

## VIP – Research Syllabus (Eisenreich) Fall 2023

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For Fall 2023, this class will meet every Wednesday from 2-3, in the Math/Physics building on the Statesboro campus. The goals for this Fall 2023 semester are:

1. Finish the ALG recordings and task/answer sheets for K-2 place value
2. Facilitate one parent workshop
3. Complete ALG 24 grant proposal
4. Complete Service Learning grant proposal
5. Start Seed grant proposal
6. Write/submit one paper from experience so far
7. SoTL proposal for presentation

### About VIP:

The Vertically-Integrated Projects (VIP) Program operates in a research and development context. Undergraduate students that join VIP teams earn academic credit for their participation in design/discovery efforts that assist faculty and graduate students with research and development issues in their areas of expertise. The premise of VIP is teams working on projects. Much like a real-world teams, individual members may work together on a project or work on different aspects of the project (depending on the semester). Team members range from freshmen through senior students, from first-time participants to students who have been involved for four or more semesters. Some students take the course for one credit, and others might take it for two credits.

### Definition of Undergraduate Research:

This course is designed to enhance the undergraduate curriculum in Mathematics Education by providing GS students with the opportunity to engage in research activities. For this class, I will be using the definition of undergraduate research developed by the Council of Undergraduate Research (CUR). CUR states that research is an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline ([www.cur.org](http://www.cur.org)). In other words, authentic research is an investigation for which the answer is unknown by the student and the faculty mentor.

**Workload:** The estimated study time per week **outside** of class is 3 hours. Please refer to [Credit Hour Policy](#) for more details.

### Grading:

#### GRADE DETERMINATION

Assignments **	60%
Midpoint Assessment	10%

#### GRADING SCALE

A	90% and above
B	80-89%

Final Assessment	10%	C	70-79%
Attendance	10%	D	60-69%
Final Presentation	10%	F	less than 60%

\*\* Weekly notebooks each week and other tasks due before class

As part of the assessment of the above, each student is required to:

1. Maintain a notebook. The general google doc is in our shared folder. Make a copy each week, complete it, and upload to the appropriate dropbox.
2. Complete the mid-term evaluation and meet individually with me to discuss progress. **Failure to complete the evaluation will result in a full letter grade deduction. Late submissions are not accepted.**
3. Complete the final evaluation, which will be available for one week during FINAL Week. **Failure to complete the evaluation will result in a full letter grade deduction. Late submissions are not accepted.**

#### Student Learning Objectives:

1. Conduct research related to their respective research project through field techniques, instrumentation, and/or software.
2. Design and conduct an experiment to test hypotheses, analyze and interpret data, and formulate conclusions.
3. Find, read, and interpret scientific literature.
4. Organize collected data and results in a laboratory or field notebook and/or spreadsheets.
5. Present the findings of the research project through written progress reports, oral presentations, or publication.

#### Professor's Expectations: (I expect you to:)

- Attend class prepared (complete tasks before class, arrive on time, stay until the end)
- Be active in your learning. Be present in class and ask questions.
- Accept responsibility for your learning. My role is to facilitate your development as an *independent* learner. It is your responsibility to work towards your success in this class

#### OTHER COURSE AND INSTITUTIONAL POLICIES

**Self Care: Your Well-being Matters:** College is both exciting and challenging! Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. I encourage you to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. We all benefit from assistance and guidance. Georgia Southern provides many resources to support your well-being while you are here.

**If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, please seek support.** In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust. The Counseling Center is also here for you. Counseling can be an opportunity to talk with an objective person who can help you develop skills and view situations in ways that may enable you to be more effective in managing life's challenges down the road. Call 912-478-5541 (Statesboro) 24 hrs a day, 7 days a week.

Please review the Georgia Southern Code of Student Conduct for all institutional policies. [Link to](#)

Classes Missed due to a Campus-wide Emergency (e.g., hurricane policy)

- **Any announcements due to classes missed will be posted on Folio.**
- **One class missed:** Class time will be made up using Folio activities at some point before the final exam.
- **Up to one week of missed classes:** I post online assignments on Folio to cover missed work. I assign due dates based on the situation. I'll be respectful of situations where students may not have electricity or internet services.
- **More than one week of missed classes:** We make up the first week of missed class according to the above. Additional days made up by scheduling classes during evenings or weekends.

**CARES Accommodation Continuity of Education plan [tentative policy may be changed based on university guidance]** Please contact me as soon as you are able when you have a confirmed CARES report that will prevent you from attending class. When you are able to communicate, please check in regularly so we can keep you up to date in the course. Due dates will be revised based on your needs. Folio has an integrated tool to allow me to adapt course materials to your needs. One-on-one instruction or videos will be available until you are able to rejoin the class.

**Academic Honesty:** All work submitted for evaluation should be **your own work** and reflect **your personal understanding** of the concepts and strategies covered in the course. Cheating may include (but not limited to) the use of any unauthorized material (such as *books, notes, a solution appears to be a copy of an app solution, or information from other students*, etc.) and *identical wording to a classmate* on assignments or exams, or the improper use or sharing of a calculator on an assignment or exam. For any student caught cheating, the minimum penalty will be a **zero** grade on that work, the maximum a **failing grade (F)** for the course; the offense will be referred to the University's judicial process and probably have a serious impact upon your continuation at Georgia Southern, your graduation and your employment prospects. For more information, visit the [Student Guide](#).

**Copyright Statement:** (1) I hold the copyright on my lectures and course materials, (2) my copyright encompasses student notes or summaries that exactly reproduce my lectures and course materials, (3) these materials are made available to students for their personal use only, and (4) students may not distribute or reproduce these materials for commercial purposes without my express written consent. Any student in violation of my copyright will be referred to the Dean of Students' Office as having violated the Code of Academic Integrity.

**Civility Statement:** Each student is expected to follow the Student Conduct Code, with regard to appropriate behavior in the classroom. Appropriate behavior includes (but is not limited to) attentively listening in class, participating in class and group discussions, getting to class on time, not dominating class time, and avoiding the use of cell phones during class. Inappropriate behavior includes any activity that interferes with your classmates' learning experience or in the instructor's ability to conduct class. Some of these activities include sleeping in class, routinely entering class late or departing early, walking in and out of the room during class, repeated talking without being recognized or talking while others are talking, dominating class discussion, and misuse of cell phones. **Electronic devices such as cellular phones, pagers, and media players must be off and under the desk while the student is in**

**the classroom.** Please respect your peers by not being disruptive in class. Any student disrupting the learning environment **will be asked to leave the classroom immediately.**

**Code of Conduct:** As a Georgia Southern University student I promise to engage in ethical behavior as a member of the university and a member of the global community; to respect and adhere to the standards and expectations set before me in pursuit of knowledge; and to be honest in every academic endeavor. More information on the Code of Conduct and procedures can be found at <https://students.georgiasouthern.edu/conduct/student-code-of-conduct/>

**Title IX Clause:** Georgia Southern University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Title IX Office through <https://president.georgiasouthern.edu/eo-titleix/>. This is important for the safety of the whole Georgia Southern community. Another member of the university community such as a friend, classmate, advisor, or faculty member can help initiate the report or can initiate the report on behalf of another person. The University Counseling Center is available 24/7: <https://students.georgiasouthern.edu/counseling/>

**Potential Research Recruitment:** As part of my ongoing development as an educator, and as a member of the larger mathematics education research community, I am passionate about understanding and supporting your mathematical thinking. I may ask for your consent to use your coursework as data to help me improve my teaching and to communicate what I'm learning with my colleagues in Georgia as well as with national or international colleagues. You will never be required to participate, and you will not be penalized in any way if you choose not to participate. That is, there will be no impact on your grade or academic standing whether you participate or not. I will not know who consents until after grades are submitted at the end of the semester. If you consent, and later change your mind, just let me know after the semester ends and I will be sure to update my records.

VIP Course Calendar: Eisenreich

Class meets every Wednesday from 2-3 pm

Class Date	In class (1 hour per week)	Tasks for next time (3 hours per week)
<b>1: Aug 16</b>	<b>Intro to VIP</b> - Notebooks due each week (Tues 10pm) - ALG grant part 2 - Lit Review - Learn about one drive – make sure everyone has access to files - videos for ALG grant - documents for students and parents for ALG grant	- Complete citi training and upload PDF (only new students) - Put some narrative together for ALG grant (first and second people's names) First person due Monday 10pm Second person (revisions) due Wed before class - notebook 1 - Perusall – read the syllabus and outline (annotate) by Friday
<b>2: Aug 23</b>		- Read/edit/make comments on the whole SEED grant proposal (Due Friday Jan 20 at 5pm) Finish revising ALG grant for PV due Tues Jan 24 5pm - Notebook 2
<b>3: Aug 30</b>	Discuss article 1 Perusall (skim article 1) Talk about what to look for in the articles ALG grant Discuss the google form that will be sent to parents	-Perusall read the article 1 and annotate (your comments should be in depth, and you should have several comments on each page – this is different from what you did in my class because it is much more in depth (you may not finish reading) 3 surveys (only if time) Notebook 3 (make sure you identify dates/times/what you did – stop at 3 hours)
<b>4: Sept 6</b>	Meet with Dr. Cannon-Rech Discuss identifying research question and what the library has to offer Symposium draft Article 1	Notebook 4 (identify dates/times/what you did) Symposium draft proposal: Watch the video on Perusall as I discuss the article. Continue reading article 1 on Perusall (part 2 up to method on page 4) Make notes on perusall for all three google forms
<b>5: Sept 13</b>	Discuss symposium draft Practice SoTL presentation Discuss Article 1	University Symposium Submission (due Feb 15) Practice Sotl presentation Notebook 5
<b>6: Sept 20</b>	Hour of class time is presenting at SOTL on Friday	Notebook 6 Read through midpoint rubric and bring questions to class Feb 22
<b>7: Sept 27</b>	Discuss Article 1 (perusall) Perusall forms comments	Perusall – watch field notes video and annotate Perusall – ethnography article (look at comments where to start and end – it's two sections)

	Practice coding	Notebook 7 Send a link to poster template (36x48) Midpoint self rating/rationale and reflection responses Make an appointment to meet with Dr. Eisenreich to discuss midpoint rating W/R/F March 1, 2, or 3
8: Oct 4	Meet Dr. Cannon-Rech Work on putting poster together for Symposium - Lit review part	15 min meeting with Dr. Eisenreich Finish a draft of your poster (started in class) Notebook 8 2 page educational biography
9: Oct 11	Discuss coding Look at posters (Work on Taylor and abigail)	Due before Oct 25 because no class next week:  Revisions to posters (good first draft finished before next class) Educational biography revisions – and add section at the end “what do you think your math classroom will look like? Feel like? Etc? How will you set it up?” Notebook 9
10: Oct 18	No class: GMC prep and present	Code each others biographies Read /annotate Article 1 part 3 (method on pg 4 to discussion on pg 10) Annotate the rest of the educational biography article in perusall Read How do I..Autoethnography article in perusall and annotate  Feedback on posters  - Notebook 10
11: Oct 25		All: Article 1 part 4 (discussion on pg 10 to end) Give feedback to all other posters  - Notebook 11
12: Nov 1		All: Revise your poster by Sunday April 9 (email me when you’re ready for my  - Notebook 12
13: Nov 8	Practice Symposium presentations	All: - Notebook 13
14: Nov 15	Symposium debrief and paper outline	All: - Notebook 14
15:		All:

Nov 22		- Notebook 15
16: Nov 29		
17: Dec 6 Final Exam - present ation	We will choose a time/date together (placement should be over)	All <ul style="list-style-type: none"><li>- Reflection on Notebooks, class, etc</li><li>- Final self rating/rationale and reflection responses</li></ul>