

San José State University
Connie L. Lurie College of Education
Department of Special Education

EDSE 220, Research Seminar on Exceptional Individuals, Section 04, Spring 2023

Course and Contact Information

Instructors:	Dr. Peg Hughes (<i>She/Her/Hers</i>)
Email:	peg.hughes@sjsu.edu
Office Hours:	SH 235 Wednesday 4-6 PM and by Appt.
Class Days/Time:	SH 315, Wednesday from 7:00-9:45 PM
Prerequisites:	Completion of EDSE 231X with B or better

Course Format

This course follows an in-person format. However, some sessions will be designated for independent research and writing or individual sessions held through Zoom. 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](http://sjsu.instructure.com) 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) (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device. **It is critical that you have access to a recent version of Microsoft Office to complete the written project for this class.**

WASC Goals

- 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

Program Learning Outcome

PLO 5 - Utilize research-based knowledge and theoretical, conceptual, and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Course Learning Outcomes

1. Students will successfully complete a research project with a grade of B or higher.
2. Students will successfully complete a research poster project and effectively present it at the LCOE Celebration of Learning Event using scientific knowledge and terminology.
3. Students will engage in scientific inquiry and become critical consumers of research in the field of Special Education upon completion of this course and their master's program.
4. Students will demonstrate the qualities of an ethical professional during the course with the completion of their master's program

Required Texts/Readings (Required)

Textbook

Bui, Y. N. (2013). *How to write a master's thesis*. Los Angeles: SAGE Publications, Inc

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs). Order Info: www.apa.org/pubs/books @\$45

Other Recommended Texts

Doing Survey Research: A Guide to Quantitative Methods

Writing Your Journal Article in 12 Weeks

Single-Case Designs for Educational Research

Qualitative Inquiry and Research Design: Choosing Among Five Approaches

Library Liaison

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

Assignments

1. Finish Chapter 3 – Results
2. Finish Chapter 4 - Discussion
3. Complete the entire research project inc. C. 1-4, forward, appendices & references
4. Poster presentation - LCOE Celebration of Learning Event
5. Work turned in on due dates, otherwise, 1/2pt deleted per day thereafter.
6. No Work or late work accepted after May 15th.

Content Description for Chapter 3 – Results

1. Write a brief introduction stating the purpose of the study
2. Explain how you will present (advance organizer) the results in this chapter.
3. Data Analysis description under its own heading, put reliability information here
4. Participant description

5. Findings are presented under appropriate headings either the research question itself or the dependent variable. It will depend on the research design.
6. Appropriate statistical procedures are utilized and written in the 7th version of APA.
7. Tables and charts are utilized for group results. Typically, supplemental figures or graphs are placed in the appendix section.
8. Summary section of the results section

Content Description for Chapter 4 - Discussion

1. Write a brief introduction stating the purpose of the study.
2. Summarize major findings in a paragraph.
3. Present each major finding and how it relates to literature in chapter 1. Discuss similarities and differences. Also, present any implications of findings. In other words, explain why it might of occurred in your study and what it means to the field (application).
4. Limitations of study.
5. Future Research.

Grading Information and Scale

Each item will be graded using a 5-point system:

- 5 points – Very Clear, well organized, and accurate,
- 4 points – Mostly Clear & Organized;
- 3 points – Somewhat clear and somewhat organized;
- 2 points - Not very clear or organized;
- 1 point – Completely unclear & unorganized, or content missing

Required Grading Scale:

1. Chapters 3 &4 & References	140 points
2. Completed Project inc. Forward Pages & Append	30 points
3. Class participation and poster session	<u>30 points</u>
Total	200 points

200-196 = A+	195 –185 =A	184 - 180= A-
179 – 175 = B+	174 - 169 = B	168 – 160 = B-
159 – 154 = C+	153-147 = C	146 - 140= C-
139 – 135 = D+	134- 128 = D	127 – 120 = D-
Below 120= F		

Note. Any late assignments without written requests for extensions sent before the due date will lose 1/2 points per day. Exceptions are documented emergencies (must provide documentation).

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 pass the final MA course EDSE 220. 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.

Writing Center - Course-Embedded Tutor: Dedicated Writing Support

A course-embedded tutor is a student trained by the SJSU Writing Center to work with students and instructors as part of the learning community of the classroom. Our embedded tutor this semester is Karen Liou. She will be familiar with the work you are engaged in and will grow to know your needs as a writer. This type of writing support offers you the opportunity to work with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills.

Karen Liou, karen.liou@sjsu.edu will be available to meet with you for tutoring inside and outside of class. Look for announcements about days/times, and be sure to sign up immediately when these appointments open.

The SJSU Writing Center conducts scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at sjsu.mywconline.com

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/>

Graduate School and Campus Resources

1. Accessible Education Center: <http://www.sjsu.edu/aec/>
2. Writing Center: <http://www.sjsu.edu/writingcenter/>
3. Graduate Funding: http://www.sjsu.edu/gup/gradstudies/student_funding/index.html
4. Counseling and Psychological Services: <https://www.sjsu.edu/counseling/>

5. SJSU COVID-19 Resources: <https://www.sjsu.edu/healthadvisories/current-update/campus-messages/>

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	Course Introduction/Requirements, and discussion of status of individual projects, introduce embedded writing tutor, register with Writing Center
2	2/1	Discussion of Forward and Appendices, grad application Due: Revised Chapters 1,2, 3 for Inst. Review, bring hardcopy
3 No Class	2/8	In Person - Individual Consultation Appts with Instructor - Sign Up If not signed up, please work from home on project or you can work in our classroom SH 315
4 No Class	2/15	In Person - Individual Consultation Appts with Instructor - Sign Up If not signed up, please work from home on project or you can work in our classroom SH 315
5 No Class	2/22	In Person - Individual Consultation Appts with Instructor - Sign Up If not signed up, please work from home on project or you can work in our classroom SH 315
6 No Class	3/1	In Person - Individual Consultation Appts with Instructor - Sign Up If not signed up, please work from home on project or you can work in our classroom SH 315
7 Class	3/8	Discuss Chapter 3 - Content & Write-up Read: Canvas - Samples of Chapter 3 for Class Bring: Hardcopy Draft Chapter 3 if completed in 231X class – send to my email
8 No Class	3/15	No Class - Writing Week - Work on Chapter 3
9 Class	3/22	Discuss Chapter 4 – Content & Write-up Read: Canvas - Samples of Chapter 4 for class Due: Draft Chapter 3 Due: Draft Forwards & Appendices
10 No Class	3/29	No Class- Spring Break
11 No Class	4/5	No Class - Work on Chapter 4 Individual Consultations per Instructor Request- SH 235 – Sign Up

Week	Date	Topics, Readings, Assignments, Deadlines
12 Class	4/12	Poster/PPT Content Due: Draft Chapter 4 + References
13 No Class	4/19	Individual Consultations per Instructor Request - SH 235 – Sign Up
14 Class	4/26	Due: Poster Layout with PPT - Mock Practice
15 No Class	5/3	Due: Chapters 3, 4 and References for grading
16 No Class	5/10	Individual Consultations per Instructor Request - SH 235 – Sign Up
	TBD	LCOE Celebration of Learning Event Due: Oral Presentation of PPT/poster
17 Final	5/17	Due: Completed Research Project – Chapters 1-4 Submit entire project with all content to canvas assignment link + submit chapter 1 to assignments links + submit F & A to assignment link
	TBD	LCOE/University Graduation- Event Center –family and Friends Invited- Will need to order cap and gown to attend

Appendices

Chapter 3: Results – Total Points = 65

a) Content – 25 Points.

Content/Points	5	4	3	2	1
Brief Introduction of chapter including purpose	Very Clear, well organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Explanation of how you will present the data in this chapter including reliability	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Findings are presented under appropriate headings either the research question or dependent variable.	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Appropriate statistical procedures utilized including tables and charts.	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Summary of results chapter.	Very Clear and well organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized

b) APA Format – 15 Points.

APA Format	5	4	3	2	1
Items in text are expressed in correct APA style.	0 errors	1 error	2 errors	3 errors	More than 3 errors
References cited in text are listed in reference list.	0 errors	1 error	2 errors	3 errors	More than 3 errors

Quotations in text are listed correctly.	0 errors	1 error	2 errors	3 errors	More than 3 errors
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c) Other Writing components = 25 points.

Form	5	4	3	2	1
Spelling	0 error	1 error	2 errors	3 errors	More than 3 errors
Grammar	0 error	1 error	2 errors	3 errors	More than 3 errors
People-first language	0 error	1 error	2 errors	3 errors	More than 3 error
Punctuation/pagination	0 error	1 error	2 errors	3 errors	More than 3 errors
Appropriate use of active/passive voice	0 error	1 error	2 errors	3 errors	More than 3 errors

Chapter 4: Discussion Total Points = 65

a) Content = 25 Points.

Content/Points	5	4	3	2	1
Brief Introduction of chapter including purpose	Very Clear, well organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Summarize major findings in a paragraph or so	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Present each major finding and discuss how it relates to literature in the chap. 1.; discuss similarities and differences between your findings and other research and implications of your findings	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized

Section on the limitations of the study	Very Clear and well-organized	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized
Section on future research and other implications from your study.	Very Clear and well-organized.	Mostly Clear and Organized	Somewhat Clear, somewhat organized	Not very clear or organized	Content missing or completely unclear and unorganized

b) APA Format – 15 Points.

APA Format	5	4	3	2	1
Items in text are expressed in correct APA style	0 errors	1 error	2 errors	3 errors	More than 3 errors
References cited in text are listed in reference list	0 errors	1 error	2 errors	3 errors	More than 3 errors
Quotations in text are listed correctly	0 errors	1 error	2 errors	3 errors	More than 3 errors

c) Other Writing components = 25 points.

Form	5	4	3	2	1
Spelling	0 error	1 error	2 errors	3 errors	More than 3 errors
Grammar	0 error	1 error	2 errors	3 errors	More than 3 errors
People-first language	0 error	1 error	2 errors	3 errors	More than 3 error
Punctuation/pagination	0 error	1 error	2 errors	3 errors	More than 3 errors
Appropriate use of active/passive voice	0 error	1 error	2 errors	3 errors	More than 3 errors

Poster Rubric – 30 points

Name _____

Points	5	4	3	2	1	1
Quality of Poster Session: All 5 chapters included; Effective use of technology/equipment	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
Effective oral presentation of Ch 1-2	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
Effective oral presentation of poster Ch 3&4	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
People-first language	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
Knowledgeable about topic content	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
Responded to all questions correctly	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors

Final Grading Scale = 200 Points

1. Chapter 1 – Introduction
Section – Text and APA: 8
points __ /4Content __ /4 APA*
2. Chapter 1 Review of
Literature section– Text and
APA:
8 points __ /4
 Content __ /4 APA*
3. Chapter 2 – Text and APA:
8 points __ /4
 Content __ /4 APA*
4. Forward and Appendices:
6 points __ /4 /2
 forward. __ appen.*
5. Chapter 3 – Text and APA /65 points (See rubric)
6. Chapter 4 – Text and APA: /65 points (See rubric)
7. References: /10 points (See rubric)
8. Class Poster: /30 points. (See rubric)

TOTAL
POINTS __ /200POINTS *1pt/type of error

GRADE = _____