



**University of South Alabama  
College of Education  
Department of Leadership and Teacher Education  
Special Education Program**

**COURSE SYLLABUS**

**1.0 Course Information**

1.1	Title:	Research Project Seminar
1.2	Number:	IDE 692
1.3	Course Credit	Three Semester Credit Hours
1.4	Prerequisites:	IDE 510
1.5	Instructor/Class	
	1.5.1 Semester/Year:	Spring 2010
	1.5.2 Instructor:	Abigail Baxter, Ph.D.
	1.5.3 Office/Phone:	UCOM 3601; 380-2767
	1.5.4 E-Mail:	abaxter@usouthal.edu
	1.5.5 Class times/location:	Wednesdays 6-8:30 p.m. UCOM 3230
	1.5.6 Office Hours:	Mondays: 4-6 p.m. Tuesdays: 1:30-2:30 p.m. Wednesdays: 4-6 p.m. Thursdays: 1:30-2:30 p.m. All other times by appointment; it is a good idea to call and insure that the time you want is available.

**2.0 Course Description**

Catalog Description:

Survey of both current and classic research in education. Students will identify a research problem of significance in their area of specialization and develop a strategy or research design to solve this problem.

**3.0 Text**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

Trochim, William M. The Research Methods Knowledge Base, 2nd Edition.

Internet WWW page, at URL:

<<http://www.socialresearchmethods.net/kb/>> (version current as of October 20, 2006).

Assigned articles, see reading assignments on course e companion page

**4.0 COLLEGE CONCEPTUAL FRAMEWORK**

A purpose of this course will be to prepare professional educators through teaching, research, and service to be committed to life-long learning and to facilitating the process of building better communities.

### **5.0 COLLEGE KNOWLEDGE BASE STATEMENT**

The unit (College of Education) prepares systematic, problem solving educators: reflective, technologically skilled, interactive facilitators capable of versatile decision making in diverse settings. The Knowledge Base of the unit contains three elements: philosophical base, current research, and systematic problem solving. Reflective experiences are the threads of commonality that bind the elements together.

### **6.0 STATE STANDARDS**

#### **Critical Objectives**

None

### **7.0 STUDENT ACADEMIC CONDUCT POLICY**

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, The Lowdown, defines plagiarism as one form of academic misconduct that is “subject to investigation and disciplinary action through appropriate University procedures”. Plagiarism is using somebody else’s ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com or a similar method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review.

### **8.0 STUDENTS WITH DISABILITIES**

“If you have a specific disability that qualifies you for academic accommodations, please notify your professor and provide certification from Disability Services (Office of Special Student Services). The Office of Special Student Services is located in the Student Center, Room 270, Phone 460-7212.”

### **9.0 COURSE OBJECTIVES**

To develop a close to final draft of a proposal for the field project for the Educational Specialist degree.

### **10.0 COURSE REQUIREMENTS**

10.1 Attendance: Prompt attendance in every class is essential since the majority of content in this course will be presented during class lectures,

activities and discussions. Two (2) absences are considered to be excessive. Excessive absences or tardiness will lower your final grade. You need to consult the *Lowdown* or *Bulletin* for information concerning University policies and procedures regarding absences.

10.2 Cheating and plagiarism: University regulations state that cheating and plagiarism are cause for denial of course credit.

10.2.1 "The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct which is "subject to investigation and disciplinary action through appropriate university procedures." Plagiarism is using somebody else's ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the instructor may be penalized or may not be accepted at all."

10.3 Course content will be presented via presentations, class discussions, the assigned readings, and outside reading assignments. Student-led discussions will provide a medium for all students to present their views on each topic.

10.4 In addition to assigned readings, posted materials, and other reference sources, students will complete some activities outside of class. Quizzes will be administered.

10.5 Assignments: See attached list.

**Total Points**

**1030 points**

10.6 Evaluation

A = 90 – 100% of total possible points

B = 80 – 89% of total possible points

C = 70 – 79% of total possible points

D = 60 – 69% of total possible points

F = 59% or below of total possible points

In calculating your percentage, you should divide the total of points you earn (numerator) by the total possible points (denominator).

10.7 There will be no makeup work and no extra credit

10.8 Students are expected to take quizzes by the assigned due dates and times. Failure to take the quiz at the assigned time will result in a Zero for that

quiz. There are NO early or late quiz administrations, except for situations that are beyond the student's control.

- 10.9 Assignments must be turned in on the assigned date and time. Late assignments will result in your grade for that assignment being lowered **ten** points for each class meeting that the assignment is late.
- 10.10 The instructor assumes that all students will be successful in this course. Students need to maintain communication with the instructor as to any questions, problems, or concerns. Students who miss class should obtain notes, handouts, etc. from fellow students, not from the instructor. It is the student's responsibility to keep up with notes and assignments. Having a fellow student as a back-up insures that you get timely information and materials you may miss when not present in class.
- 10.11 You will have the opportunity to evaluate this course and instructor electronically during the last two weeks of class.

#### **11.0 CHANGES IN COURSE REQUIREMENTS**

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.

**IDE 692  
Spring 2010  
Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading assignment</b>	<b>APA Quiz (due 6 p.m.)</b>
<b>1/13/10</b>	<b>Research Designs 1</b>	<i>RMKB Foundations</i>	
<b>1/20/10</b>	<b>Research Designs 2</b>	<i>RMKB Sampling</i>	
<b>1/27/10</b>	<b>Research Designs 3</b>	<i>RMKB Measurement</i>	<b>1: Overview</b>
<b>2/3/10</b>	<b>Research Designs 4</b>	<i>RMKB Design</i>	<b>2: References in text</b>
<b>2/10/10*</b>	<b>Ethical Research</b>	<i>APA Manual Ch. 1</i> Online assignments	<b>3: Punctuation in text</b>
<b>2/17/10</b>	<b>Answering Questions</b>	<i>RMKB Analysis</i>	<b>4: Quotations</b>
<b>2/24/10</b>	<b>The Proposal 1</b>		<b>5: Numbers and Numerals</b>
<b>3/3/10</b>	<b>The Proposal 2</b>	<i>USA COE Ed.S. Guide</i>	<b>6: Seriation and Acronyms</b>
<b>3/10/10*</b>	<b>Chapter 1</b>		<b>7: Reference list format</b>
<b>3/17/10</b>	<b>No Class</b>	<b>SPRING BREAK</b>	
<b>3/24/10*</b>	<b>Chapter 2</b>		<b>8: Reference list journal article</b>
<b>3/26/10</b>	<b>LAST DAY TO DROP A CLASS</b>		
<b>3/31/10*</b>	<b>Chapter 3</b>		<b>9: Reference list books</b>
<b>4/7/10*</b>	<b>Chapters 1-3</b>		<b>10: Reference list online info</b>
<b>4/14/10*</b>	<b>Revise Chapters 1-3</b>		
<b>4/21/10</b>	<b>Presentations</b>		
<b>4/28/10</b>	<b>Presentations</b>		

**Note: \* indicates that class will not meet in person that week but that online or other assignments should be completed at that time.**

**IDE 692  
Spring 2010  
Assignments**

<u>Assignment</u>	<u># points</u>	<u>Due date and time</u>
<b>APA quizlets</b> <b>schedule</b> <b>There will be a total of 10 narrated powerpoints on APA style available in e-companion. Students should go through the powerpoint and then take the associated quiz in the APA Overview section. These quizzes must be completed by 6 p.m. on the day they are due.</b>	<b>10 each</b>	<b>see course</b>
<b>Preliminary Research Question</b> <b>classtime</b> <b>Turn in the question you would like to investigate. Be as specific as you can. Remember the question should relate to your area of certification.</b>	<b>10</b>	<b>Week 2</b>
<b>Variables of Interest</b> <b>classtime</b> <b>Based, upon your question what variables will you be researching or studying? What do you know about these variables? How can you measure them?</b>	<b>10</b>	<b>Week 3</b>
<b>10 Summaries of Research Articles</b> <b>(rubric provided)</b> <b>You need to complete 10 articles summaries. Two will be due each week for weeks 2-6 of the course. The article summaries should include complete reference information for the article; the research questions of the article; a description of the participants, measures (if appropriate), and procedures; and a description of the results of the study and what they mean. These article summaries should be in peer-reviewed journals (use that selector in your search) and be empirical (have a methods and results section). These articles will serve as the beginnings of your literature review (Chapter 2) for your project. A grading criteria is available in the Course Home section of e-companion.</b>	<b>25 each</b>	<b>2 each of 2-6 of class</b>
<b>Description of Project Methods</b> <b>classtime</b> <b>Turn in a description of your methods for your project. What variables will you be researching or studying? In whom will you be studying them? Where will you be studying them? How will you study the variables?</b>	<b>50</b>	<b>Week 6</b>

<b>Summary of Study</b>	<b>100</b>	<b>Week 7</b>
<b>Classtime</b>		
<b>Turn in a short (no more than 3 pages) summary of your study. It should include your question, the variables of interest, you participants, methods, and what you hope to find. You will use this summary to discuss your projects with faculty members who you would like to serve as your committee chair and as members of the committee.</b>		
<b>Signatures of Committee Members</b>	<b>10</b>	<b>Week 9</b>
<b>Classtime</b>		
<b>Turn in the Ed.S. Research Study Committee form with the names and original signatures of the person who has agreed to chair the committee as well as at least two other faculty members. This from will be available on e-companion in the Course Home section.</b>		
<b>Draft of Chapter 1</b>	<b>50</b>	<b>Week 9</b>
<b>Classtime</b>		
<b>Turn in a complete draft of Chapter 1 (the Introduction) for your proposal. The draft must have all of the elements required in the <i>Research Project Proposal and Report Guide</i>.</b>		
<b>Draft of Chapter 2</b>	<b>100</b>	<b>Week 10</b>
<b>Classtime</b>		
<b>Turn in a complete draft of Chapter 2 (the Literature Review) for your proposal. The draft must have all of the elements required in the <i>Research Project Proposal and Report Guide</i>.</b>		
<b>Draft of Chapter 3</b>	<b>100</b>	<b>Week 11</b>
<b>Classtime</b>		
<b>Turn in a complete draft of Chapter 3 (the Method section) for your proposal. The draft must have all of the elements required in the <i>Research Project Proposal and Report Guide</i>.</b>		
<b>First Draft of Proposal</b>	<b>100</b>	<b>Week 13</b>
<b>Classtime</b>		
<b>Using the feedback received for the drafts of Chapters 1, 2, and 3 put together a first draft of your proposal. The draft must have all of the elements required in the <i>Research Project Proposal and Report Guide</i> and incorporate the feedback you were given or include a separate explanation of why the direction of the previous feedback was not followed.</b>		
<b>Second Draft of Proposal</b>	<b>100</b>	<b>Week 15</b>
<b>Classtime</b>		
<b>Using the feedback received for the drafts of your proposal revise your proposal. The draft must have all of the elements required in the <i>Research Project Proposal and Report Guide</i>.</b>		

***and Report Guide* and incorporate the feedback you were given or include a separate explanation of why the direction of the previous feedback was not followed. This second draft will serve as your final exam and will be what you will begin using with your Committee Chair to get your proposal approved.**

**Mock Proposal Defense  
and 15**

**50**

**Weeks 14**

**Students will prepare the presentation that they will use at their proposal defense. They will present their proposal to the class. The professor and the other students will offer constructive feedback.**