

Seminar Paper

IMPORTANT!

For M.Ed. only students, the seminar paper is due the semester the student plans to graduate. For M.Ed. with certification students, the seminar paper is due the semester before student teaching.

	First draft to advisor	Final draft to advisor
Fall	October 15	November 15
Spring	March 15	April 15

Seminar papers need to be filed officially in Student Services, Room 1210 Benjamin Building by a deadline at the beginning of December (for fall) and the beginning of May (for spring). No seminar paper will be processed by Student Services after that deadline.

Students should consult with their advisor at the beginning of the semester prior to which the paper will be completed, to discuss topic ideas and deadlines for feedback. As with any writing, expect that your first draft will probably not be your last.

Students must be registered for at least one credit during the semester in which the paper is being written. Students who have completed all course work and are only writing a paper must register for EDCI 798 (for one credit; regular grading) with their advisor. Permission for registering for that course is granted by the department (EDCI) upon approval of their advisor.

Purpose and design:

A seminar paper, like a thesis or dissertation, is an opportunity to improve and refine an academic paper under the direction of a professor in the TESOL area. It is required for graduation.

Length should be approximately 30 pages, double-spaced, including references.

Sample options for topic and design:

a. Critical review of the literature in one area, such as heritage learners, reading strategies, learning styles, etc. Critical review must not only synthesize the relevant research but also provide a critique based on factors such as technical adequacy of the research (reliability, validity, caution in not overgeneralizing results, etc.), theoretical soundness, and practical utility.

b. Empirical research in the language education area intended for publication in a major, peer-reviewed journal. This might take many forms (survey-based, ethnographic, quasi-

experimental, etc.) and might follow various traditions: quantitative, qualitative, or a combination. This should be attempted only if the candidate has an adequate background in educational research design (at least one or two courses). IRB approval might be required; check with the institution where the research will occur.

c. Action research. Action research is oriented to solving an immediate or ongoing problem in a classroom or institutional setting. IRB approval might be required; check with the institution where the research will occur.

d. Policy analysis paper that analyzes achievement-related, historical, political, economic, cultural, and/or other aspects a particular language education policy.
