: Organizing and Coding Data</p> <ul style="list-style-type: none"> ◇ “Coding” (L2R, pp. 112-149) ◇ “Research Variables, Validity, and Reliability” (L2R, pp. 150-187) 	WR #6 References
*	10	10/27	<p>Topic: How to Analyze and ‘Use’ Data</p> <ul style="list-style-type: none"> ◇ “Analyzing Qualitative Data” (Groom, pp. 82-92) ◇ “Analyzing Quantitative Data” (Groom, pp. 108-126) ◇ “Understanding Research Results” (Perry, pp. 159-198) 	WR #7
	11	11/3	NO CLASS – HOLIDAY	—
*	12	11/10	<p>Topic: Bridging the Qualitative and Quantitative in Educational Environments</p> <ul style="list-style-type: none"> ◇ “Classroom Research” (L2R, 238-274) ◇ “Mixed Methods” (L2R, pp. 275-291) 	WR #8
*	13	11/17	<p>Topic: Theory → Practice</p> <ul style="list-style-type: none"> ◇ Kumaravadivelu, Bala. 1999. “Critical Classroom Discourse Analysis.” <i>TESOL Quarterly</i>, 33(3): 453-484. (D2L) ◇ Hammond, Jennifer. 2013. “Classroom Discourse.” In Ken Hyland and Brian Paltridge (eds), <i>The Bloomsbury Companion to Discourse Analysis</i>, pp. 291-305. (D2L) 	WR #9 Lit. Review
	14	11/24	<p>Topic: Theory → Practice (Cont’d.)</p> <ul style="list-style-type: none"> ◇ Cots, Josep Maria. 1995. “Bringing Discourse Analysis into the Language Classroom.” <i>Links & Letters</i>, (3): 77-101. (D2L) ◇ Jefferson, Gail. 2004. “Glossary of Transcript Symbols with an Introduction.” In Gene Lerner (ed.), <i>Studies from the First Generation</i>, pp. 13-31. Amsterdam: John Benjamins Publishing Company. (D2L) ◇ Brooks, Frank B. and Richard Donato. 1994. “Vygotskyan Approaches to Understanding Foreign Language Learner Discourse during Communicative Tasks.” <i>Hispania</i>, 77(2): 262-274. (D2L) 	WR #10

*	15	12/1	<p>Topic: Theory → Practice (Cont'd.)</p> <ul style="list-style-type: none"> ◇ Song, Sun Yung. 2014. "Teachers' Beliefs About Language Learning and Teaching." In Martha Bigelow and Johanna Ennser-Kananen (eds), <i>The Routledge Handbook of Educational Linguistics</i>, pp. 263-275. New York, NY: Routledge. (D2L) ◇ Martel, Jason and Andie Wang. 2014. "Language Teacher Identity." In Martha Bigelow and Johanna Ennser-Kananen (eds), <i>The Routledge Handbook of Educational Linguistics</i>, pp. 289-301. New York, NY: Routledge. (D2L) ◇ Horii, Sachiko Yokoi. 2014. "Second Language Acquisition and Language Teacher Education." In Martha Bigelow and Johanna Ennser-Kananen (eds), <i>The Routledge Handbook of Educational Linguistics</i>, pp. 313-324. New York, NY: Routledge. (D2L) ◇ Dailey-O'Cain, Jennifer and Grit Liebscher. 2014. "Primary Language Use in Foreign Language Classrooms." In Martha Bigelow and Johanna Ennser-Kananen (eds), <i>The Routledge Handbook of Educational Linguistics</i>, pp. 327-338. New York, NY: Routledge. (D2L) 	Exam #2
	16	12/8	<p>Topic: Course Wrap-Up and Project Presentations</p> <ul style="list-style-type: none"> ◇ "Concluding and Reporting Research" (L2R, pp. 344-371) 	Presentations

This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.

During the 202110 SEMESTER the learning process for the courses has been designed according to the approved plans respecting the required distancing within each classroom area. Some classes will be entirely face to face, some courses will have hybrid learning modality (combined face to face and virtual synchronous learning), other classes will be completely virtual (without any face to face learning) and there will be some ON LINE classes for students enrolled in that learning modality. Each syllabus should be designed according to the learning modality. Each course according to its learning modality has integrated technological, telematic tools and alternative methodologies to facilitate learning during the transition to normality. All the learning activities aim to guarantee the accomplishment of the academic plans for undergraduate and graduate programs and sustain the students' continuous learning; to protect the physical integrity of students, preserving educational quality and academic rigor and to respect the right to work, to preserve the personal health of faculty, administrative and support staff.