

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

EDSE 285: Seminar in Teaching Exceptional Individuals

Course and Contact Information

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Office Hours:	Wednesdays 2:00-4:00 or by appointment
Class Days/Time:	Wednesdays, 4:00-6:45
Classroom:	DMH 163
Prerequisites:	Admission to the MA Program

**EDSE 285 satisfies the Graduation Writing Assessment Requirement (GWAR)
for Graduate Studies & Research (GS&R).**

Connie L. Lurie College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our 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 and instruction by infusing evidence based best practices endorsed nationally.

Course Description

This course is designed as an advanced seminar for Master's Degree candidates to review and analyze literature related to issues in the field of special education. It also includes Level II students in the credential program who will have an opportunity to demonstrate knowledge of and ability to interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice. Students will be expected to build upon the foundation of the preliminary Level I education specialist credential program, expanding the scope and depth of their study in specific content areas, as well as expertise in performing specialized functions.

Learning Outcomes

All class activities and assignments help students meet the following components of the Department Student Learning Outcomes relevant to EDSE 285:

SLO #A.4: Qualities of Ethical Professionals

SLO #A.5: Qualities of Change Agents

SLO #A.6: Qualities of Problem solvers

SLO #C.1: Engagement in scientific inquiry

SLO #C.2: Critical skills as consumers and investigators of research

Course Learning Outcomes

Upon successful completion of this course, students will be able to demonstrate:

1. Knowledge and ability to interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice (CTC Standard #15).
2. An understanding of the organization and processes of instruction in programs serving individuals with exceptional needs through class discussions, presentations, and position and research papers.
3. The ability to write literature reviews, professional critiques and reports based on standard APA publication style.
4. Ability to analyze assessment and performance data to determine whether to maintain, modify or change specific strategies (CTC Standard #13).
5. Knowledge and skills to teach, modify, adapt and integrate curriculum appropriate to students' educational needs (CTC Standard #19).
6. The importance of reviewing research as a part of reflecting on one's practice, one's commitment to equity and social justice, and one's belief that every person can use his or her heart and mind well.

Required Texts/Readings

1. Mills G. E. & Gay, L. R. (2016). Educational research: Competencies for analysis and applications. Boston: Pearson.
2. Bui, Y. N. (2013). How to write a master's thesis. Los Angeles: SAGE Publications, Inc.
3. Publication Manual of the American Psychological Association (APA Manual), 6th Edition (2009).
4. Online materials.

Following are journals in the field of special education from which you can draw reference articles relevant to our topical discussions, executive summary, and literature review (readings should not be limited to this list—it merely provides a starting place!)

- Academic Therapy
- American Annals of the Deaf
- American Journal of Mental Retardation Behavior Disorders
- Behavior Therapy
- Career Development for Exceptional Individuals
- Cooperative Learning Education and Training in Developmental Disabilities
- Education of the Visually Handicapped
- Exceptional Children
- Intervention in School and Clinic
- Journal of Applied Behavior Analysis
- Journal for the Education of the Gifted
- Journal of Learning Disabilities
- Journal of Positive Behavior Interventions Journal of School Psychology
- Journal of Special Education
- Journal of Speech and Hearing Research Learning Disability Quarterly
- Learning Disabilities
- Research and Practice Remedial and Special Education
- Research in Practice for Persons with Severe Disabilities Teacher Education in Special Education
- Teaching Exceptional Children
- Topics in Language Disorders

Course Requirements and Assignments

1. Class Participation, Reading Assigned Materials, and Group Collaboration
2. Research Activities #1, #2, and #3
3. Research Matrix for at least 9 articles
4. Chapter 1 of your Research Project: Introduction
5. Chapter 2 of your Research Project: Literature Review
6. Professional Presentation

Late Assignments

Late assignments will be reluctantly accepted. Assignments will be collected at the start of class on the specified due date. Assignments turned in after the start of class (for any reason) on the same day will be reduced by 10%. Assignments may be turned in up to one week late with an additional and cumulative 10% for each week past the due date. Assignments not submitted to group members by the date agreed upon will lose 10% each day. Your group members are depending on you to upload your assignments by the agreed upon time and date (midnight).

Grading Policy

1. You must *complete ALL assignments* (including participation, research activities, research matrix, chapters, group submissions/revisions, group activities and professional presentation) to receive a grade in this class. Attendance in every class is paramount.
2. All written assignments must meet **standards of academic and professional quality as outlined in APA format for reporting on research**. Unless so stated, all written assignments must be **typed, double spaced, paginated, and free of spelling and grammatical errors**. **You must cite all work and have research to support your study/project**.
3. The quality of your work and adherence to these guidelines will be considered in your final grade.
4. Remember, your study must be **based on research** and **your work must be cited** appropriately.

*Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation.

*If you would like to get feedback on any instruments or paper, you must allow reasonable turnaround time (at least one week).

*Use the writing center, librarian, or other support resources as needed.

SUMMARY OF ASSIGNMENTS/GRADING

ASSIGNMENTS	POINTS	PERCENTAGE
Participation	120	24%
Research Assignment #1	10	2%
Research Assignment #2	10	2%
Research Assignment #3	10	2%
Research Matrix	70	14%
Chapter 1	100	20%
Chapter 2	150	30%
Presentation	30	6%
TOTAL	500	100%

GRADE RANGE CONVERSION

GRADE	POINT TOTAL	PERCENTATGE
A	372-400	93%
A-	360-371	90%
B+	348-359	87%
B	332-349	83%
B-	320-331	80%
C+	308-319	77%
C	292-309	73%
C-	280-291	70%
D	240-279	60%
F	239 or below	

DEPARTMENT GRADING POLICY

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

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. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Classroom Protocol

1. Be on time!
2. All cell phones turned off on put away during class time.
3. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet for during lecture unless it is part of the class discussion. You will be asked to turn off your computer if you are found doing this during class time.
4. Feel free to bring food to class, but clean up your area before you leave.
5. Active participation is expected by all students during class.
6. No sleeping or completing other personal or professional work during class.
7. Respect each other and be an active listener. This is part of being a teacher!
8. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent. Given the importance of participation in this course, your grade will be lower a full grade if you miss more than one class (from an A to A-, B+ to B, etc.). (The first missed class does not count)
9. If you need to communicate directly with the professor make an appointment or come in during office hours.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

*Students need to pay careful attention to Add and Drop deadlines each semester. All forms need to be completed and signatures from the instructor are the responsibility of the student, not the instructor. These dates are posted on the SJSU Registrar Calendar: <http://www.sjsu.edu/registrar/calendar/index.html>. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, 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.”

***** **IMPORTANT NOTE** *****

You are responsible for downloading and bringing a hard copy of any handouts designated for each class.

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.

**** This syllabus is subject to change.**

EDSE 285 / Seminar in Teaching Exceptional Individuals

Course Schedule

WEEK	DATE	TOPICS	ASSIGNMENTS AND READINGS DUE
1	8/26/2015	<ul style="list-style-type: none"> • Introductions/Syllabus; Lisa Simpson visit • Master's Project Process: A Two Year Review • The writing hourglass and the master's project • How to pick a feasible, researchable topic 	
2	9/2/2015	<ul style="list-style-type: none"> • Groups: Research Assignment #1 discussion • Approaches to Educational Research <ul style="list-style-type: none"> ○ Beginning to think about your study design ○ Assign chapters from Exceptional Children • Using the Research Matrix for literature review <ul style="list-style-type: none"> ○ Groups: Research Article Analyses (format, style, components, and design) 	Boi, Chapters 1 & 2 Mills & Gay, Chapter 1 Research Assignment #1
3	9/9/2015	<i>Library: the class will meet with Teresa Slobuski, Education Librarian at the MLK Library Room 219 at exactly 4pm.</i>	
4	9/16/2015	<ul style="list-style-type: none"> • Selecting and Defining a Research Problem • Identifying high quality research <ul style="list-style-type: none"> ○ Exceptional Children guidelines for EBP • Groups: Discuss possible research problems 	Mills & Gay, Chapter 2 Begin Research Matrix Assigned chapter from Exceptional Children
5	9/23/2015	<ul style="list-style-type: none"> • Reviewing the Literature; Peg Hughes visit • Thesis statements • Groups: Editing Peer Work (Research Assignment #2) <ul style="list-style-type: none"> ○ Identifying common problems: structure of paper, fragments, and run on sentences. 	Bui, Chapter 3 Mills & Gay, Chapter 3 Research Assignment #2
6	9/30/2015	<ul style="list-style-type: none"> • Writing Chapter 2 (Literature Review) • Outlines: Your friend for successful academic writing <ul style="list-style-type: none"> ○ Aka "How to turn a 5 paragraph essay into a thesis chapter" • Groups: Matrix to Literature Review – Creating Outlines 	Bui, Chapter 6 Research Assignment #3 Beginnings of Research Matrix and Thesis Statement
7	10/7/2015	<ul style="list-style-type: none"> • Groups: Review Research Matrices, Proposed Outline of Chapter 2, and Thesis Statements 	Research Matrix (and articles) Proposed Outlines with Thesis Statements
8	10/14/2015	<i>Writing and Research Week (option to switch weeks 7 & 8)</i>	
9	10/21/2015	<ul style="list-style-type: none"> • Group Meeting: Each group member will bring their research matrix, articles, and Chapter 2 draft to an agreed upon location. Each member will read the Chapter 2 draft, make edits, and sign their names (in different colors). 	Draft of Chapter 2 to group members
10	10/28/2015	<ul style="list-style-type: none"> • Writing Chapter 1 (Introduction) • Groups: Review and critique Chapter 1 outlines 	Bui, Chapter 5 Chapter 2 (Literature Review) Proposed outline (chapter 1)
11	11/4/2015	<ul style="list-style-type: none"> • Group Meeting: Each group member will bring their research matrix, articles, and Chapter 1 draft to an agreed upon location. Each member will read the Chapter 1 draft, make edits, and sign their names (in different colors). 	Draft of Chapter 1 to group members Revisions to Chapter 2
12	11/11/2015	<i>Veteran's Day, no class</i>	
13	11/18/2015	<ul style="list-style-type: none"> • Preparing a professional presentations 	Chapter 1 (Introduction)
14	11/25/2015	<i>Thanksgiving Break, no class</i>	
15	12/2/2015	<i>Presentation Preparation Week</i>	
16	12/16/2015	Final Presentations	Poster Presentation Revisions to Chapter 1

Assignment Descriptions and Rubrics

1. Participation and Group Collaboration (120 pts.) (SLO# A.4; SLO #C.2)

The goal of the Master’s courses is to facilitate your successful completion of a Master’s project. As such, active participation is considered a critical component of the class. Regular participation in class discussions and group/ individual activities is required and will facilitate successful completion of your project. Additionally, you will be expected to bring homework assignments on their due date, complete group work, read prior to class, and complete additional research. Ten points are given for participation in each on-campus class; you may lose points for being off-task, arriving late, or leaving early. You must respect speakers and your peers at all times. The instructor reserves the right to modify a student’s final grade for unprofessional conduct. There will be no make up for this requirement.

**Each student is responsible for all readings and materials presented in the course, even when absent and excused by the instructor.*

**Missing more than one full class will result in point loss and your final grade decreasing one full grade for every additional missed class (A- to a B+).*

Rubric: 10 points can be earned each class session, for a total of 100 points. An additional 10 points are to be earned in two one-on-one sessions during “writing weeks”

2. Research Assignments #1, #2, and #3 (10 pts. each/30 pts. total) (SLO# A.4; SLO #C.2)

Research Assignment #1: Feasible Research Topic: Brainstorm researchable topics around areas of need in special education. Focus on “big ideas.”

- The goal of this assignment is to get you thinking about your research ideas. What would you like to spend the next two years learning about?
- Write 2-3 pages (double spaced) about what topics you may be interested in pursuing and why. At this point, it is ok if you have two or three ideas that you want to bring to class as possible topic areas. Stick to the “five paragraph essay” format – no need to get fancy.

Rubric for Research Assignment #1

	<i>Exemplary</i>	<i>Developing</i>	<i>Unacceptable</i>
Topic areas	At least one, but no more than three, topic areas are clearly introduced. 4 pts	It is not clear which topic areas have been introduced. OR More than three areas are introduced. 2 pts	Assignment not completed. 0 pts
Writing style	Paper follows essay format, with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph. 2 pts	Essay is disorganized, with no introduction or body paragraphs that do not follow from the introduction. 1 pt	Essay format is not used. 0 pts
Grammar	Correct punctuation and sentence structure (no fragments or run on sentences) used. 2 pts	One to three grammar errors. 1 pt	More than three grammar errors. 0 pts
Spelling	No spelling mistakes 2 pts	One to three spelling mistakes 1 pt	More than three spelling mistakes 0 pts

Research Assignment #2: Article Write-Up: using the research matrix (below) you will write a critique of a peer-reviewed journal article.

- As you write your literature review, you will be engaging in an analysis and critique of the research literature. The goal of this assignment is to help you begin to engage in active interrogation of the literature.
- Using the research matrix, summarize the study and its findings. Next, highlight limitations of the study and possible future directions for research.

Rubric for Research Assignment #2

	<i>Exemplary</i>	<i>Developing</i>	<i>Unacceptable</i>
Article summary	Article summary covers introduction, statement of the problem, purpose of the study, research questions, sample/participants, setting, instruments/intervention, data collection, data analysis, results, and conclusion/limitations. 4 pts	Article summary covers 9/11 of the necessary components of the analysis 2 pts	Article summary covers fewer than nine of the necessary components. 0 pts
Writing style	Paper follows essay format, with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph. 2 pts	Essay is disorganized, with no introduction or body paragraphs that do not follow from the introduction. 1 pt	Essay format is not used. 0 pts
Grammar	Correct punctuation and sentence structure (no fragments or run on sentences) used. 2 pts	One to three grammar errors. 1 pt	More than three grammar errors. 0 pts
Spelling	No spelling mistakes 2 pts	One to three spelling mistakes 1 pt	More than three spelling mistakes 0 pts

Research Assignment #3: Topic and Subtopics: After choosing one topic, you will begin research and develop your topic into at least 3 subtopics.

- By this time, you will have identified the topic you will be investigating in your project. It is likely that you will further refine this topic as you review the literature and start to plan your study. At this point, write another five paragraph essay outlining your main topic and three subtopics that may lead to fruitful lines of research.
- The final paragraph of this essay should include your thesis statement. “In this literature review, I seek to [understand/explore/clarify ____] by ____, ____, and ____.”
- The final paragraph should also provide a statement of your proposed research project. “By understanding [topic from thesis], I will be prepared to engage in [brief statement of study].”

Rubric for Research Assignment #3

	<i>Exemplary</i>	<i>Developing</i>	<i>Unacceptable</i>
Topic discussion	Three sub-topics are identified. Essay includes thesis statement and statement of proposed research. 4 pts	Essay identifies 4/5 of the necessary components. 2 pts	Essay identifies fewer than four of the necessary components. 0 pts
Writing style	Paper follows essay format, with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph. 2 pts	Essay is disorganized, with no introduction or body paragraphs that do not follow from the introduction. 1 pt	Essay format is not used. 0 pts
Grammar	Correct punctuation and sentence structure (no fragments or run on sentences) used. 2 pts	One to three grammar errors. 1 pt	More than three grammar errors. 0 pts
Spelling	No spelling mistakes 2 pts	One to three spelling mistakes 1 pt	More than three spelling mistakes 0 pts

3. Complete Research Matrix (70 pts.) (SLO# A.5; SLO# A6; SLO#C.1; SLO#C.2)

The Research Matrix is an organizational tool to be used when reading articles for your literature review. We will learn to read and take notes on peer-reviewed journal articles in class. Once you have decided upon a research topic, you will use the Research Matrix to organize at least nine articles using the following sections: citation, key words, introduction, statement of the problem, purpose of the study, research questions, sample/participants, setting, instruments/intervention, data collection, data analysis, results, and conclusion/limitations.

Rubric for Research Matrix

	<i>Exemplary (5 pts)</i>	<i>Developing (3 pt)</i>	<i>Unacceptable (0 pts)</i>
Articles	At least 9 reviewed		Fewer than 9 reviewed
Citation	All citations are in APA format	One citation not in correct format	Two or more citations not in APA format
Keywords	Appropriate keywords identified for each article	One to two articles with inappropriate keywords	More than two articles with inappropriate keywords
Introduction	Key points of the introduction identified	Introduction not summarized (i.e., too much information included)	Missing major points from introduction
Statement of problem	Statement of the problem identified		Statement of the problem not identified
Purpose of study	Purpose of study identified		Purpose of the study not identified
Research questions	Research questions identified		Research Questions not identified
Sample/participants	Sample/participants adequately described (age, gender, disability category, number of participants, how groups were formed)	Key features of sample/participants not identified for one to two articles	More than two articles missing key features of sample/participants
Setting	Setting adequately described (home, school, time of day, etc.)	Key features of the setting missing for one to two articles	Key features of setting missing for more than two articles
Instruments/intervention	Instruments/intervention adequately described	Key features of the instruments/interventions missing for one to two articles	Key features of the instruments/interventions missing for more than two articles
Data collection	Process of data collection adequately described	Key features of the process of data collection missing for one to two articles	Key features of the process of data collection missing for more than two articles
Data analysis	Process of data analysis identified (e.g., ANOVA, t-test, visual inspection, etc.)	Process of data analysis incorrectly identified for one or two articles	Process of data analysis incorrectly identified for more than two articles
Results	Results adequately summarized	Key results missing for one or two articles	Key results missing for more than two articles
Conclusions/limitations	Main conclusions and limitations outlined	Main conclusions or limitations missing for one to two articles	Main conclusions or limitations missing for more than two articles

4. Chapter 1: Introduction (100 pts) (SLO# A.5; SLO# A6; SLO#C.1; SLO#C.2)

Chapter 1 will include the introduction (background and need of your topic), statement of the problem, purpose of the study, research questions, and definition of terms based on the Chapter One format presented in **this** class. Chapter 1 is developed based on previous peer-reviewed research.

**Appropriate APA format, supporting research, and citing is necessary in this section. I will stop reading if you do not follow the writing format presented in class.*

**Rubrics are used to grade papers*

**You may resubmit papers within one class of receiving feedback. Your grade will go down 10% for each week after the due date.*

5. Chapter 2: Literature Review (150 pts.) (SLO# A.5; SLO# A6; SLO#C.1; SLO#C.2)

Chapter 2 includes an introduction, outline of the literature review, critique of at least 9 articles, and summary of where the research is missing as presented in this class. This paper is expected to be at least 3000 words (7-8 pages) not including the title, references, tables or figures.

**Appropriate APA format, supporting research, and citing is necessary in this section. I will stop reading if you do not follow the writing format presented in class.*

**Rubrics are used to grade papers*

**You may resubmit papers within one class of receiving feedback. Your grade will go down 10% for each week after the due date.*

6. Professional Presentation (30 Pts.) (SLO# A.5; SLO# A6; SLO#C.1; SLO# C.2)

At the end of the semester, you will give a professional presentation on your Chapters I and II using printed PowerPoint slides or other instructional technology in a poster session form. The presentation should include the following slides: Title Page, Abstract, Background and Need, Statement of the Problem, Purpose of Study, Research Questions, Definitions, Literature Review, Summary, and References.