

**San José State University**  
**College of Education**  
**Department of Special Education**  
**EDSE 220: Research Seminar on Exceptional Individuals**  
**Spring, 2017 - 3 units**

**Instructor: Dr. Peg Hughes**

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**Office Hours: Monday and  
Wednesday 3-4:00 & and by Appt.**

**Class Times/Days: Monday 4:00-  
6:45**

**Classroom: SH 315**

**Prerequisite: Department Consent  
and EDSE 285 and 231, 231X:  
Candidacy Form to GAPE by  
10/1/16 for May graduation;  
Graduation Application due 2/10/17**

**College of Education Mission Statement:**

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Special Education Mission:**

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

**Course Description:**

Statistical analysis and application of research in the field of special education; specifically completing chapters 4 and 5 of master's project or thesis.

**Knowledge Base:**

The foundation for this course is based on previous exposure to a variety of research methods, critical review of literature, and issues related to the education of students with special needs. Students should have a basic understanding of methods of inquiry (i.e.,

quantitative and qualitative). They should be able to relate general issues and curricular approaches in special education to their unique professional needs while creating a meaningful project that will have direct influence on students, their families as well as other professionals.

### **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 Textbooks**

American Psychological Association (2010). *Publication manual of the American psychological association* (6th Edition) Washington, DC.

Website: [www.robertniles.com/stats/stdev.shtml](http://www.robertniles.com/stats/stdev.shtml)

Website: [www.statpages.org](http://www.statpages.org)

### **Assignments and Grading Policies**

1. Complete chapters 4 and 5 sections of thesis or project.
2. Complete entire research project or thesis, inc. C. 1-5, forward, appendices & references.
3. Poster presentations
4. Work turned in on due dates, otherwise 1/2pt deleted per day thereafter.
5. No Work or late Work accepted after May 16<sup>th</sup>.

### **Content Description for Chapter 4 – Results**

1. Write a brief introduction stating the purpose of the study
2. Explain how you will present (or organize) the results in this chapter.
3. Data Analysis description under its own heading
4. Findings are presented under appropriate headings either the research question itself or the dependent variable. It will depend on the research design.
5. Appropriate statistical procedures are utilized and written in APA.
6. Tables and charts are utilized for group results. Typically, figures or graphs used are placed in the appendix section.
7. Summary of results section

### **Content Description for Chapter 5 - 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 2. Discuss similarities and differences. Also present any implications of this finding. In other words, explain why it might of occurred in your study and what this means to the field (application).
4. Limitations of study.
5. Future Research.

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 4 & 5 & References	140 points
2. Completed Thesis/Project inc. Forward Pages & Append	30 points
3. Class participation and poster session	<u>30 points</u>
<b>Total</b>	<b>200 points</b>

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		

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester’s [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

## **Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

## **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs and other resources for student use are available in

- [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](#) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](#) at <http://as.sjsu.edu/asccsc/> on the 2nd floor of the Student Union
- [Student Computing Services](#) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](#) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

### **Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/30	Course Introduction/Requirements, and discussion of status of individual projects
2	2/6	Bring Chapters 1 & 3 for class critique Discussion of Forward and Appendices <b>Due: Revised Chapters 1, 2, 3 for Inst. review</b>
3	2/13	Individual Consultations with Instructor- SH 222 – Sign Up
	<b>2/10</b>	<b>Due for May 2017 graduation: Application for Award of Master’s Degree to GAPE, form is online under Current Student Link and free</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	2/20	Individual Consultations with Instructor- SH 222 – Sign Up
5	2/27	<b>Discuss Chapter 4 - Content &amp; Write-up</b> Will send you a Sample Chapter 4 for Class
6	3/6	<b>No Class</b> - Work on Chapter 4
7	3/13	<b>Discuss Chapter 5 – Content &amp; Write- up</b> <b>Due: Draft Chapter 4</b> <b>Due: Draft Forwards &amp; Appendices</b>
8	3/20	<b>No Class</b> - Work on Chapter 5 For Some: Individual Consultations per Instructor Request- SH 222 – Sign Up
9	3/27	<b>No Class- Spring Break</b>
10	4/3	Oral Presentations of Former Students' Theses/Posters <b>Due: Draft Chapter 5 + References</b>
11	4/10	<b>No Class - Work on poster/chapters</b>
12	4/17	<b>No Class</b> Individual Consultations with Instructor- SH 222 – Sign Up
13	4/24	<b>No Class:</b> Individual Consultations with Instructor- SH 222 – Sign Up
14	5/1	<b>In Class</b> <b>Due: Poster Layout with Poster Board - Mock Practice</b>
15	5/8	<b>No Class: Work on final thesis</b> <b>Due: C4,5 and references for grading</b>
16	5/15	<b>Last Class Due: Poster Session Presentation and Reception 5-6:30 in SH 230</b>

Week	Date	Topics, Readings, Assignments, Deadlines
17	5/22 Final	<b>Due: Completed Research Project – Chapters 1-5</b> Instructor will return graded document for student final edit/binding. Pick up in SPED office or Ill mail to you
	Friday 5/26	<b>Department Graduation Reception – Outdoor Courtyard of Sweeney Hall – All family and Friends Invited</b>
	Saturday 5/27	<b>SJSU University Graduation Ceremony. Will need to order cap and gown to attend.</b>

## Appendix

### Chapter 4: 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.	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	Very Clear and well-	Mostly Clear and	Somewhat Clear,	Not very clear or	Content missing or

procedures utilized including tables and charts.	organized	Organized	somewhat organized	organized	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

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	0 error	1	2 errors	3 errors	More than

active/passive voice		error			3 errors
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**Chapter 5: 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. 2.; 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

**References - 10 points.**

Points	5 points	4	3	2 points	1 points
Reference List	No items listed that are not in text.	1 item	2 items	3 items	More than 3 errors
APA	All items are expressed in correct APA style.	1 error	2 error	3 errors	More than 3 errors

Poster Rubric

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 1-3	0 errors	1 error	2 errors	3 errors	4 errors	More than 4 errors
Effective oral presentation of poster Ch 4-5	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

Name \_\_\_\_\_

**Final Grading Scale = 200 Points**

- |  |       |                |       |            |
|--|-------|----------------|-------|------------|
| 1. Chapter 1 – Text and APA:<br>8 points | _____ | /4<br>Content  | _____ | /4 APA*    |
| 2. Chapter 2 – Text and APA:<br>8 points | _____ | /4<br>Content  | _____ | /4 APA*    |
| 3. Chapter 3 – Text and APA:<br>8 points | _____ | /4<br>Content  | _____ | /4 APA*    |
| 4. Forward and Appendices: 6<br>points   | _____ | /4<br>forward. | _____ | /2 appen.* |
5. Chapter 4 – Text and APA: 65 points (See rubric below)
6. Chapter 5 – Text and APA: 65 points (See rubric below)
7. References: 10 points (See rubric below)
8. Class Poster: 30 points. (See rubric below)

TOTAL  
POINTS = \_\_\_\_\_ /200POINTS \*1pt/type of error

GRADE  
= \_\_\_\_\_