



**UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
FACULTAD DE BELLAS ARTES Y HUMANIDADES  
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS**

**Asignatura:** Diseño de proyecto de grado

**Profesora:** Dolly Ramos Gallego and Angélica Arcila Ramírez

**Código:** LB844

**Intensidad:** 4 horas semanales

**Pre-requisito:** Fundamentos de la investigación

**Créditos:** 4

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**Schoology:**

## **1. COURSE DESCRIPTION**

As a consecutive stage of research basics, this course constitutes the foundation to equip graduate students with the tools to carry out research in the Colombian EFL context and to educate themselves as self-critical individuals participating, collaborating and reflecting as active members of this regional teaching community. It is an introduction to educational research with an emphasis on qualitative research on language, language teaching, and literacy issues, or the systematization of the practicum. The focus of the course is to introduce participants to the meaning and use of qualitative research in EFL and ESL settings.

In this course students will start to develop their research projects, starting with the understandings about research, and consolidating research ideas about different distinctions of qualitative research process. In RD, students will receive instruction on research approaches, how to frame their study, build the theoretical framework, and construct the methodology of the study. Students will also prepare for the ORAL PRESENTATION OF THE RESEARCH PORPOSAL which will be held on the last weeks of the semester. At the end of the course, students who finish it successfully will have their thesis document appropriately developed up to the initiation of the research methods.

## **2. METHODOLOGY:**

In the educational process, we cannot say that learning is the responsibility of the teacher but the co- creation of both the teachers and the learners and the product of the harmony of both. In this situation, the facilitator must acknowledge that there are three types of knowledge: the one that has it, the one that can get it and the one that can construct it with

others. The task of the facilitator then is to use the first one to achieve the second one and thus facilitate the third one. Brenson & Sarmiento (DN)

Based on the aforementioned, this course then will be guided based on the “Modelo Constructivista co-participativo C3” which covers a holistic education that is defined as the art, science and technology that facilitate the learning of new knowledge and develop the necessary abilities to achieve a systematic co-evolution. In these other words, this model is considered to be efficient due to the fact it does not only provide learners with strategies to adapt to the new knowledge and thus modify their attitude (which involves cognition, affection, emotional and behavioral) but also by building knowledge among learners and facilitator. On the other hand, the learners face this new knowledge not as passive individuals but as active ones by handling and also developing new abilities to think more effectively. The aim of this model then, involves a methodology that wraps what Brenson and Sarmiento call the C3 which means: *Concientización* (vivencia HD y reflexionar HI), *Conceptualización* (descubrir HI y visualizar HD) *Contextualización* (ensayar HI e integrar HD) of the new theory in other words and holistic education.

## **2.1. Strategies and didactic instruments**

The material selected for this course is updated and appropriate for higher education learners. Moreover, it is the most reliable written material by well-known researchers and linguistic on field. Thus, learners are expected to read and analyze this material before class in order to make the most of it in the class. Some of the activities that will be carried out in class are: whole class or small group discussions, debates, and oral presentation, among others. Therefore, these activities are expected to contribute to the learning of concepts and also to the creation of a safe environment that will encourage students to learn. Moreover, oral presentations will be carried out by learners as well as by the teacher in order to the clarification and reinforce the new theories. In conclusion, in this course students, as teachers to be, will begin the process of constructing their own conceptual models of research by means of examining relevant literature material, class discussions, group work, and individual reflections.

## **3. COMPETENCES**

### ***3.1 Research competencies that students should develop in IQR***

- a. Demonstrate reading comprehension of assigned research articles.
- b. Use concepts from readings to develop research project.
- c. Synthesize and analyze relevant literature appropriately.
- d. Produce quality argumentative writing.
- e. Differentiate the parts of the thesis and describe the purpose of each part.
- f. Be able to build a research problem and methodology in writing.

- g. Understand and apply the elements that are key to conducting qualitative research observations.
- h. Deliver a high quality presentation of their research proposal.
- i. Be self-critical to their own research methodology.
- j. Cite in-text appropriately.
- k. Build L2 through the reading of research articles.
- l. Produce accurate references based on the APA format.

### ***3.2 Linguistic Competencies that Students Should Develop in RPI***

- a. Read specialized articles and reports concerned with contemporary problems.
- b. Write clear, detailed text on a wide range of subjects related to my area of interest.
- c. Write academic papers giving reason in support of or against a particular point of view.
- d. Write about a variety topics implementing different styles which are appropriate to the reader in mind.
- e. Use a good number of cohesive devices to link utterances into clear, coherent written discourse.

## **4. COURSE REQUIREMENTS**

### **a) Incorporation of feedback in writing:**

All advising sessions with instructor and submitted drafts produce feedback. Students are responsible to always incorporate the feedback into their written document to ensure the development of the thesis. Students should keep all their feedback records for ensuing sessions, and should submit them with the final draft of the research proposal at the end of the semester.

### **b) Advising Sessions**

Individual advising sessions with the instructor will take place along the semester. The instructor will meet with each research group throughout the semester to provide feedback on the thesis on progress. Students must bring to each meeting a hard and digital copy of the document and must always incorporate the feedback given by the instructor before the next meeting. The instructor will program meetings with each research team. In “Semana muerta” RD students will work with their future advisors to agree on methodological aspects of the project.

## **Course policies**

- **Class Attendance: University Policies**

ARTÍCULO 177o.: MODIFICADO MEDIANTE ACUERDO No.15 DEL 06 DE JULIO DE 2006

Students are expected to attend all schedule classes and official convocations of the University. Students' presence and participation in the class are critical factors towards the completion of the work for the class and achievements of success for this course. If absences occur, it is the student's responsibility to contact the professor or peers with regard to assignments. Make up assignments or exams will not be granted solely if the learner has a medical excuse.

- **Study Obligations and Suggestions**

For this class learners are expected to: 1, Read the assigned material before class this will help you identify possible problems that can be discussed in class or if necessary visit my office for further explanation during tutoring hours. Arriving prepared to class will give you enough time to reflect and be prepared for the weekly examinations and/or task. 2. There are four hours of contact class every week and it is assumed that you are studying the material and doing research on your own, in an appropriate manner, outside the class. A good rule of thumb is that for each hour of class, you should spend two hours outside class. 3. Being an ACTIVE participant in the classes and being engaged in all class activities and tasks proposed is highly encouraged.

- **Use of electronic devices:** Absolutely no use of electronic devices such as tablets, laptops, mobile phones, etc. is permitted during class time for purposes different to academic ones. That is, educational tools can be used, but actions like chatting, posting on social networks, texting, pinning, etc. are prohibited. Besides, despite the fact that technological devices could be used, your full attention to the class is requested.

- **Late work:** No late work will be received during the semester except when the student provides a medical or university excuse, which must be verified by the department of Bienestar Universitario before submission. If you miss a class due to institutional permissions, you must notify the instructor at least two weeks before the event providing the proper documentation.

- **Requests and inquiries:** Students are expected to behave respectfully to all administrators, faculty, staff, students, and visitors in the schools environment in both oral and written interactions. If you need to talk to the professor, wait until the classes end to talk about personal issues. Do not do it starting the class or during it.

- **Others:** In case you cannot stay all the class time due to strong reasons, let the professor know by e-mail at least one day before, not at the beginning of the class; support such permissions with written evidence if possible. Homework and class work must be presented

with high standards of quality (legibility, clarity, organization, etc.). Use pen for handed in papers in class.

- **Academic Honesty**

Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

- The act of lying is to intentionally provide false information or a false statement with the purpose of misleading or with irresponsible regard of the truth. Lying, in both academic and non-academic activities, is impermissible.

- Cheating is acting dishonestly in order to gain an unfair advantage. Cheating includes giving or receiving unauthorized aid on any assignment, quiz, or exam. Not complying with the restrictions of the instructor will result in appropriate discipline, as decided by the instructor or department. Cheating also includes using the same material of work previously used for another course unless the student has permission from the instructor to do so.

**Cheating furthermore includes plagiarism**, which is when a student uses the ideas of another and declares it as his or her own. Work that is not of the student's own creation will receive no credit.

## 5. Evaluation

Research Project & Monography	Practica conducente	Classroom Project
Lit Review 10% presentation and conclusion	Formato Inicial part 1/ contest setting 10 %	Lit Review 10% presentation and conclusion
Conceptual Framework 15%	Glossary 15%	Conceptual Framework 15%
In & outside class Activities 5%	In & outside class Activities 5%	In & outside class Activities 5%
<b>First grade 30%</b>		
Statement of The Problem Research Question Objectives 15% (draft 1 & final)	Justification Formato Inicial part 1 Objetives and timeline	Justification Objectives 15% (draft 1 & final)
In & outside class Activities 5%	In & outside class Activities 5%	In & outside class Activities 5%
<b>Third grade 20%</b>		
Oral presentations10%	Oral presentations10%	Oral presentations10%
<b>Fourth grade 10%</b>		
Methodology 15% (draft 1 & final)	Formatos de Avances (the number depends on the implementatin)	Instructional Design 15% (draft 1 & final)

In & outside class Activities 5%	In & outside class Activities 5%	In & outside class Activities 5%
	<b>Final grade 20%</b>	
Rehearsal Defense & Proposal Defense  *All sections must have been assessed and rehearsal must have been done to be allowed to defend.  <b>This is a must</b>  <b>All learners must do the rehearsal and proposal to culminate the course. If learners decide not to do it. The grade will not be published since this is a requirement from the research area and the professors' committee of the program</b>	Rehearsal Defense & Proposal Defense  *All sections must have been assessed and rehearsal must have been done to be allowed to defend.  Proposal Defense 10%  <b>All learners must do the rehearsal and proposal to culminate the course. If learners decide not to do it. The grade will not be published since this is a requirement from the research area and the professors' committee of the program</b>	Rehearsal Defense & Proposal Defense  *All sections must have been assessed and rehearsal must have been done to be allowed to defend.  Proposal Defense 10%  <b>All learners must do the rehearsal and proposal to culminate the course. If learners decide not to do it. The grade will not be published since this is a requirement from the research area and the professors' committee of the program</b>
<b>Rehearsal Defense &amp; Proposal Defense 20%</b>		

## 6. Content of the course

Date	Units	Content
Week 1	Theoretical framework and lit review	<ul style="list-style-type: none"><li>Course guidelines and presentation of the program (T)</li><li>Literature review foundations and guidelines (T)</li><li><b>Presentation: APA norms</b></li></ul>
Week 2		<ul style="list-style-type: none"><li>Oral presentation of the Lit review</li><li>Structure of literature review: guidelines for introduction and conclusion</li><li><b>Presentation</b> Conceptual Framework (S &amp; T)</li><li>Map of the concepts with authors and years (assignment)</li></ul>
Week 3		<ul style="list-style-type: none"><li><b>Presentation:</b> Plagiarism (SS presentation)</li><li>Writing the first construct (exercise) and feedback</li><li>Final version of the first concept with 3 authors (updated)</li></ul>
Week 4		<ul style="list-style-type: none"><li>Feedback of first construct &amp; Individual advisory (Scheduled)</li><li>Second construct &amp; Individual advisory (Scheduled)</li><li><b>FINAL LIT REVIEW</b></li></ul>
Week 5		<ul style="list-style-type: none"><li>Second Construct</li><li>Feedback of first construct &amp; Individual advisory (Scheduled)</li></ul>
Week 6		<ul style="list-style-type: none"><li>Introduction and conclusion of the conceptual framework</li><li>Final paper</li></ul>
Partial 1- 30 %		

Week 7	Statement of the problem and research questions	<ul style="list-style-type: none"> <li>• <b>Presentation</b> literature review.</li> <li>• <b>Presentation:</b> statement of the problem/justification</li> <li>• <b>Class activity of</b> statement of the problem/justification</li> <li>• Building: statement of the problem/justification. (1 hour per group)</li> </ul>
Week 8		<ul style="list-style-type: none"> <li>• Holy week <b>send</b> first draft of the statement of the problem/justification.</li> </ul>
Week 9		<ul style="list-style-type: none"> <li>• <b>Presentation:</b> Developing and evaluating research questions</li> <li>• <b>Presentation.</b> Teaching and learning objectives.</li> <li>• Classwork: Research questions and objectives/ learning and teaching objectives</li> <li>• Professors' torturing for objectives (letter requiring guidance)</li> <li>• Feedback objectives research questions</li> <li>• Final of SOP/Justification</li> </ul>
Week 10		<ul style="list-style-type: none"> <li>• Revision of paper</li> <li>• <b>Presentation:</b> Type of study and type of research (only research ss)</li> </ul>
Week 11	<b>Partial 2</b>	<b>15%</b> statement of the problem/justification Research questions and objectives/ learning and teaching objectives
Week 12	Methodology	<ul style="list-style-type: none"> <li>• Designing the methodology.</li> <li>• Context and participants (Workshop part 1)</li> <li>• Preparation for the rehearsal and proposal</li> </ul>
Week 13		<ul style="list-style-type: none"> <li>• Instructional Design: Implementation (Classroom project ss)</li> <li>• Instructional Design: Resources</li> <li>• <b>Presentation:</b> Researchers' role and methods Workshop 2 (Research Project ss)</li> </ul>
Week 14		<ul style="list-style-type: none"> <li>• Instructional design: Reflection Instruments (Workshop 2 (CP):</li> <li>• Individual advisory (scheduled)</li> <li>• Research instruments: Data collection methods (Research Project ss)</li> </ul>
Week 15		<ul style="list-style-type: none"> <li>• Final Methodology</li> <li>• Advising session</li> <li>• Advising session</li> <li>• Preparation</li> </ul>
Week 16	<b>Rehearsal</b>	<ul style="list-style-type: none"> <li>• Rehearsal of proposal defense</li> </ul>
Week 17	<b>Final</b>	<ul style="list-style-type: none"> <li>• Proposal defense</li> </ul>
Week 17		<ul style="list-style-type: none"> <li>• Feedback of thesis proposal</li> </ul>

## 7. REQUIRED COURSE READINGS

Mertens, D.M. (1998). Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches. Thousand Oaks, CA: Sage.

(Chapter 1: An introduction to research, Chapter 3: Experimental and quasi-experimental research, Chapter 4: Causal comparative and correlational research)

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (Second Edition). Thousand Oaks, CA: Sage.

(Chapter 1: A framework for design) 463-494.

Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.

(Chapter 1: What is qualitative research?; Chapter 2: Case studies as qualitative research)

Patton, M.Q. (2002). Qualitative research & evaluation methods (Third Edition). Thousand Oaks, CA: Sage.

(Chapter 1: The nature of qualitative inquiry)

Seliger, H. & Shohamy, E. (1990). Second Language Research Methods. Oxford: Oxford University Press. Chapter 1: What's research?)

Freeman, Donald (1996). Redefining the Relationship between Research and what Teachers know. In: Voices from the Language Classroom. Cambridge. Cambridge University Press.

Richards, Jack and Lockhart, Charles. Reflective Teaching in Second Language Classrooms. Approaches to Classroom Investigation and Teaching.

Nunan, D. (2002). Research Methods in Language Learning. Cambridge, UK: Cambridge University Press. (Chapters 3 and 4)

Merriam S. & Simpson E. (2000) A Guide to Research for Education and Trainers of Adults. Krieger Publishing Company.

## General Considerations

- Arrive punctually and remain until the class finishes. (no walking in and out of the class)
- If you miss part of a class session, it is ***your responsibility*** to prepare for the next class.
- Check the *blog* regularly for information, announcements, and supplementary course materials.
- If you miss a quiz or other graded in-class assignment you may bring me a medical excuse to ***request*** a chance to present the task *unexcused* absence will receive a grade of zero (0.0).
- Out-of-class work that is not presented on time will not be accepted.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
- Turn off and put away cell phones and personal audio equipment before the class begins.
- Partial and final exam papers remain on-file in the Languages office. Students may not keep them or copy them. Exams that are not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- In case of strike classes will change into advising sessions for those who wish to continue.