

SPED 8783

RESEARCH PROJECT

Semester Hours: 3
Semester/Year: Fall 2009
Instructor: Dr. Michelle Frazier Trotman Scott

I am from the great state of Ohio...the heart of it all! A true buckeye (I received all of my degrees from The Ohio State University), I was a scholarship athlete (track & field) during my undergraduate years.

I have been an adjunct professor at The Ohio State University, a superintendent of a charter middle school and a director of a charter elementary school in Ohio. I am a former middle school teacher and high school coach. I currently teach in the special education department.

Office Location: 104 Education Annex
Office Hours: Monday: 11:00 am – 5:00 pm

Tuesday: 9:00 am - 11:30 am
1:00 pm – 2:00 pm
4:00 pm - 5:00 pm

Other hours are available by appointment

Telephone (678) 839-6567 (office-secretary)
(678) 839-6159 (office-direct)

I am in my office on Monday's and Tuesdays and will answer voice messages left over the weekend on Monday and voice messages left on Monday evening on Tuesday.

E-mail: fraztrot@westga.edu

I will answer emails within 48 hours Monday through Friday. I do not answer e-mails on weekends.

FAX: (678) 839-6162

COURSE DESCRIPTION

This course is designed to help Special Education Ed.S. students to begin writing a research proposal. The topics covered in this course include: selecting a research topic, locating appropriate literature, writing a research question(s), selecting a research design, and being organized throughout the research process. The completed written proposal and oral presentation of the completed proposal are requirements for the next course SPED 8784, Research Seminar.

CONCEPTUAL FRAMEWORK

The conceptual framework for the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). The descriptors

(decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessment that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. review literature to select a research topic that reflects a current issue or problem in the field of special education or speech language pathology (Galvan, 2006; Journal articles; Patten, 2005)
(Decision Makers, Knowledgeable; NBPTS* 4, 5; NBPTS EN** 1, 2, 4, 5, 13; CEC*** 2, 3, 4)
2. identify, analyze, synthesize, and organize appropriate literature related to the individually selected research topic (Galvan, 2006; Journal articles; Patten, 2005)
(Lifelong Learners, Knowledgeable; NBPTS 4, 5; NBPTS EN 1, 2, 4, 5, 13, 14; CEC 2, 3, 4)
3. write a research question(s)/hypothesis (es) and title for the individually selected research topic (Galvan, 2006; Journal articles; Patten, 2005; Pyrczak & Bruce, 2007)
(Knowledgeable, Reflective; NBPTS 4, 5; NBPTS EN 1, 2, 4, 5, 13, 14; CEC 2, 3, 4)
4. identify an appropriate research design to address the research question(s)/ hypothesis(es) for the individually selected research topic (Alberto & Troutman, 2006; Barlow & Hersen, 1984; Galvan, 2006; Journal articles; Patten, 2005; Polaha & Allen, 1999; Pyrczak & Bruce, 2007; Sindelar, Rosenberg, & Wilson, 1985; Tawny & Gast, 1984)
(Decision Makers, Knowledgeable; NBPTS 4, 5; NBPTS EN 1, 2, 4, 5, 13, 14; CEC 2, 3, 4)
5. demonstrate a system of organization for materials and collected literature that can be continued throughout the research process (APA, 2001; Galvan, 2006; Patten, 2005)
(Leaders; Proactive; NBPTS 4, 5; NBPTS EN 2, 5, 13, 14; CEC 3, 4)

*NBPTS refers to the five core propositions of the National Board for Professional Teaching Standards; additional information is available from:

<http://www.nbpts.org/about/coreprops.cfm>

**NBPTS EN refers to the Exceptional Needs standards of the National Board for Professional Teaching Standards; additional information is available from:

<http://www.nbpts.org/candidates/guide/whichcert/11EarlyChildYoungAdult2004.html>

***CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children; the CEC standards are available from

http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

APA. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

Galvan, J.L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (3rd ed.) Glendale, CA: Pyrczak.

Pyrczak, F. & Bruce, R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. (6th ed.). Glendale, CA: Pyrczak.

Required Readings:

Students will select appropriate professional literature according to individual interests.

Patten, M. L. (2005). *Proposing empirical research: A guide to the fundamentals*. (3rd ed.). Glendale, CA: Pyrczak.

References:

Algozzine, B., Spooner, F., & Karvonen, M. (2002). *How to prepare a research article in APA style*. Arlington, VA: Council for Exceptional Children.

Barlow, D. H., & Hersen, M. (1984). *Single case experimental designs: Strategies for studying behavior change*. (2nd ed.). New York: Pergamon Press.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science*. (3rd ed.). Philadelphia: Open University.

Best, J. W., & Kahn, J. V. (1998). *Research in education*. (8th ed.). Boston: Allyn and Bacon.

Cresswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. (6th ed.). Upper Saddle River, NJ, Merrill.

Gelfand, H., Walker, C.J., & APA. (2002). *Mastering APA Style: Student's workbook and training guide*. Washington, DC: American Psychological Association.

Harris, R. A. (2002). *Creative problem solving: A step-by step approach*. Los Angeles: Pyrczak.

Harris, R.A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. (2nd ed.) Glendale, CA: Pyrczak.

Holcomb, Z. C. (1998). *Interpreting basic statistics: A guide and workbook based on excerpts from journal articles*. Los Angeles: Pyrczak.

Huck, S.W. (2004). *Reading statistics and research*. (4th ed.). New York: Longman.

Isaac, S., & Michael, W. B. (1997). *Handbook in research and evaluation for education and the behavioral sciences*. San Diego, CA: EdITS.

Johnson, B. & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn and Bacon.

- Kazdin, A. E. (1982). *Single-case research designs: Methods for clinical and applied settings*. New York: Oxford University Press.
- Lyne, L. S. (2003). *A cross section of educational research: Journal articles for discussion and evaluation*. (2nd ed.). Los Angeles: Pyrczak.
- Martinez-Pons, M. (1997). *Research in the social sciences and education: Principles and process*. Lanham, MD: University Press of America.
- McMilan, J. H. (2000). *Educational research: Fundamentals for the consumer*. (3rd ed.). New York: Longman.
- Mertler, C.A. & Vannatta, R.A. (2005). *Advanced and multivariate statistical methods: Practical applications and interpretation*. Glendale, CA: Pyrczak.
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill.
- Morgan, S. E., Reichert, T., & Harrison, T., R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston: Allyn and Bacon.
- Neuman, S. B., & McCormick, S. (Eds.). (1995). *Single-subject experimental research: Applications for literacy*. DE: International Reading Association.
- Orcher, L. T. (2005). *Conducting research: Social and behavioral science methods*. Glendale, CA: Pyrczak.
- Pan, M. L. (2004). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd ed.). Los Angeles: Pyrczak.
- Patten, M. L. (2002). *Understanding research methods: An overview of the essentials* (3rd ed.). Los Angeles: Pyrczak.
- Pyrczak, F. (2000). *Completing your thesis or dissertation: Professors share their techniques and strategies*. Los Angeles: Pyrczak.
- Pyrczak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Los Angeles: Pyrczak.
- Pyrczak, F. & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. (6th ed.). Glendale, CA: Pyrczak.
- Richards, S. B. (1999). *Single subject research: Applications in educational and clinical settings*. San Diego: Singular.
- Schloss, P. J. & Smith, M. A. (1999). *Conducting research*. Upper Saddle River, NJ: Merrill.
- Sindelar, P. T., Rosenberg, M. S., & Wilson, R. J. (1985). An adapted alternating treatment design for instructional research. *Education & Treatment of Children*, 8(1), 67-76.
- Szuchman, L. T., & Thomlison, B. (2000). *Writing with style: APA style for social work*. Belmont, CA: Wadsworth.
- Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus: Merrill.
- Verdugo, E. D. (1998). *Practical problems in research methods: A casebook with questions for discussion*. Los Angeles: Pyrczak.
- Wiersma, W. (2000). *Research methods in education: An introduction* (7th ed.). Boston: Allyn and Bacon.

Journals:

The following journals may be helpful for course assignments. Students are not limited to the journals on this list and are encouraged to explore other publications.

<i>Learning Disability Quarterly</i>	(included in CLD membership)
<i>Intervention in School and Clinic</i>	(included in CLD membership)
<i>Exceptional Children</i>	(included in CEC membership)
<i>Teaching Exceptional Children</i>	(included in CEC membership)
<i>Learning Disabilities Research & Practice</i>	(included in DLD membership)
<i>Teacher Education and Special Education</i>	(included in TED membership)
<i>Journal of Learning Disabilities</i>	
<i>Remedial and Special Education</i>	
<i>Journal of Special Education</i>	
<i>Gifted Child Quarterly</i>	
<i>Roeper Review</i>	
<i>Topics in Early Childhood Special Education</i>	
<i>Behavior Modification</i>	
<i>Behavior Research and Therapy</i>	
<i>Journal of Applied Behavior Analysis</i>	
<i>Behavioral Disorders</i>	
<i>Journal of Emotional and Behavioral Disorders</i>	
<i>Journal of Positive Behavioral Interventions</i>	
<i>Mental Retardation</i>	
<i>The Journal of the Association for Persons With Severe Disabilities</i>	(included in TASH membership)
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	

UWG Library: www.westga.edu/~library/

Some Relevant Web Sites:

Council for Exceptional Children	http://www.cec.sped.org/
Georgia Department of Education	http://www.doe.k12.ga.us/index.asp
Georgia Professional Standards Commission	http://www.gapsc.com/
UWG Ingram Library	http://www.westga.edu/~library/
UWG Dept. of SED/SLP	http://coe.westga.edu/sedslp/
UWG COE Conceptual Framework	http://coe.westga.edu/About/ConceptualFramework/default.asp

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

The focus of this course is for each Ed.S. student to review literature to select a research proposal topic and to begin writing an individual research proposal on an approved topic in special education or speech language pathology. Several conceptual framework descriptors are covered as each Ed.S. student selects a topic and presents initial ideas for his or her research proposal orally and in writing:

Decision Makers – (Assignments 1-10) identify a research topic based on an educational problem or issue and support it by professional literature. Determine an appropriate research question and design for the topic.

Leaders – (Assignments 1-10) inquire about educational problems or issues and plan how the research proposal can be implemented in specific educational settings.

Lifelong Learners – (Assignments 1-10) begin to develop a research proposal and become an expert on a specific topic of interest. Begin learning a research process to address problems or issues in educational settings.

Adaptive – (Assignments 1-10) learn that research may involve changing plans to meet diverse student needs as new information is gained or circumstances differ from what was planned originally.

Knowledgeable – (Assignments 1-10) begin becoming an expert on an individual research topic while locating and studying pertinent professional literature.

Reflective – (Assignments 1-10) engage in ongoing reflection to study and target education problems or issues throughout the research process.

Activities and Assessments:

All assignments are due at the beginning of class on the due date. Late assignments will be accepted only with special permission obtained from the instructor prior to the due date. The instructor will review assignment drafts and provide feedback if possible.

1. Attendance, in-class activities and participation at seminars and online discussions is required during the UWG term. Assignments will be shared online. Students also are expected to be punctual, to notify the instructor in case of unavoidable absence, and to participate in activities. (Objectives #1-9, depending on needs of the students and presentations by guest speakers; instructor observation, attendance data)
 - * Problems with CourseDen Receive help at:
<http://www.westga.edu/~distance/webct1/students/>
 - * The CourseDen server goes down every other Friday from 10 pm – 7 am. Schedule is posted at
<http://www.usg.edu/gaview/support/maint-schedule.phtml>
 - *UWG Online Connection: <http://www.westga.edu/~online/>
2. Prioritized lists. Each student will be responsible for creating a research topic idea list with brief description. Students will also create a prioritized committee chair list with explanation of how the chair would best meet their needs.
3. Article Abstracts – Each student is responsible for abstracting all articles pertaining to the research interest area.

4. Topic & Treatment Outline. Each student will be responsible for creating a treatment outline with a working reference list.
5. Blind Peer Reviews - Each student will be responsible for editing and providing feedback to a group member.
6. Research Question and Design. Students will be responsible for choosing a topic and the appropriate design for the research and getting it approved by their chair.
7. APA Assignments - Students will demonstrate knowledge of APA style and format by completing assignments that will directly relate to the research literature review.
8. PowerPoint Presentation – Students will create a PowerPoint that reflects the content of the literature review will give an oral presentation to the class.

Evaluation Procedures:

Students will be given oral and written guidelines for assignments and examples (if available).

Assignment (as described above & on prior page)		Number of Points Available
1.	Article Abstracts	20
2.	Prioritized Lists	5
3.	Topic Descriptions	5
4.	Outlines	2@ 10
5.	Blind Peer Review	20
6.	Research Question & Design Sheet	10
7.	APA Assignments	10
8.	PowerPoint Presentation	10

Grading Policy

A	90-100
B	80-89
C	70-79
F	<69

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class with permission from the instructor.

CLASS POLICIES

1. Each student is expected to come prepared to class by having text, materials, handouts and/or packet available and having done previous readings and assignments.
2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times, Times New Roman font. All work (done both inside and outside of class) must be reasonably legible.

3. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Some assignments will need to be submitted electronically. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
4. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class.
5. **Students who miss class (or any portion of class) are responsible for the content.** While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. **Class time is not to be used to go over material with students who have missed class.** Content/activities that are missed will not be retaught/reviewed unless judged appropriate for the group as a whole.
6. Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help them complete assignments. **Resources should be referenced on materials submitted to the instructor.** (Also see College of Education Academic Honesty Statement and Honor Code statement below.). **A plagiarism software program will be used in this course!**
7. **LATE ASSIGNMENTS – LATE ASSIGNMENTS WILL BE ACCEPTED ONLY WITH SPECIAL PERMISSION OBTAINED FROM THE INSTRUCTOR !**
8. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space. that may pertain to your program of study.
<http://coe.westga.edu/sedslp/>

*** Check CourseDen frequently. Dates may change**
CLASS OUTLINE (subject to change)

DATE		Topic	Readings / Assignments
August 17 Face – to – Face	1	Course Overview <i>What is Empirical Research?</i> <i>Identifying Broad Problem Areas</i> <i>Evaluating Broad Problem Areas</i> <i>Identifying and Combining Variables</i> <i>Identifying Treatment Variables</i> <i>Considering Demographic Variables</i> <i>Writing Purposes and Hypotheses</i> Patten Exercise Topic 1 p. 4 Patten Exercise Topic 2 p. 6	Patten – Part A Topic 1 pp. 3-4 Patten – Part A Topic 2 pp. 5-6 Patten – Part A Topic 3 pp. 7-8 Patten – Part A Topic 4 pp. 9-10 Patten – Part A Topic 5 pp. 11-12 Patten – Part A Topic 6 pp. 13-14 Patten – Part A Topic 7 pp. 15-16 Prioritized Idea List Prioritized Chair List
August 23 CourseDen 'No-Show/Participate' Withdrawal	2	<i>Writing Reviews of Academic Literature: An Overview</i> <i>Considerations in Writing Reviews for Specific Purposes</i> <i>Finding Ideas in the Literature</i> <i>Considering a Body of Literature</i> <i>Considering Theories</i> <i>Determining Feasibility</i>	Galvan – Ch. 1 pp. 1-10 Galvan – Ch. 2 pp. 11-16 Patten – Part B Topic 8 pp. 19-20 Patten – Part B Topic 9 pp. 21-22 Patten–Part B Topic 10 pp. 23-24 Patten–Part B. Topic 11 pp.25-26 Topic Outline Prioritized Idea List - 8 pm Prioritized Chair List - 8 pm
August 31 CourseDen	3	<i>Using a Topic Outline</i> <i>Abstracting Articles</i>	Decide on Topic – What do you want to know? Topic Outline Patten – Part E Topic 25 pp. 59-60
September 7	4	Labor Day	Continue to develop - What do you want to know? Continue to develop topic outline

DATE		Topic	Readings / Assignments
September 14	5	<i>A Closer Look at Locating Literature Electronically</i> <i>General Guidelines for Analyzing Literature</i> <i>Analyzing Quantitative Research Literature</i> <i>Analyzing Qualitative Research Literature</i> <i>Building Tables to Summarize Literature</i> <i>Synthesizing Literature Prior to Writing a Review</i>	Galvan – Ch. 3 pp. 17-30 Galvan - Ch. 4 pp. 31-42 Galvan – Ch. 5 pp. 43-54 Galvan – Ch. 6 pp. 55-62 Galvan - Ch. 7 pp. 63-70 Galvan – Ch. 8 pp. 71-80 Topic Outline - 8 pm Article Abstracts #1 – 8 pm
September 21	6	<i>Organizing Literature by Topics</i> <i>Evaluating Research Literature</i> <i>Considering the History of a Topic</i> <i>Writing Purposes and Hypotheses</i> <i>Giving the Proposal a Title</i> <i>Being Selective and Critical</i>	Patten-Part D Topic 19 pp. 45-46 Patten-Part D Topic 20 pp. 47-48 Patten-Part D Topic 21 pp. 49-50 Patten – Part A Topic 7 pp. 15-16 Patten – Part J Topic 46 pp. 111-112 Patten – Part E Topic 26 pp. 61-62
September 28 CourseDen	7	<i>Selecting An Approach</i> <i>Qualitative Research</i> <i>Survey Research</i> <i>Correlational Research</i> <i>Test Development Research</i> <i>Experimental Research</i> <i>Causal-Comparative Research</i> <i>Program Evaluation</i>	Patten-Part C Topic 12 pp. 29-30 Patten-Part C Topic 12 pp. 31-32 Patten-Part C Topic 14 pp. 33-34 Patten-Part C Topic 15 pp. 35-36 Patten-Part C Topic 16 pp. 37-38 Patten-Part C Topic 17 pp. 39-40 Patten-Part C Topic 18 pp. 41-42 Article Abstracts #2 – 8 pm
October 5 CourseDen Last Day to drop with a grade of a 'W'	8	Bias in Language Punctuation Capitalization Italics Abbreviations Headings & Series Numbers Reference Citations	Grammar, Bias in Language, Punctuation, Capitalization, Quotations, Italics, Abbreviations, Headings & Series, Numbers, Reference Citations Assignments

October 12 CourseDen	9	Tables Figures Human Subjects Review	Grammar, Bias in Language, Punctuation, Capitalization, Quotations, Italics, Abbreviations, Headings & Series, Numbers, Reference Citations Assignments Article Abstracts #3 – 8 pm
October 19 Course Den	10	Abstract Appendixes Reference List Literature Review/Paper	Literature Review/Paper
October 26 CourseDen	11	Literature Review/Paper	Literature Review/Paper Draft – 8pm Article Abstracts #4 - 8 pm
November 2 CourseDen * Spring Registration	12	Peer Review	Peer Review – 8 pm
November 9 CourseDen	13	Literature Review/Paper Re-Write	Article Abstracts #5 - 8 pm Literature Review/Paper Re-Write – 8pm
November 16 CourseDen *November 20 Last Day of Spring Registration	14	PowerPoint Overview	Article Abstracts #6 - 8 pm Literature Review - 8 pm
November 23 CourseDen	15	Literature Review / Paper	Literature Review/Paper Final Paper – 8 pm
November 30 Face-to-Face	16	Literature Review / PowerPoint	Final Presentations - 8 pm

* Problems with CourseDen? Receive help at: <http://www.westga.edu/~distance/webctl/help>

* The CourseDen server goes down every other Friday from 10 pm – 7 am. Schedule is posted at <http://www.alt.ust.edu/gaview.support/maint-schedule.phtml>

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.