San José State University  
Connie L. Lurie College of Education  
Department of Special Education  
EDSE 220, Research Seminar on Exceptional Individuals, Section 01, Spring 2020

Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D. (She/Her/Hers)
Office Location: Sweeney Hall 221
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Office Hours: Thursdays from 7:00-9:00 PM
Class Days/Time: Tuesdays from 7:00-9:45 PM
Classroom: SH 230
Prerequisites: Completion of EDSE 231X with B or better

Course Format

This course follows a traditional format with face-to-face class sessions. However, some sessions will be designated for independent research and writing. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students must have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

CANVAS Learning Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at http://sjsu.instructure.com. All students are responsible for regularly checking their SJSU email for course updates from the instructor.

Technology Requirements

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device.

Course Goals WASC: Student Learning Outcomes

A4 Ethical Professionals – Qualities of ethical professionals
A5 Change Agent – Qualities of change agents
C1 Scientific Inquiry – Engagement in scientific inquiry
C2 Critical Skills - Critical skills as consumers & investigators of research
Required Texts/Readings (Required)

Textbook

*How to Write a Master’s Thesis (2nd edition)*


Other Texts

*Doing Survey Research: A Guide to Quantitative Methods* (already purchased for those doing survey research)

*Writing Your Journal Article in 12 Weeks* (posted to CANVAS)

*Single-Case Designs for Educational Research* (already purchased for those doing single-case research)

*Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (already purchased for those doing qualitative research)

Library Liaison

The Special Education Library Liaison is: DeeAnn Herrera Tran (deeann.tran@sjsu.edu)

Course Requirements and Assignments

1. **Title Page (20 points)**
   An appropriately formatted title page containing all information and elements and adhering to APA standards.

2. **Abstract (20 points)**
   Students must complete an abstract in APA format that describes their study purpose, data collection, analysis, and 1-2 findings and includes 3-5 keywords.

3. **Acknowledgements and Dedication (20 points)**
   Acknowledgement and dedication should be completed and formatted in adherence to the guidelines presented for the overall thesis.

4. **Table of Contents (20 points)**
   Formatted table of contents with appropriate references to sections within the thesis and correct page numbers.

5. **Chapters 1-3 (60 points)**
   Finalized Chapters 1-3 with appropriate in-text APA citations and page numbers and sections.

6. **Chapters 4 and 5 (40 points)**
Finalized Chapters 4-5 with appropriate APA citations, tables, figures labeled correctly and page numbers.
Chapter 4 Full Draft will be worth 25 points, and the final Chapter 4 worth 25 points. Chapter 5 will be broken down into an outline, draft and final version. The outline is worth 10 points, the draft is worth 15 points, and the final chapter is worth 25 points.

6. References and Appendices (20 points)

All APA references are included and correctly formatted. Any required appendices are appropriately labeled and formatted according to APA standard.

8. Final Poster Presentation (100 points)

Final culminating presentation of the full thesis project on a date to be determined in May.

Determination of Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>20</td>
</tr>
<tr>
<td>Abstract</td>
<td>20</td>
</tr>
<tr>
<td>Acknowledgements/Dedication</td>
<td>20</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>20</td>
</tr>
<tr>
<td>Chapters 1-3 Final</td>
<td>60</td>
</tr>
<tr>
<td>Chapter 4 Full Draft</td>
<td>10 (counts towards final)</td>
</tr>
<tr>
<td>Chapter 4 Final</td>
<td>20</td>
</tr>
<tr>
<td>Chapter 5 Outline</td>
<td>5 (counts towards final)</td>
</tr>
<tr>
<td>Chapter 5 Draft</td>
<td>15 (counts towards final)</td>
</tr>
<tr>
<td>Chapter 5 Final</td>
<td>20</td>
</tr>
<tr>
<td>References and Appendices</td>
<td>20</td>
</tr>
<tr>
<td>Final Poster Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

- Extra Credit will be offered on a case by case basis as opportunities arise.
- Any late assignments **without written requests for extensions** sent at least 48 hours before the due date will lose 3 points per day. Exceptions are **documented emergencies (must provide documentation)**.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>295-300</td>
</tr>
<tr>
<td>A</td>
<td>284-294</td>
</tr>
<tr>
<td>A-</td>
<td>269-283</td>
</tr>
<tr>
<td>B+</td>
<td>257-268</td>
</tr>
<tr>
<td>B</td>
<td>248-256</td>
</tr>
<tr>
<td>B-</td>
<td>239-247</td>
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Department Grading Policy

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to continue with coursework. An “Incomplete” is only given when 80% or more of the work has been completed on time.
Classroom Protocol

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Cell phones should be on vibrate or (in case of an emergency) taken outside of class. Students in the class receive a disposition score in addition to a letter grade.

Respectful Environment

Special education is a field with complex philosophical understandings and paradigmatic leanings. As such, there may be times of disagreement about what is best for students with dis/abilities in this class. While it is appropriate to disagree, it is expected that students do so in a respectful way during course discussions and activities.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Lurie College Resources

1. Study Spaces:
   Student Success Center -SH 106  
   Monday-Thursday 8:00am-6:00pm, Friday 8:00am-12:00pm

   Study and Collaboration (SAC) Room-SH 446
   Monday-Thursday 8:00am-7:00pm

2. In House Writing Tutor: SH 106,  
   Wednesdays 11:00am-1:00pm and Thursdays 1:00pm-4:00pm

Graduate School and Campus Resources

1. Accessible Education Center: http://www.sjsu.edu/aec/
2. Grad Lab in MLK Library: https://library.sjsu.edu/gradlab
3. Writing Center: http://www.sjsu.edu/writingcenter/
4. Graduate Funding: http://www.sjsu.edu/gup/gradstudies/student_funding/index.html
## EDSE 220 Research Seminar on Exceptional Individuals Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments and Readings</th>
</tr>
</thead>
</table>
| 1    | Jan 28 | Introductions  
Syllabus Overview  
How to Format the Title Page, Abstract, Acknowledgement, Dedication, and Table of Contents  
Dinner with the class |                                                                                         |
| 2    | Feb 4  | In Class: Abstract Composition                                         | Read: Belcher pp. 92-100 Posted on Canvas  
Bring in a draft of your abstract                                                       |
| 3    | Feb 11 | In Class: Front Matter Formatting Support                               | Bring in formatted sections of Front Matter  
Option to send a draft of abstract before final due next week                            |
| 4    | Feb 18 | In Class: Editing and Revisions to Finalize Chapters 1, 2, & 3 of Thesis; Review of Requirements for Chapter 4  | Final Abstract Due  
Formatted Final Front Matter: Title Page, Acknowledgement/Dedication & Table of Contents Due |
| 5    | Feb 25 | Out of Class: meet with professor or tutor to review Chapters 1, 2, & 3 of thesis | Bring Chapters 1-3 to your meeting with any previous course revisions completed         |
| 6    | March 3| Out of Class: meet with professor or tutor to review your Chapters 1-3 revisions | Bring any revisions from the previous meeting completed as best as possible              |
| 7    | March 10| In Class: Finalizing any Last Edits to Chapters 1, 2, & 3; Begin Composing a Full Draft of Chapter 4 | Final Chapters 1-3 Due  
Bring in Chapter 4 (what you have so far)                                               |
| 8*   | March 17| Writing Retreat: Chapter 4 draft completion—bring your data           | Read: Bui Chapter 8 on How to Write Up Results                                           |
| 9*   | March 24| Writing Retreat: Chapter 4 draft completion—bring your data           | Chapter 4 Full Draft Due                                                                 |
| 10   | March 31| NO CLASS-CESAR CHAVEZ                                                   |                                                                                         |
| 11   | April 7| Out of Class: meet with professor or tutor to go over Chapter 4        | Bring Chapter 4 Full Draft as revised as possible to meeting                             |
| 12   | April 14| In Class: Introduction to Chapter 5, Compose Chapter 5 Outline/Drafting | Read: Bui Chapter 9 on How to Write Discussion and Conclusion  
Chapter 4 Final Due  
Submit Chapter 5 Outline by end of class                                                  |
| 13   | April 21| Out of Class: virtual session on Chapter 5, continue drafting a full chapter | Email Questions as Needed; Review Guidelines Posted for Poster Template                   |
| 14   | April 28| Work on Poster Template for Final Poster                               | Chapter 5 Full Draft Due  
Poster Template Due in Class                                                               |
<p>| 15   | May 5  | In Class: Finalize Chapter 5; Finalize Any Poster Template Edits      | Chapter 5 Final Due                                                                      |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>May 12</td>
<td>Optional Session for Putting Together/Formatting Thesis</td>
<td>Bring in the full document for feedback and formatting support</td>
</tr>
<tr>
<td>FINAL</td>
<td>May 19</td>
<td>FINAL POSTER PRESENTATION</td>
<td>Final Thesis Poster Presentation</td>
</tr>
</tbody>
</table>

*In lieu of Sessions 8 & 9, students will have the option of attending a Full Day (6 hours) writing retreat on a Saturday. More information will be provided closer to this date.

**FINAL THESIS PRODUCT WITH ALL FORMATTING AND BINDING DUE BY MAY 20th, 2020 11:59PM**