

**SPED 8784****RESEARCH SEMINAR**

Semester Hours: 3  
Semester/Year: Spring 2009  
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Day/Time:  
Location:

**COURSE DESCRIPTION**

A study of special education research design, reference sources, computer service, and the compilation of a review of literature on a specific topic.

Note that the research design will not be executed during this enrollment period.

**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. See the following website: <http://coe.westga.edu/About/ConceptualFramework/default.asp> 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. identify the basic elements of research and group research design, including identification of an appropriate research questions/hypothesis, distinguishing between reliability and validity, and identification of threats to internal validity, external validity, and reliability (Patten, 2005; Pyrczak & Bruce, 2005; Schloss & Smith, 1999) (D8 Knowledgeable, D10 Reflective; NBPTS 5; NBPTS Exceptional Needs 1,2,4,5,13; CEC 2,3,4)
2. identify basic elements and strategies of single subject research, including designs and analysis techniques (Alberto & Troutman, 2006; Barlow & Hersen, 1984; Polaha & Allen, 1999; Sindelar, Rosenberg, & Wilson, 1985; Tawny & Gast, 1984) (D8 Knowledgeable, D3 Lifelong Learners; NBPTS 5; NBPTS Exceptional Needs 1,2,4,5; CEC 2,3,4)
3. critically review research in specific areas of special education and report and critique results in oral and written form (Galvan, 2004; Journal articles; Pyrczak & Bruce, 2005) (D2 Leaders, D3 Lifelong Learners: NBPTS 4,5; NBPTS Exceptional Needs 1,2,4,5, 13, 14; CEC 2,3,4)
4. Compile a research paper including statement of a problem; review of related literature, and a proposed research design and analysis (APA, 2001, Galvan, 2004; Holcomb, 1998; Patten, 2002; Pyrczak & Bruce, 2005; Schloss & Smith, 1999) (D1 Decision Makers, D4 Adaptive; NBPTS 4,5; NBPTS Exceptional Needs 1,2,4,5,13,14; CEC 2,3,4)

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts:**

- APA. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association.
- Galvan, J.L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (2nd ed.) Glendale, CA: Pyrczak.
- Patten, M. L. (2005). *Proposing empirical research: A guide to the fundamentals*. (3rd ed.). Glendale, CA: Pyrczak.
- Pyrczak, F. & Bruce, R. R. (2005). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. (5th ed.). Glendale, CA: Pyrczak.

**Required Readings:**

- Students will select appropriate professional literature according to individual interests.
- Alberto, P.A. & Troutman, A.C. (2006). Single-subject designs. *Applied behavior analysis for teachers*. (7th ed., pp. 163-217). Upper Saddle River NJ: Prentice Hall.
- Polaha, J. A. & Allen K. D. (1999). A tutorial for understanding and evaluating single subject methodology. *Proven Practice*, 1(2), 73-77.

**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: Pycszak.
- Harris, R.A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. (2nd ed.) Glendale, CA: Pycszak.
- Holcomb, Z. C. (1998). *Interpreting basic statistics: A guide and workbook based on excerpts from journal articles*. Los Angeles: Pycszak.
- 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: Pycszak.
- 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: Pycszak.
- 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.
- 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 encourage 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 &amp; 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>	

*Journal of Positive Behavioral Interventions*

*Mental Retardation*

*The Journal of the Association for Persons With* (included in TASH membership)

*Severe Disabilities*

*Education and Training in Mental Retardation and*

*Developmental Disabilities*

## **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Link to Conceptual Framework:**

The focus of this course is for each Ed.S. student to develop, complete, and present an individual research proposal on an approved topic in special education or speech language pathology. The research proposal process is task analyzed to help each student successfully complete his or her proposal. Written and oral feedback from the course instructor and student's committee is provided throughout the process to help each student follow the guidelines given in the course packet and proposal grading rubric. Several conceptual framework descriptors are covered as each Ed.S. student develops, completes, and presents his or her research proposal:

*Decision Makers (D1)* – 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 (D2)* – inquire about educational problems or issues and plan how the research proposal can be implemented in specific educational settings.

*Lifelong Learners (D3)* –develop a research proposal and become an expert on a specific topic of interest. Learn a research process to address problems or issues in educational settings.

*Adaptive (D4)* – 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 (D8)* – become an expert on an individual research topic while locating and studying pertinent professional literature.

*Reflective (D10)* – engage in ongoing reflection to study and target education problems or issues throughout the research process.

**Activities and Assessments:**

Course requirements are structured to enable students to develop and/or refine existing professional skills in oral and written communication, technology usage, reflective decision making and problem solving, and collaboration.

1. Research Proposal:

- on an approved topic of individual interest
- consists of a statement of the problem, review of related literature, and proposed research plan
- uses APA format (5th ed.)
- will be presented to a committee of three faculty members (at least two must be from the SPED/SLPA department) in oral and written form
- final written version will be given to the course instructor to be placed in the Teaching and Materials Center (TMC)

(Objectives # 1, 2 when applicable, 3, 4; knowledge, skills, disposition; written proposal and oral presentation approved by faculty committee)

**Evaluation Procedures:**

The research proposal will be evaluated using the following criteria:

- a. acceptable presentation of the research proposal in written and oral formats to three faculty members
- b. compliance with general guidelines of the assignment, including meeting deadlines, keeping appointments, attending class, and correcting previously identified needs as designated times
- c. evaluation of the final written proposal by the instructor, committee chair, and committee members in terms of general composition, organization, thoroughness, use of “person-first” language, use of correct mechanics (spelling, grammar, punctuation), use of APA style (5th edition) in format and references, and use of appropriate research question(s) and methodology.

**Grading Policy**

A grading rubric incorporating the criteria listed under evaluation procedures will be used to determine each student’s final course grade. The final grade will include evaluation of the student’s written proposal and oral presentation of his or her proposal. Students are expected to address concerns of their committee chair, committee members, and course instructor in a timely manner throughout the research proposal process and course. Also, students are expected to make corrections that are required by their committee chair, committee members, and course instructor to their written proposals and oral presentations; this includes corrections given to the students on the day of their oral presentations. If these corrections cannot be made, then students must provide reasonable and adequate justification to their committee chairs and course instructor as to why the corrections cannot be made. Students are expected to have their written proposals as error free as possible by the deadlines specified on the course calendar and approved by their committee chair and/or course instructor in order for the written proposals to be placed in the UWG Teaching Materials Center (TMC). All written proposals are expected to meet requirements to be placed in the TMC.

A	Excellent	Compliance with all guidelines on time, few, if any errors in proposal
B	Good	Compliance with most/all guidelines, minor errors and/or late proposal
C	Poor	Lack of compliance with some/all guidelines, numerous errors and/or late proposal
F	Failing	

## **CLASS POLICIES**

### Attendance and Participation:

Attendance in class and participation in class discussions and activities are integral elements of this course. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and enhances and facilitates classroom instruction and activities. Please notify the instructor promptly if you must be absent or tardy for class or appointments. Excessive absences or tardiness will not be tolerated.

### Department Website:

Please check the Department of Special Education and Speech Language Pathology website periodically for updated information that may pertain to your program of study.

<http://coe.westga.edu/sedslp/>

### Forms:

The following forms must be completed by the due date or before presentation to committee if not already filed:

(Due to graduate school Sept. 9, 2005 for Spring 06 graduation)

Application for Graduation with required fee (due the semester before graduation)

- Application for Admission to Candidacy
- Proposed Plan of Study

## **CLASS OUTLINE**

**(Will be distributed in class)**

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten 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 Undergraduate Catalog, Graduate Catalog, and The Student Handbook <http://www.westga.edu/documents/studentHandbook-2005.pdf>.