

**SPED 233 SEMINAR in the SPECIAL EDUCATOR AS RESEARCHER  
 FALL 2020**

**COVID-19 Related Provisions**

**Health Screening:**

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

**Safety Measures:**

Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: [www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

**Course Description:**

**This course is virtual. Activities and instruction will be delivered on-line.** This course examines the special educator as researcher and **life-long learner** from several perspectives through reading, **critical thinking**, analysis and **reflection** on contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; developing and beginning implementation of pilot research and project designs (2 seminar, 2 lab hours).

<b>Course Information</b>	William Garnett, Ph.D.
Units: 3 units	Office: ED 341
Time: <b>Tuesdays, 4:00-6:50PM</b>	Email: <a href="mailto:wgarnett@mail.fresnostate.edu">wgarnett@mail.fresnostate.edu</a>
Location: <b>Virtual</b>	Telephone: 559-278-0448
Website: Canvas	Office Hours: Virtual: Wednesdays 1-4pm; Thursdays 3-

6pm, or by appointment.
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If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter:

Imelda Basurto, LEBSE Dept. Chair, [ibasurto@mail.fresnostate.edu](mailto:ibasurto@mail.fresnostate.edu); 559-278-0250

### **Required/Recommended Text**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.) Washington, DC: Author.

APA 7<sup>th</sup> Guidelines: The OWL at Purdue:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

This may include software that students may need to complete course requirements, including plug-ins (Acrobat Reader, PowerPoint Viewer, etc.).

**CANVAS:** Assignments and notes will be posted on CANVAS. To access the course login to CANVAS ([fresnostate.instructure.com](http://fresnostate.instructure.com)) using your Fresno State username and password. For help with CANVAS contact the Academic Technology Resource Center at 278-7373 or send an email to [canvas@mail.fresnostate.edu](mailto:canvas@mail.fresnostate.edu).

\*Assignments will be submitted through CANVAS unless otherwise negotiated.

Students are expected to regularly access their Fresno State email account as this is the account used for official university correspondence and Blackboard communications. Faculty from this course will respond to email questions within 48 hours unless they are away from the university.

### **References for the Knowledge Base/Supplemental Readings:**

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Boston: Pearson.

Banda, D., & Therrien, W. (2008). A teacher's guide to meta-analysis. *Teaching Exceptional Children, 41*, 66-71.

Brantlinger, Ellen. (2005). Qualitative studies in special education. *Exceptional Children, 71*(2), 195-207.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Dallas: Houghton-Mifflin.

Dorn, S. et al. (1996). A historical perspective on special education. *Theory into Practice*, 35 (1), 12 - 19.

Gallagher, D. (1998). The scientific knowledge base of special education: Do we know what we think we know? *Exceptional Children*. 64, 493-499.

Horner, R., Carr, E., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71(2), 165-179.

McDuffie, K., & Scruggs, T. (2008). The contributions of qualitative research to discussions of evidence-based practice in special education. *Intervention in School and Clinic*, 44(2), 91-97.

Odom, S., Brantlinger, E., Horner, R., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*. 71, 137 – 148.

Parker, R., Vannest, K., & Brown, L. (2009). The improvement rate difference for single-case research. *Exceptional Children*, 75, 135-150..

Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

### **Journals:**

*Remedial and Special Education*  
*Education and Treatment of Children*  
*Psychology*  
*Learning Disabilities Quarterly*  
*Journal of Emotional and Behavior Disorders*  
*Journal of Applied Behavior Analysis*  
*TEACHING Exceptional Children*  
*TEACHING Exceptional Children Plus*  
*Exceptional Children*  
*Quarterly*

*Teaching Students with DD*  
*Journal of School*  
*J of Educational Research*  
*Learning Disabilities*  
*Behavioral Disorders*  
*Behavior Modification*  
*Journal of Learning Disabilities*  
*Teacher Education*

## Candidate Professional Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions:

**Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning.** Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

## Primary Learning Outcomes:

The learning outcomes are aligned with the content specifications in the subject area assigned. The teacher candidates will:

1. Demonstrate knowledge of and ability to interpret, apply, and disseminate current and emerging research in special education.
2. Demonstrate the ability to evaluate and, when necessary, revise teaching practices to reflect current and emerging research.
3. Select and pursue specific areas of interest within the program.
4. Engage in activities that provide opportunities for them to reflect on their own practice, interests, and needs.
5. Develop expertise and demonstrate application in the field of specialization with the target population and/or current area.
6. Demonstrate competence in the use of electronic communication and research tools (access the Internet to search for and retrieve information).
7. Demonstrate knowledge of copyright issues (distribution of copyrighted materials and proper citing of sources).
8. Demonstrate critical thinking in the ability to assess the authenticity, reliability and bias of the data gathered
9. Demonstrate knowledge of privacy, security, and safety issues (appropriate use of social media, confidentiality of records including graded student work, publishing names and pictures of minors, and acceptable use policies) as an ethical educator.

*\*Coursework may include varied instructional techniques (i.e. lecture, small/large group activity and discussion, issue investigation, debate, **collaborative** activities, etc.) as well as an emphasis on the **value of diversity and multicultural** influences as relates to research and services for students with learning and social differences.\**

## ASSIGNMENTS:

**\*\*\*ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED AS PDF or WORD (.doc, .docx) files. These file extensions make it easier to 1) open your work, and 2) provide feedback. Thanks!**

**Four Article Reviews (1-2 page(s) each) (5 pts. each)**

These will be assigned during class sessions and some will be conducted in class. They may include individual and/or small group assignments and multiple class presentations. Templates will be provided. (*Reflection; Critical Thinking*).

**Review of the Literature ROL (100 pts. total)** Choose an emerging special education area of focus of which you are interested in and of which you would like to demonstrate expertise/specialization. Complete a literature search. (*Critical Thinking; Professional Ethics; Life-long Learning*).

**The Paper** - A minimum of a **3-4,000 word** paper will be written (10-12 pages) not including title page, abstract or references. The paper will be double-spaced and written in APA style. Please use Times New Roman size 12 font and follow APA Manual - 6th Ed. In order to meet the Graduate Writing Requirement (GWR) you must score a 3 or better in each area. (You can find the GWR here: <http://fresnostate.edu/artshum/english/degrees-programs/masters/graduatewritingrequirement.html>)

The paper must include;

- **Title Page** – See APA style manual
- **Abstract** – See APA style manual
- **Introduction** - This section sets the stage for the paper (it may assist you to determine a future project). It informs the reader of the nature and scope of the issue and provides an opening overview of the topic's importance.
- **Review of Relevant Literature** - The review of relevant literature demonstrates the relationship between the issue (possible project) and current thinking in the field. A thorough literature review may have conflicting research that should be reported. This review is integrated and critiqued. As an **ethical educator** all references are cited in the text of the review as well as at the end of the research paper.
- **Conclusion** – At least two or three pages that tie together key findings, summarizes and draws conclusions. It will re-cite most of your references.
- **References** – See APA style manual

**Mini-Study (50 points).** You will choose a topic related to special education/individuals with disabilities and conduct a mini-study. The study can be qualitative, quantitative, or mixed methods. The mini-study will be written using the same format for a thesis/project and follow APA guidelines, which means it will consist of five (5) chapters. Each chapter will be submitted separately and you will have opportunities to correct and improve each chapter as you go. The five (5) chapters are: Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methods, Chapter 4: Results, and Chapter 5: Discussion. You will be provided with examples and guidelines for how to write each section. The point-breakdown and description for each chapter is as follows:

**Chapter 1: Introduction (5 pts.).** The introduction section of your mini-study introduces the main idea/topic and captures the reader's interest. This section also contains:

- Statement of the Problem (which includes your research question).
- Significance of the Project
- Definitions
- Limitations

**Chapter 2: Review of the Literature (10 pts.).** The review of the literature section contains reviews of the research literature pertaining to your topic. At the end of the review, summarize all the literature in succinct paragraph.

**Chapter 3: Methods (20 pts.).** The methods section contains everything you plan to use and do regarding your research question. This section contains information about

- Participants or Data sets
- Setting and Arrangements
- Materials and Equipment
- General Procedures
- Research Design
- Variables (independent and dependent)
- Research Questions
- Data analysis

**Chapter 4: Results (15 pts.).** The results section contains what was found. This is just a report on the facts. Data are displayed/reported.

**Chapter 5: Discussion (20 pts.)** The discussion section contains a discussion regarding the results of the study where it is determined whether or not the results of study contradict or support previous research on the topic you chose. This section also contains:

- Limitations (issues that came up during your study).
- Conclusions
- Summary and Implications
- Future Research (based on what you found, what else should be done?).

Keep in mind, you will be submitting this assignment in sections and each section needs to be double-spaced and written in APA style. Please use Times New Roman size 12 font and follow APA Manual - 6th Ed. In order to meet the Graduate Writing Requirement (GWR) you must score a 3 or better in each area. (You can find the GWR here: <http://fresnostate.edu/artshum/english/degrees-programs/masters/graduatewritingrequirement.html> (*Critical Thinking; Professional Ethics; Life-long Learning*)).

**MINI-STUDY PROPOSAL: (5 pts.)** The proposal will include a title (proposed, of course), a rationale for the study/project (why is it important?) and a background of the project (theoretical/practical)..basically how it will be done—potential participants, research question(s), design, etc. (Example will be provided.)

**Final Mini-Study Paper: (25 pts.)** After you have met criteria for each section of the mini-study, you will then assemble each section and include: A TITLE PAGE, ABSTRACT, and REFERENCE LIST. You will format the entire document to meet APA 6<sup>th</sup> Edition standards. This will provide you a model for your Master’s project/thesis should you decide to pursue your Master’s degree. (*Critical Thinking; Professional Ethics; Life-long Learning*).

**VISUAL/ ORAL PRESENTATION (50 points)** Make a **10-15 minute visual presentation** of your Mini-Study. Look at the rubric before you prepare or deliver your presentation. To receive full credit you must have all required components. (*Critical Thinking; Professional Ethics; Life-long Learning*).

**FINAL REFLECTION PAPER FOR LEVEL II PORTFOLIO: (10 POINTS)** A 1-2 page reflections of what you gained as an educator and life-long learner from the assignments/exercises in this course. Reflections are not a listing of what we did, but how this knowledge and practice has changed you as a teacher. (*Reflection*)

**GRADING SCALE**

A = 90 - 100%    B = 80 - 89%    C = 70 - 79%    D = 60 - 69%    F = below 60%

**Assignments:**

<b>WEEK</b>	<b>Assignment/Activity*</b>	<b>Points Possible</b>
	<b>Article Critiques (4)</b>	20
	<b>Review of Literature (RoL)</b>	100
	<b>-Title Page and Introduction (20pts.)</b>	
	<b>-Body (Review of Lit.) (60pts.)</b>	
	<b>-Abstract, Conclusion, and References (20pts.)</b>	
	<b>Final RoL (Includes Abstract)</b>	25
	<b>Mini-Study Proposal</b>	5
	<b>Mini-Study</b>	50
	<b>-Chapter 1: Introduction (5pts.)</b>	
	<b>-Chapter 2: Review of Literature (10pts.)</b>	

	<b>-Chapter 3: Methods (15pts.)</b>	
	<b>Chapter 4: Results (10pts.)</b>	
	<b>Chapter 5: Discussion (10pts.)</b>	
	<b>Final Mini-Study (All Chapters and Title Page, Abstract, and Reference List)</b>	25
	<b>Mini-Study Presentation</b>	50
	<b>Final Reflections</b>	10
Total:		285

### Classroom Policies:

1. **Attendance:** Due to the participatory nature of this course, attendance is essential. Students are expected to be prompt and remain for the entire class session. More than one absence or two occurrences of late arrivals, or early departures will result in the deduction of points which will affect the student's grade such as by lowering it a full grade. Participation points are also factored into the grade. If absent, the student responsible for any assignments or announcements missed.

2. **Readings:** Students are responsible for completing assigned readings and articles in advance of each class meeting and to actively participate in discussions, activities, and instructional presentations.

**Course Assignments and Files.** Each student is responsible for the successful completion of the expected standards demonstrated through the completion of the assignments. Assignments must be turned in on the due date. All assignments must be typed or word-processed. Please proof all work before turning it in. **\*\*\*ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED AS PDF or WORD (.doc, .docx) files. These file extensions make it easier to (a) open your work, and (b) provide feedback. Thanks!**

### SPED 233 Course Calendar Outline **\*\*Schedule Subject to Change!!\*\***

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>8/25 ZOOM</b>	Introductions; The Article Review Process; The OWL Purdue for APA; Topics for Review of Lit & Mini-Study	<i>None</i>	<b>In Class: Article Review #1...Take the Article Review Quiz...Due 8/30, at MIDNIGHT.</b>
<b>9/1</b>	Article Review examples; Types of research in the field	<i>Articles will be in CANVAS; Review Powerpoint on Types of Research.</i>	<b>Article Reviews #2, #3, #4. ALL Article Reviews DUE 9/6 at MIDNIGHT.</b>
<b>9/8 ZOOM</b>	Basic Statistics, Data collection, Data Analyses, What "Significance" is, and isn't;	<i>Powerpoints and Video tutorials to be provided.</i>	<b>Mini-Study Proposal DUE 9/13 at MIDNIGHT.</b>



	Research Designs; Writing the Mini-Study Proposal		
<b>9/15</b>	Referencing in APA review; Review of Literature—Searching for articles.	Review the OWL at Purdue APA style guide; Review videos for Chapters 1-5	
<b>9/22 ZOOM</b>	Using APA style; Overview of Chapters 1-5, and Reference List.		<b>Mini-Study Chapters 1 &amp; 2 DUE 9/27 at MIDNIGHT.</b>
<b>9/29 ZOOM</b>	Writing the Methods section (Chapter 3)...Things to consider.	<i>Examples will be in CANVAS.</i>	<b>Mini-Study Chapter 3 DUE 10/4 at MIDNIGHT.</b>
<b>10/6</b>	Results...(Chapter 4) Tables and Figures, ways to present your findings, and things to avoid.	<i>Examples will be in CANVAS</i>	<b>Gather data</b>
<b>10/13</b>	Write, write, write!	Use The OWL at Purdue website to help you.	<b>Gather data</b>
<b>10/20 ZOOM</b>	Discussion...(Chapter 5) Talking about what you found		<b>Chapter 4 and 5 DUE 10/25 at MIDNIGHT</b>
<b>10/27 ZOOM</b>	Review of Literature Topics and Structure for the Review of Literature paper.		<b>Full formatted Mini-Study (All Chapters, References, and Abstract) DUE 11/1 at MIDNIGHT</b>
<b>11/3</b>	ELECTION DAY (please be sure to vote!)		<b>Title Page and Introduction for Review of Literature DUE 11/8 at MIDNIGHT</b>
<b>11/10 ZOOM (OPEN HOURS-4-7pm)</b>	Finalizing Review of Literature Topics. (If you haven't done that already.)		<b>Body of Review of Lit. DUE 11/15 at MIDNIGHT.</b>
<b>11/17</b>	Write, write, revise, and write.		
<b>11/24 ZOOM (OPEN HOURS-4-7pm)</b>	Write, write, revise, and write. <b>THANKSGIVING RECESS WEEK!!</b>		<b>Abstract, Conclusion, and References for Review of Lit DUE 11/29 at MIDNIGHT.</b>

<b>12/1 ZOOM (OPEN HOURS- 4-7pm)</b>	Do you have rewrites to do? If so, now's the time to start, and work on your presentations.	Presentation schedule.	<b>Final RofL (Title Page, Abstract, Introduction, Body, Conclusion, and References) Paper DUE 12/4 at MIDNIGHT.</b>
<b>12/8</b>	Presentations...		<b>Presentations DUE 12/13 MIDNIGHT</b>
<b>12/15</b>	Work on revisions as needed.		<b>Final Reflection DUE 12/15 MIDNIGHT</b>
	All Rewrites Due		<b>ALL Rewrites/EVERYTHING DUE TBA at MIDNIGHT</b>

**Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## University Policies

### Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact [Services to Students with Disabilities](http://www.fresnostate.edu/studentaffairs/ssd/) (<http://www.fresnostate.edu/studentaffairs/ssd/>) in the Henry Madden Library, Room 1202 (278-2811).

### Honor Code:

"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive

means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

### **Computer**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

### **Copyright Policy:**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

[Technology Innovations for Learning & Teaching](http://www.fresnostate.edu/academics/tilt/) (TILT) (<http://www.fresnostate.edu/academics/tilt/>) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only,

provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **Intellectual Property**

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.