

# Graduate School of Education

Program: Special Education

Spring Semester, 2010

**Course title: EDSE 590, Research Methods in Special Education, Section 645**

**Credit Hours: 3**

**Meetings:** Tuesdays, 4:15-8:45 PM, January 5, 2010 – March 2, 2010

**Location:** Independent Hill School, Prince William County

**Instructor: Sharon N. E. Ray, Ph.D.**

**Office:** Kellar Annex 2, Rm. 110 (located off-campus at 4400 University Dr.)

**Office Hours:** By appointment or after class

**Phone:** (703) 993-5247

**Email:** [sray4@gmu.edu](mailto:sray4@gmu.edu) **\*\*\*Best Contact Method!\*\*\***

## Course Description

### ***Course Description from University Catalog:***

Describes fundamental concepts and practices in educational research in special education. Specific applications of educational research methods to problems in special education will be covered. Emphasis is on reviewing and critiquing special education research, and applied classroom research for teachers.

## Student Outcomes

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

- Identify and understand different models of educational research suitable for different research purposes in special education
- Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education
- Describe and discuss basic theories and methods of survey research in special education
- Describe and discuss basic theories and methods of single-subject research in special education
- Describe and discuss theories and methods of educational measurement.
- Describe and discuss basic theories and methods of qualitative research in special education
- Describe and implement teacher applications of classroom research to address specific classroom problems.

## **Professional Standards:**

### ***Relationship of Courses to Program Goals and Professional Organizations***

EDSE 590 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/ps/perf\\_based\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities
6. Class presentations of papers and research projects.

### **College of Education and Human Development Statement of Expectations**

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.
- ✓ Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See <http://mason.gmu.edu/%7Emontecin/plagiarism.htm> for guidelines.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the OSD.

- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. In the unlikely event that you are absent from class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Two or more unexcused absences will result in no credit for this course.**
- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

### **Additional Listing of Resources and Expectations:**

**George Mason University Email:** <https://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

**George Mason Patriot Web:** <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

### **TaskStream Submission**

\*Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. The signature assignment for this course (Research Application or Research Review Project) must be submitted to TaskStream (<https://www.taskstream.com>) at the end of this course. **Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.\***

**APA Formatting Guidelines:** <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

**George Mason University Honor Code:**

<http://www.gmu.edu/facstaff/handbook/aD.html>

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying and stealing.

**Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. It is essential that all students submit their own work, especially with the technical information and skills taught within this course. To that end, plagiarism is a violation of academic integrity, as well as the ideas and principles of this class. **Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at:**

<http://mason.gmu.edu/~montecin/plagiarism.htm>). The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed. Students who commit plagiarism of any form (eg. whether it be copying test answers, using someone else's exact words in a written assignment, etc.) will be given an "F" as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

**Advising contact information:** Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2474. Please be prepared with your G number when you contact her.

**Texts and Readings:**

**Required Texts**

McMillan, J. (2007). *Educational research: Fundamentals for the consumer* (5<sup>th</sup> ed.). Boston: AB Longman.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(5<sup>th</sup> Edition also acceptable for the Spring 2010 semester)**

Other readings relevant to special education research applications will be assigned by the instructor as indicated by the needs and interests of the class.

## Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Sunday evening before Tuesday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu>.

**\*\*Starting January 12<sup>th</sup>, be sure to come to class prepared with the week's electronic copies of materials or hard copies (whichever works best for you)!\*\***

*It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.*

- **The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.**
- **Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.**

## Assessment of Course Requirements:

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills in educational research to assist you in becoming a more informed consumer of research about the special education field in general and about evidence-based practices in special education specifically.

The signature assignment for this course is the research application or research review assignment that will assist you in applying your literature review, research analysis, critical thinking, and professional writing skills. Besides the signature assignment, there are several other forms of assessment implemented in this

class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students **earn** based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (4:15 PM). Assignments that are not in the DROPBOX at the appropriate time **are late**. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through Blackboard should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

**SRayCITI – CITI Module Completion**  
**SRayHSRB – HSRB Application Form**  
**SRayART – Article Review & Critique**  
**SRayEXAM – Final Exam**  
**SRayPAPER – Research Paper**  
**SRayPRES – Paper Presentation**

<b>Course Requirements Evaluation</b>	
<b>Assignment</b>	<b>Points Earned/Total Points</b>
1. Attendance & Participation (5 pts. per class meeting)	/45
2. Peer Review Group Work (3 pts. per meeting)	/24
3. Online Exercises and Activities (5 pts. per Ex. or Act.)	/70
4. CITI Module Completion	/25
5. HSRB Application Form	/60
6. Article Review & Critique	/50
7. Final Exam	/100
*8. Research Paper: Signature Assignment	/100
9. Paper Presentation	/50
<b>Total # of points earned</b>	<b>/524</b>

\*Course signature assignment.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 524 point total. Late assignments will be accepted in the following manner for a few selected assignments (CITI, HSRB, Article, & Research Paper):

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks until the last class meeting**

\*No late assignments will be accepted for the online exercises, the final exam, and the research paper presentation.

**Grading Scale:**

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- F = 69% and below

## **Course Assignment Details:**

### **Attendance and Participation - Weekly (5 points per class for a total of 45 points)**

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** Two or more unexcused absences will result in no credit for this course.

### **Peer Review Group Work – Weekly (3 points per week for 8 class sessions = 24 points)**

In educational research researchers very rarely work in isolation, and students in this course will get an idea of how this collaborative process unfolds by being part of Peer Review Groups in class. Students will become members of Peer Review Groups on the first night of class and work weekly in these groups to enhance their research and writing skills throughout the semester. Active participation is essential for groups to work successfully together. Group members will be asked to be in weekly attendance in their groups and participate by giving meaningful oral and written feedback to other members. Group participation will be evaluated on 3 criteria throughout the semester: attendance, preparedness (having all items listed under "Bring" in the course schedule), and feedback provided to other group members. Attendance and preparedness will be evaluated weekly by the instructor, and feedback will be evaluated at the end of the semester by group member survey forms.

### **Online Exercises and Activities – Weekly (5 points per activity for 14 activities = 70 points)**

Each week there will be one or more online exercises or activities that correspond with the material covered in class that week. Assigned weekly exercises will be open for student completion from the end of class (8:45 PM) on the day particular material is taught until the start of the following class (4:15 PM)

the next week (the only exception will be the first week's exercises, which may take the instructor 48 hours to get set up after the first class because of manual entry of all users into Blackboard). Each exercise is meant as individual work, and each student should work independently to achieve the most practice with the content of the particular chapter. In this way, the instructor can monitor individual understandings, as well as group understanding, of content that has been presented in class. Each online activity or exercise is worth 5 points. Points are awarded based on correct responses, except for the first "Practice Exercise." All students who complete the "Practice Exercise" will get full credit for that particular online activity.

**CITI Module Completion – Due January 19<sup>th</sup> (25 points)**

The CITI Module involves the completion of GMU **Mandatory** Training for Persons Conducting Research Using Human Subjects that is accessed at <http://www.citiprogram.org>. Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. In addition, if the information in any of the optional modules relates to your research, you are required to complete the appropriate module. These optional modules can only be opened after you finish the Basic Course. Copy certification of completion document and paste in a Word document, and submit via the Assignments Tab in Blackboard.

**HSRB Application Form – Due February 2<sup>nd</sup> (60 points)**

Completing the Human Subjects Review Board (HSRB) Application form gives hands-on experience in the multi-step process of legitimate educational research. GMU requirements for conducting research with human subjects includes:

By Federal Policy ALL research activities involving human participants that are directed by a GMU faculty member, staff member, or student or involve GMU faculty, staff, or students as participants, must be reported to the Office of Sponsored Programs for review. The Human Subjects Review Board (HSRB) serves as the GMU institutional review board (IRB). As specified in the Code of Federal Regulations, 45 CFR 46, Protection of Human Subjects, certain categories of human subjects research may be classified as exempt from further IRB review. The Office of Sponsored Programs will determine if an activity is exempt or not exempt from further HSRB review. You may not begin research involving human participants until you receive written notification from this office.

Students are required to completely fill out the HSRB application for their proposed research. All questions on the form should be answered as fully as possible based on a student's given research project. The HSRB application will

be submitted via the Assignments Tab in Blackboard. The template for the HSRB application form can be found at:

<http://www.gmu.edu/research/ORSP/HumanFormsAndInstructions.html>

<b>HSRB Application Form Rubric</b>		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<b>All Fill-in-the Blank and Checkbox Questions Fully Completed</b>	/5	
<b>Abstract Questions Fully Completed</b> <ul style="list-style-type: none"> <li>• Research Purpose</li> <li>• Characteristics of Participants</li> <li>• Inclusion/Exclusion Criteria</li> <li>• Relationship to Participants</li> </ul>	/15	
<b>Protocol Questions Fully Completed</b> <ul style="list-style-type: none"> <li>• Benefits of Study</li> <li>• Identification &amp; Recruitment of Participants</li> <li>• Informed Consent</li> <li>• Participant Compensation</li> <li>• Minor Assent (if needed)</li> <li>• Research Design &amp; Methods</li> <li>• Maintenance of Confidentiality</li> <li>• Potential Risks</li> <li>• Deception Statement</li> <li>• Brief Description of the Article's Literature Review</li> </ul>	/25	
<b>Supplementary Documentation (as needed)</b> <ul style="list-style-type: none"> <li>• Existing Records Questions</li> <li>• Informed Consent Documents</li> <li>• Assent Forms</li> </ul>	/10	

<ul style="list-style-type: none"> <li>• <b>Data Collection Protocols</b></li> <li>• <b>Cooperating Institution Approvals</b></li> </ul>		
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• <b>Grammar, Spelling and Clarity of Expression</b></li> <li>• <b>APA Format</b></li> </ul>	/5	
<b>TOTAL</b>	<b>/60</b>	

**Article Review & Critique – Due January 26<sup>th</sup> (50 points)**

To demonstrate beginning competency in the skills needed for special education research and analysis, students will be asked to find, review, and critique a research article from a peer-reviewed special education journal. It is imperative that students become familiar with using professional journals in the field of special education to inform their professional practice. For this assignment, each student is asked to independently read one research article; identify its essential elements; and critique its ideas and design. The review and critique should be written in APA format, and should include both title page and abstract. The review and critique should be submitted via the Assignments Tab in Blackboard. The body of the review and critique should be no longer than five pages and include the following elements:

**Review Portion:**

- **Title and author of article**
- **Brief explanation of research focus:**
  - **Quantitative: specific research questions**
  - **Qualitative: general problem statement**
- **Brief description of the article’s literature review**
- **Overview of the method and design**
  - **Quantitative: participants, instruments, and procedures**
  - **Qualitative: participants and settings/sites**
- **Summary of results**
  - **Quantitative: statistical explanations**
  - **Qualitative: narrative descriptions**
- **Brief discussion of any conclusions**
- **Reference page (at the very end of the entire paper)**

**Critique Portion:**

In your professional critique of the article, the following questions should be addressed:

- **What? - What did I learn from reading this article?**
- **So What? - What was relevant about what I learned? Why is it important?**
- **Now What? - Now that I have this information what does it mean to me?**

Note: Do not provide a summary of what the article states.

<b>Article Review &amp; Critique Rubric</b>		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<b>Title and author of article</b>	/2	
<b>Brief explanation of research focus:</b> <ul style="list-style-type: none"> <li>• <b>Quantitative: specific research questions</b></li> <li>• <b>Qualitative: general problem statement</b></li> </ul>	/5	
<b>Brief description of the article's literature review</b>	/5	
<b>Overview of the method and design</b> <ul style="list-style-type: none"> <li>• <b>Quantitative: participants, instruments, and procedures</b></li> <li>• <b>Qualitative: participants and settings/sites</b></li> </ul>	/5	
<b>Summary of results</b> <ul style="list-style-type: none"> <li>• <b>Quantitative: statistical explanations</b></li> <li>• <b>Qualitative: narrative descriptions</b></li> </ul>	/5	
<b>Brief discussion of any conclusions</b>	/5	
<b>Reference page (at the very end of the entire paper)</b>	/3	
<b>What? - What did I learn from reading this article?</b>	/5	

<b>So What? - What was relevant about what I learned? Why is it important?</b>	/5	
<b>Now What? - Now that I have this information what does it mean to me?</b>	/5	
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• Grammar, spelling and clarity of expression</li> <li>• APA format</li> </ul>	/5	
<b>TOTAL</b>	<b>/50</b>	

**Final Exam – Due February 23<sup>rd</sup> (100 points)**

The final exam will be a take-home exercise with both multiple choice and essay questions. Since the nature of the material learned in class is cumulative, the final exam will cover all textbook chapters, lectures, and class learning activities from the whole semester. A final exam review packet will be given and a final exam review will be conducted in class the week before the final exam is distributed for completion. The final exam is open-book and open-note, so feel free to use your text, class notes, internet, and computer for its completion. **However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the final exam.** Students will be given one week to complete the final exam, which should be submitted via the Assignments Tab in Blackboard.

**Research Paper – Due March 2<sup>nd</sup> (100 points)**

Completion of 1 of 2 options:

**Option 1:** Research application project

**Option 2:** A 20-page research review paper

***Option 1: Research Application Project***

The research application project is designed to provide experience in designing, implementing, and evaluating an application-based project in special education. Students should design a project, which they can easily implement in their current school site that investigates a pertinent educational issue or practice. Any of the research designs covered in class are appropriate for the project. **Be sure to have your research question and design approved by the instructor PRIOR to beginning implementation.** The project should be completed in sections by the student throughout the course of the semester. Time will be provided weekly for students to share and get feedback on their project in Peer Review Groups. The final research application paper should be submitted via the Assignments Tab in Blackboard and should include the following:

- Title page

- Abstract
- Introduction
  - Quantitative: specific research questions need to be stated
  - Qualitative: general problem statement needs to be presented and clarified
- Review of the literature
  - Quantitative: extensive review of the previous research studies that have been done in this area
  - Qualitative: brief review of the previous research studies that have been completed
- Research problem statement or questions
  - Quantitative: specific, narrow questions should be presented along with a hypotheses
  - Qualitative: general, foreshadowed questions should be introduced
- Method and design
  - Quantitative: research design, participants, instruments, and procedures
  - Qualitative: research design, participants, and settings/sites
- Results
  - Quantitative: statistical explanations provided
  - Qualitative: narrative descriptions explained
- Discussion
- Conclusions
- References

<b>Research Application Paper Rubric</b>		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<b>Title page</b>	/2	
<b>Abstract</b>	/3	
<b>Introduction</b>	/5	
<b>Review of the literature</b>	/15	
<b>Research problem statement or</b>	/10	

<b>questions</b>		
<b>Method and design</b>	/20	
<b>Results</b>	/15	
<b>Discussion</b>	/10	
<b>Conclusions</b>	/5	
<b>References</b>	/5	
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• <b>Grammar, spelling and clarity of expression</b></li> <li>• <b>APA format</b></li> </ul>	/10	
<b>TOTAL</b>	<b>/100</b>	

***Option 2: Library Research Literature Review***

The research review is geared at having students get extensive experience in reviewing literature found in both the virtual and physical library facilities. For this type of paper, a student can select a specific topic or intervention to investigate via the available research base. Twenty original research studies on the specific topic of selection will be needed for this option and should come from peer-reviewed special education research journals. **Be sure to have your research topic approved by the instructor PRIOR to beginning your journal search.** The project should be completed in sections by the student throughout the course of the semester. Time will be provided weekly for students to share and get feedback on their project in Peer Review Groups. The final research review paper should be submitted via the Assignments Tab in Blackboard and should include the following:

- Title page
- Abstract
- Introduction
- General Topic – presented as an area that has needed understanding, exploration, and research
  - Trends – if any trends have been found on the topic during the research, they should be briefly outlined here
  - Thesis – statement of perspective and reason for writing the review
  - Review criteria – elements used in evaluating relevant literature are specified

- Literature Reviewed – this section should be organized by the different studies reviewed
  - First study – summary and discussion
  - Second study – summary and discussion
  - Third study – summary and discussion, etc. until all studies covered
- Comparative analysis highlights the similarities and differences between studies summarized in the literature reviewed
  - Similarities (if any) between all studies presented, discussed, and evaluated
  - Differences (if any) between all studies presented, discussed, and evaluated
- Conclusion/Summary brings closure to the review
  - Key points throughout the review are summarized
  - Bigger Picture – Relevance and role of research area to larger field of special education established
- References

<b>Research Application Paper Rubric</b>		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<b>Title page</b>	/2	
<b>Abstract</b>	/3	
<b>Introduction</b>	/5	
<b>General topic</b> <ul style="list-style-type: none"> <li>• Trends</li> <li>• Thesis</li> <li>• Review criteria</li> </ul>	/15	
<b>Literature reviewed</b> <ul style="list-style-type: none"> <li>• First study – summary and discussion</li> <li>• Second study – summary and discussion</li> <li>• Third study – summary and discussion</li> </ul>	/20	

<ul style="list-style-type: none"> <li>• <b>More studies – etc.</b></li> </ul>		
<b>Comparative analysis</b> <ul style="list-style-type: none"> <li>• <b>Similarities (if any)</b></li> <li>• <b>Differences (if any)</b></li> </ul>	/25	
<b>Conclusion/Summary</b> <ul style="list-style-type: none"> <li>• <b>Key points summarized</b></li> <li>• <b>Bigger Picture – Relevance and role of research area to larger field of special education established</b></li> </ul>	/15	
<b>References</b>	/5	
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• <b>Grammar, spelling and clarity of expression</b></li> <li>• <b>APA format</b></li> </ul>	/10	
<b>TOTAL</b>	<b>/100</b>	

**Paper Presentation – Due March 2<sup>nd</sup> (50 points)**

As a culmination of the research paper project, students will share their research via a clear and well-prepared oral and visual presentation. The presentation should encompass the major elements of a student’s research paper, and should be 10 minutes in length. A PowerPoint is required as the visual element within the project and should include information, graphics, charts, and photos as needed to bring the project to life. A one-page double-sided handout of information is required for distribution to all class members during the presentation. Students should be prepared to answer questions on their projects for up to 5 minutes following their 10 minute presentations. All PowerPoint presentations and electronic handout files should be submitted via the Assignments Tab in Blackboard prior to the start of class on the night of the paper presentations.

<b>Paper Presentation Rubric</b>		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<b>Overall Content</b> <ul style="list-style-type: none"> <li>• <b>Summary of key research paper points</b></li> <li>• <b>Comprehensive in nature</b></li> <li>• <b>Relevant information included</b></li> </ul>	/10	
<b>PowerPoint</b>	/15	

<ul style="list-style-type: none"> <li>• <b>Varied types of information included (Narrative, data, charts, etc.)</b></li> <li>• <b>Visual clarity</b></li> <li>• <b>Creativity and appeal</b></li> </ul>		
<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• <b>Clear explanation of points</b></li> <li>• <b>Adequate voice projection</b></li> <li>• <b>Eye contact made with audience</b></li> <li>• <b>Appropriate question answering</b></li> <li>• <b>Within 10 minute time limit</b></li> </ul>	/10	
<p><b>Handout</b></p> <ul style="list-style-type: none"> <li>• <b>Most pertinent research paper points included</b></li> <li>• <b>Appealing visual display of information</b></li> <li>• <b>Graphics and charts used to separate and display information</b></li> </ul>	/10	
<p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• <b>Grammar, spelling and clarity of expression</b></li> <li>• <b>APA format</b></li> </ul>	/5	
<p><b>TOTAL</b></p>	<b>/50</b>	

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>1/5</b>	<ul style="list-style-type: none"> <li>• <b>Syllabus and Course Expectations</b></li> <li>• <b>Chapter 1: Introduction to Educational Research</b></li> </ul>	
<b>1/12</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 2: Research Problems</b></li> <li>• <b>Chapter 3: Reviewing Literature</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Access George Mason Email and Blackboard Account</li> <li>➤ Read Text Chapter 1</li> <li>➤ Complete Blackboard Practice Activity &amp; Chapter 1 Activity</li> <li>➤ <b>Bring: A peer-reviewed research article to discuss &amp; critique in class</b></li> </ul>
<b>1/19</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 4: Using the Internet for Educational Research</b></li> <li>• <b>Chapter 5: Participants, Subjects, and Sampling</b></li> <li>• <b>Project Approvals</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Text Chapters 2 &amp; 3</li> <li>➤ Complete Blackboard Chapters 2 &amp; 3 Activities</li> <li>➤ <b>Bring: An outline identifying your research problem, hypothesis, and variables for your research paper (Application) <u>or</u> An outline identifying your topic area, thesis,</b></li> </ul>

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
		<p><b>and criteria for evaluating literature (Research Review)</b></p> <p>➤ <b>Due: CITI Module</b></p>
1/26	<ul style="list-style-type: none"> <li>• <b>Chapter 6: Foundations of Educational Measurement</b></li> </ul>	<p>➤ Read Text Chapters 4 &amp; 5</p> <p>➤ Complete Blackboard Chapter 4 &amp; 5 Activities</p> <p>➤ <b>Bring: Draft of Introduction (Both Paper Types)</b></p> <p>➤ <b>Due: Article Review &amp; Critique</b></p>
2/2	<ul style="list-style-type: none"> <li>• <b>Chapter 7: Types of Educational Measures</b></li> <li>• <b>Chapter 8: Non-Experimental Quantitative Research Designs</b></li> </ul>	<p>➤ Read Text Chapter 6</p> <p>➤ Complete Blackboard Chapter 6 Activity</p> <p>➤ <b>Bring: Draft of full literature review section (Application) <u>or</u> draft of literature reviewed summary section (Research Review)</b></p> <p>➤ <b>Due: HSRB Application</b></p>

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>2/9</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 9: Experimental Research Designs</b></li> <li>• <b>Chapter 10: Understanding Statistical Inferences</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Text Chapters 7 &amp; 8</li> <li>➤ Complete Blackboard Chapters 7 &amp; 8 Activities</li> <li>➤ <b>Bring: Draft of methods section (Application) <u>or</u> draft of Comparative Analysis Similarities section (Research Review)</b></li> </ul>
<b>2/16</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 11: Qualitative Research Designs</b></li> <li>• <b>Chapter 12: Mixed Method and Action Research Designs</b></li> <li>• <b>Final Exam Review</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Text Chapters 9 &amp; 10</li> <li>➤ Complete Blackboard Chapters 9 &amp; 10 Activities</li> <li>➤ <b>Bring: Draft of Results Section (Application) <u>or</u> Draft of Comparative Analysis Differences section (Research Review)</b></li> </ul>
<b>2/23</b>	<ul style="list-style-type: none"> <li>• <b>Chapter 13: Discussions &amp; Conclusions</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read Text Chapters 11 &amp; 12</li> <li>➤ Complete Blackboard Chapters 11 &amp; 12</li> </ul>

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
		Activities ➤ <b>Bring: Rough draft of paper (Both Paper Types)</b> ➤ <b>Due: Final Exam</b>
<b>3/2</b>	<ul style="list-style-type: none"> <li>• <b>Research Paper Presentations</b></li> </ul>	➤ Read Text Chapter 13 ➤ Complete Blackboard Chapter 13 Activity ➤ <b>Due: Research Paper (upload to TaskStream as well as submit to instructor via Blackboard)</b>

**NOTE:**

- \* This syllabus may change according to class needs.
- \* **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**