

San José State University
LCOE/Department of Special Education
EDSE 285: Seminar in Teaching Exceptional Individuals

Course and Contact Information

Instructor:	Andrea Golloher
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Office Hours:	Wednesdays, 2-4
Class Days/Time:	Wednesdays, 4-6:45 (hybrid)
Classroom:	SH 414
Prerequisites:	Admission into the MA program

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

Course Format: Hybrid, research groups

This course will adopt a hybrid classroom delivery format, with instruction divided between in person class sessions and online participation. Students will need access to a computer or tablet device with internet connectivity.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) at <http://www.sjsu.edu/at/asc> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. 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.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For Canvas support, please review the [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html) at http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html.

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.

Course Goals

This is the first of four classes required to complete the MA project, and independent research project. Before you can develop a fully-conceptualized research project, you must become familiar with the research base for your general topic area. In this course you will answer the following questions: What has already been done in this area? What is missing? What do we still need to learn?

While exploring the research, you will also be developing your writing ability – an essential skill for educators and researchers. We will spend time working on developing your writing ability in this course. This will be applied to your assignments in this course (writing the introduction and literature review chapters), and will be a handy skill to have refined before entering the next three semesters of the program.

Course Learning Outcomes (CLO)

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

1. Develop and apply academic writing style
2. Demonstrate knowledge regarding how to seek out and review literature related to questions of teaching practice
3. Interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice
4. Discuss the organization and processes of instruction in programs serving individuals with exceptional needs through class discussions, presentations, and research papers
5. Analyze data to determine the efficacy of an intervention or the results of a survey.
6. Review and synthesize research as a part of reflecting on one's practice and commitment to equity and social justice.
7. Apply APA standards when writing literature reviews, professional critiques and reports.

Required Texts/Readings

Textbook

Bui, Y. N. (2013). *How to write a master's thesis*. Los Angeles: SAGE Publications, Inc.
[Electronic version](http://www.coursesmart.com/9781452203515) available at <http://www.coursesmart.com/9781452203515>. Save 45% off MSRP.

Publication Manual of the American Psychological Association (APA Manual), 6th Edition (2009).

Other Readings (on Canvas)

Council for Exceptional Children (2014). *Council for Exceptional Children standards for evidence-based practices in special education*. Arlington, VA: Author. Retrieved from <https://www.cec.sped.org/~media/Files/Standards/Evidence%20based%20Practices%20and%20Practice/EBP%20FINAL.pdf>

Excerpts from Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Los Angeles, CA: Sage.

Library Liaison

Slobuski, Teresa
Phone: 408-808-2318
Email: Teresa.Slobuski@sjsu.edu

As you seek out literature on your topic, you may wish to speak with our wonderful library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching through databases.

Course Requirements and Assignments

Class, Online, and Group Participation

To maximize the benefit of this course on your professional development, this class is run as a hybrid class, including both in class and online participation. This also means that all activities (both in class and online) are designed to help you develop as a teacher and researcher. This includes participating in peer review in groups in an effort to improve both your and your classmates' writing abilities. You will be graded on your weekly participation for each of the 14 weekly instructional sessions (note: we will not have a class session over the week of Thanksgiving). *Maximum = 5 pts * 14 weeks = 70 pts*

**Aligns with CLOs 1-7*

Topic Write Up

The goal of this assignment is to help you start thinking about what your topic and research questions will be. 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. *Maximum 10 pts*

**Aligns with CLO 2, 4, 6, & 7*

Research Summaries #1-4

Students often struggle to develop their "voice" for academic writing. One of the best ways to develop as a writer is to write, get feedback on your writing, and to review other's writing. The goal of the research summaries is to help you develop your voice. For each of these assignments you will:

1. Select an article related to your topic.
2. Complete the research matrix for this article.
3. Write a ONE PARAGRAPH summary of this article. This summary will likely not include all of the information in the research matrix. Instead, you will pull out the most important elements from this article to share with your reader
4. Read and revise a peers' research.

Ideally, you will be able to use this summary in your literature review chapter (Chapter 2), but even if you find you must cut this article from your discussion, you will have developed the skill necessary to quickly read, synthesize, and summarize a new article to replace it.

*Maximum points = 10 pts * 4 Summaries = 40 pts*

**Aligns with CLOs 1-7*

Complete Research Matrix

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. NOTE: You can use the research matrices already submitted for Research Summaries 1-4, if you plan to use those articles in your final paper. *Maximum 70 pts*
Aligns with CLOs 1-7

Final Paper

The semester will culminate with the submission of your final paper. This paper will include Chapters 1 and 2 of your final MA project write up. The entire paper should be written in APA format, and should include a title page (one title page for both chapters) and a reference section (one reference section for both chapters). Per the graduation writing assessment requirement (GWAR) for graduate students, the final paper (including both chapters 1 and 2) will be a minimum of 3000 words, or 12 pages, and should be no more than 20 pages long (not including title page, references, tables, or figures). *Maximum 250 pts*
**Aligns with CLOs 1-7*

Chapter 1 (the introduction chapter) will include an introduction (the background and need for research on your topic), a 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 2 (the literature review) will include an introduction, outline of the literature review, critique of at least nine articles, and summary of where the research is missing as presented in this class.

Final exam session: Professional Presentation

In lieu of a final exam, this course will end with a presentation of your MA project and proposed research questions. The poster should include: a title, abstract, background and need, statement of the problem, purpose of the study, research questions, pertinent definitions, a summary of the literature review, and references. This format will be used in all MA courses and will prepare you to present your findings in a poster session at a professional conference. The format of the poster will be discussed in class. *Maximum 30 pts*
**Aligns with CLOs 1-7*

Grading Policy

1. You must complete ALL assignments (including participation, topic paper, research summaries, research matrix, chapters, 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.

LATE ASSIGNMENTS

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late assignments will accrue a 10% penalty for each week past the due date they are submitted (e.g., an assignment turned in between 1 and 6 days late will be deducted 10% of the earned points; an assignment turned in between 7 and 13 days late will be deducted 20% of the earned points, etc.). Late work will not be accepted for participation points.

If you have a *significant* emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible so we can make arrangements.

SUMMARY OF ASSIGNMENTS/GRADING

ASSIGNMENTS	POINTS	PERCENTAGE
Class, online, and group participation	70	14%
Topic write up	10	2%
Research summaries #1-4	40	8%
Research Matrix	70	14%
Final paper	250	50%
Presentation	60	12%
TOTAL	500	100%

GRADE RANGE CONVERSION

GRADE	POINT TOTAL	PERCENTAGE
A+	485+	97%
A	465-484.5	93%
A-	450-464.5	90%
B+	435-449.5	87%
B	415-434.5	83%
B-	400-414.5	80%
C	350-399.5	70%
D	300-349.9	60%
F	299.5 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.

Classroom Protocol

1. Be on time.
2. Active participation is expected by all students during class and is essential for your professional development.
3. Respect each other and be an active listener. This is part of being a teacher.
4. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
5. 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.
6. Feel free to bring food to class, but clean up your area before you leave.
7. No sleeping or completing other personal or professional work during class.
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.
9. Use netiquette in online conversations. If you want to know more about netiquette, you can find information on the [Netiquette Homepage](http://www.albion.com/netiquette/) at <http://www.albion.com/netiquette/>.
10. If you need to communicate directly with the professor make an appointment or come in during office hours.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

EDSE 285 / Seminar in Teaching Exceptional Individuals

Course Schedule

Subject to change. Changes will be posted on Canvas and discussed in class.

MODULE	WEEK	TOPICS	ASSIGNMENTS AND READINGS	CLOs
	1 8/24/2016 CLASS	<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, Picking a topic • Approaches toward writing 		1, 3
1 8/25-9/7	Week 2 8/31 CLASS	<ul style="list-style-type: none"> • Approaches to Educational Research: Beginning to think about your research question • APA format • Research matrix 	Boi, Chapters 1 & 2 Belcher, Chapter 1 Topic Write Up	2, 3, 7
	Week 3 CLASS	<i>Library: the class will meet with Teresa Slobuski, Education Librarian at the MLK Library Room 219 at exactly 4pm.</i>		2
2 9/8-9/21	Week 4 ONLINE	ONLINE LECTURE: <ul style="list-style-type: none"> • Selecting and defining a research problem • Identifying high quality research: Exceptional Children guidelines for EBP • Research matrix to literature review: Summarizing literature 	Belcher, Avoiding Plagiarism CEC (2014)	1, 2, 3, 4
	Week 5, CLASS	<ul style="list-style-type: none"> • Thesis statements • Identifying common problems: structure of paper, fragments, and run on sentences. 	Bui, Chapter 3 RS #1 - peer	1, 2, 4, 5, 6, 7
3 9/22-10/5	Week 6 ONLINE	ONLINE LECTURE: <ul style="list-style-type: none"> • Writing Chapter 2 (Literature Review) • Outlines: Your friend for successful academic writing 	Bui, Chapter 6 RS #2 – peer RS #1 due	1, 3, 4, 5, 6, 7
	Week 7 CLASS	<ul style="list-style-type: none"> • Review Proposed Outline of Chapter 2, thesis statements, and list of articles 	RS #3 – peer RS #2 due List of proposed articles Proposed Outline (Ch 2)	1, 3, 4, 5, 6, 7
4 10/6-10/19	Week 8 ONLINE	<ul style="list-style-type: none"> • <i>Dedicated research and writing week</i> 	RS #4 - peer RS #3 due Completed Research Matrix (9 articles)	1, 3, 4, 5, 6, 7
	Week 9 CLASS	<ul style="list-style-type: none"> • Review Chapter 2 – class time to discuss questions about Chapter 2 	RS #4 due Chapter 2 draft – peer	1, 3, 4, 5, 6, 7
5 10/20-11/2	Week 10 ONLINE	<ul style="list-style-type: none"> • Writing Chapter 1 (Introduction) • Group reviews of Chapter 1 outlines 	Bui, Chapter 5 Chapter 2 draft due Proposed outline (Ch 1)	1-7
	Week 11 CLASS	<ul style="list-style-type: none"> • Review Chapter 1 – class time to discuss questions about Chapter 1 	Chapter 1 draft – peer	1-7

MODULE	WEEK	TOPICS	ASSIGNMENTS AND READINGS	CLOs
6 11/3-11/16	Week 12	<ul style="list-style-type: none"> Revisions to chapter 2 returned 		1-7
	Week 13 ONLINE CLASS	<ul style="list-style-type: none"> Preparing a professional presentations 	Chapter 1 draft due	1-7
7 11/17- 11/30	Week 14	<i>NO CLASS – Thanksgiving break</i>		1-7
	Week 15 CLASS	<ul style="list-style-type: none"> Revisions to Chapter 1 returned Class time to discuss revisions, presentations 		1-7
Final 12/14/2016	16 5:15 pm	Final Presentations	Poster Presentation Final paper	1-7

Appendix

Class, Online, and Group Participation

To maximize the benefit of this course on your professional development, this class is run as a hybrid class, including both in class and online participation. This also means that all activities (both in class and online) are designed to help you develop as a teacher and researcher. This includes participating in peer review in groups in an effort to improve both your and your classmates' writing abilities. You will be graded on your weekly participation for each of the 14 weekly instructional sessions (note: we will not have a class session over the week of Thanksgiving). *Maximum = 5 pts * 14 weeks = 70 pts*
**Aligns with CLOs 1-7*

Topic Write Up

The goal of this assignment is to help you start thinking about what your topic and research questions will be. 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. *Maximum 10 pts*
**Aligns with CLO 2, 4, 6, & 7*

Rubric for Topic Write Up

	<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 Summaries (RS) #1-4

For each of these assignments you will:

1. Select an article related to your topic.
2. Complete the research matrix for this article.
3. Write a ONE PARAGRAPH summary of this article. This summary will likely not include all of the information in the research matrix. Instead, you will pull out the most important elements from this article to share with your reader
4. Read and revise a peers' research.

First drafts of the Research Summaries (RSs) will be due to a peer in your group first. They should make revisions and get them back to you in a couple of days. You will revise and submit your RS the following week.

*Maximum points = 10 pts * 4 Summaries = 40 pts*

**Aligns with CLOs 1-7*

Rubric for Research Summaries (RS)

	<i>Exemplary</i>	<i>Developing</i>	<i>Unacceptable</i>
Research Matrix	Research Matrix is filled out completely and correctly 2 pts	Research matrix is incomplete or completed with multiple mistakes 2 pts	Research matrix is incomplete and sections that are complete have multiple mistakes 0 pts
Summary	One paragraph summary highlights the important and relevant information from the article. 2 pts	One paragraph summary is disorganized, includes irrelevant or poorly organized summary. 1 pt	More than one paragraph summary submitted. 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
Peer review	Completed constructive peer review 1 pt	Peer review appears to be perfunctory and may miss major issues that need correcting 0.5 pts	Peer review is not completed or peer review is not constructive (e.g., overly harsh critique without suggestions for improvement) 0 pts
APA format	APA format is correct (includes a citation for the source, and in-text references) 1 pt	One or two errors with APA format 0.5 pts	Three or more errors with APA format 0 pts

Complete Research Matrix

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. NOTE: You can use the research matrices already submitted for Research Summaries 1-4, if you plan to use those articles in your final paper. *Maximum 70 pts Aligns with CLOs 1-7*

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

Final Paper (Rubric online)

The semester will culminate with the submission of your final paper. This paper will include Chapters 1 and 2 of your final MA project write up. The entire paper should be written in APA format, and should include a title page (one title page for both chapters) and a reference section (one reference section for both chapters). Per the graduation writing assessment requirement (GWAR) for graduate students, the final paper (including both chapters 1 and 2) will be a minimum of 3000 words, or 12 pages, and should be no more than 20 pages long (not including title page, references, tables, or figures). *Maximum 250 pts*
**Aligns with CLOs 1-7*

Chapter 1 (the introduction chapter) will include an introduction (the background and need for research on your topic), a 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 2 (the literature review) will include an introduction, outline of the literature review, critique of at least nine articles, and summary of where the research is missing as presented in this class.

Final exam session: Professional Presentation (Rubric online)

In lieu of a final exam, this course will end with a presentation of your MA project and proposed research questions. The poster should include: a title, abstract, background and need, statement of the problem, purpose of the study, research questions, pertinent definitions, a summary of the literature review, and references. This format will be used in all MA courses and will prepare you to present your findings in a poster session at a professional conference. The format of the poster will be discussed in class. *Maximum 30 pts*
**Aligns with CLOs 1-7*