

San José State University LCOE/Department of Special Education
EDSE 285: Seminar on Issues Related to Teaching Exceptional Individuals
Fall 2022
Section 2

Course and Contact Information

Instructor:	Sudha Krishnan
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Office Hours:	By appointment/via zoom
Class Days/Time:	Mondays 7:00-9:45
Classroom:	SH 212
Course Units:	3
Prerequisites:	Admission into the MA program

**EDSE 285 satisfies the Graduation Writing Assessment Requirement (GWAR)
for Graduate Studies & Research (GS&R)**

Course Format: In-Person

This course will adopt an in-person format, with instruction delivered in traditional lecture format. Students will need access to a computer or tablet device with reliable internet connectivity. If you do not have such a device, there are resources on campus that you can use. Be sure to plan to use these resources frequently to keep up with the pace of the course.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (<http://www.sjsu.edu/at/asc>) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “@sjsu.edu”) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html) (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Technology Requirements

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available **for free** from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device.

We will not edit documents turned in using Google Docs, Pages, or in PDF format beyond the initial draft. Assignments in any other format than MS Word will be returned to the student. The late policy will apply to assignments that are turned in using the incorrect format.

Course Description

This course is designed as an advanced seminar for Master's Degree candidates to review and analyze literature related to issues in the field of special education. By the end of the semester, students should be able to demonstrate knowledge of and an ability to interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice. This course expands upon the scope and depth of the preliminary credential coursework.

Course Goals

This course is designed as a supervised study in the field of special education. At the core of the course is a commitment to professional excellence and fostering inclusive, culturally sustaining, democratic principles of education for students with disabilities. Graduate students in this master's program, as professional educators, must be able to make informed and effective decisions, promote asset framed practices and respect and value difference across the intersections of disability, race, culture, language, gender, sexuality, and class. We expect that graduate students will be well prepared in understanding conceptual and theoretical frameworks that underly special education and disability as well as effective practices that meet the individual needs of all learners. Graduate students will develop leadership skills and act as change agents in schools for students with disabilities, families and other educational stakeholders.

As the first of three courses in the Master's in Special Education program, this course will provide graduate students with an overview of (a) action research in special education, (b) current research and theory in the field of special education, and (c) the knowledge and skills to effectively set up an action research project with appropriate attention to the existing scholarship in the field of special education.

Program Learning Outcomes (PLO):

PLO 5: Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field (TPE 3)

Course Learning Outcomes (CLO)

To support students' development of the skills required to demonstrate mastery in the PLOs above, this course will target the following CLOs. By the end of the semester, students will be able to:

1. Demonstrate knowledge of how to search for and review literature related to questions of teaching practices for students with disabilities
2. Interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice for students with disabilities
3. Discuss the organization and processes of instruction in programs serving individuals with disabilities
4. Review, critically analyze and synthesize research as a part of reflecting on one's practice and commitment to equity and social justice in the classroom.
5. Develop and apply academic writing style to compose an action research project.
6. Apply APA 7th Edition standards when writing literature reviews, professional critiques and reports. Use APA 7th Edition formatting including double spaced, Times New Roman 12 pt, one-inch margins.

Required Texts/Readings

1. American Psychological Association.
(2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs).
Order Info: www.apa.org/pubs/books @\$45
(if you have 6th Edition we recommend reviewing the handouts on 7th Edition here <https://apastyle.apa.org/instructional-aids/publication-manual-formatting-checklist.pdf>)
2. Bruce, S. M. & Pine, G. J (2010). *Action Research in Special Education* Teachers College Press.

Other Readings (on Canvas)

Armstrong, F., & Tsokova, D. (2019). *Action Research for Inclusive Education*.
Forester, C., & Eperjesi, R. (2021). *Action Research for Student Teachers*.

<https://edge.sagepub.com/mertler6e>

<https://www.perkinselearning.org/videos/webcast/action-research-special-education>

Library Liaison

Mantra Roy, Ph.D, MLIS
Collection Strategy Librarian
Phone: 408-808-2039
Office: 4049 (4th Floor)
Mantra.roy@sjsu.edu

As you seek out literature on your topic, you may wish to speak with our library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching through databases.

Course Requirements and Assignments

APA 7th Edition formatting must be used for all report components, including Times New Roman Font, 12-point, double spaced, one-inch margins.

Assignment Name	Description	Point Total
Annotated Bibliography- Empirical Research	<p>As readings and topics are assigned for sessions of this course, you will select a total of 5 research articles around a topic of your interest related to disability and special education. These 5 articles should be empirical, can utilize any methods, but should be current 2010-2021. You will provide a citation using APA 7th Edition for the articles, followed by a brief one-paragraph description of the article focus, research question(s), method(s), and important findings/implications. A second paragraph will include your own reflections of the articles and how they relate to your own project.</p> <p><i>Used to incorporate into Introduction and Literature Review Sections</i></p>	10 points
Annotated Bibliography- Theory and Framework	<p>As you learn more about theories and frameworks that inform special education and disability, you will select 1-2 articles to generate an annotated bibliography with a specific focus on theory. These articles do not have to be empirical and may be older than your empirical research articles. You will provide a citation using APA 7th edition for each article and focus your brief paragraph on how the author(s) used the theory/framework(s) to inform their study. The second paragraph will include your own reflections of how to incorporate this framework into your own project.</p> <p><i>Used to incorporate into Conceptual Framework Section</i></p>	10 points
Annotated Bibliography-Action Research	<p>As you learn more about action research, you will select a total of 2 articles that utilize action research as a methodology (ideally in a topic similar to yours, but at least related) and generate an annotated bibliography for these articles. You will provide an APA 7th edition citation and a brief paragraph describing how the author(s) conducted their action research study (aka the methods section). A second paragraph will include your own</p>	10 points

	reflections of how to incorporate similar methods for your own action research project. <i>Used to incorporate into Methodology Section</i>	
Introduction	You will generate a 2–3-page paper that describes your teaching experiences that relate to your inquiry project, your problem of practice statement and initial question (see full guidelines below).	10 points
Framework	You will include a 1–2-page paper on the framework you have chosen, highlighting the articles you described in the annotated bibliography for this section and then how this framework informs your method/action-inquiry approach.	10 points
Literature Review	Using the empirical annotated bibliography that you generated for class, you will develop a 5–10-page (max) literature review. The review will include 2-3 key areas or themes that you take away from the empirical studies and provide a summary of these articles followed by a link to how they inform your project (see full guidelines below).	40 points
Action Research Methods Approach	You will generate a 2–4-page paper that describes your research context and inquiry design (Parts 1 & 2). This will also include a 1-page plan for data collection and analysis (Parts 3 & 4) that you will complete the written part for in your second course.	10 points
Action Research 285 Paper	You will combine all of the written paper documents into one final project document for this course. Each section will be submitted separately for a grade and the final grade will be the total of these sections. It is your responsibility to incorporate feedback on subsections that you receive from your instructor so that the final action research paper has the most up-to-date changes.	Sum of all the points above
Classroom Participation Points	Includes group presentations, group activity, peer editing, and quick writes	30
TOTAL CLASS POINTS		100 Points

Grade Breakdown

Letter Grade	Total Points
A+	98-100 points
A	94-97 points
A-	90-93 points
B+	87-89 points
B*	84-86 points

***DEPARTMENT GRADING POLICY**

All MA students must receive GPA 3.0 with grades of B or better in each MA class to be able to continue the coursework. An “Incomplete” is given only when 80% or more of work has been completed.

Class Expectations

1. Make efforts to...
 - a. “Ask 3 before me” by (1) consulting your syllabus, (2) consulting your CANVAS announcements and emails, or (3) consulting a class peer BEFORE asking the professor.
 - b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include emergencies (e.g., illnesses, accidents, family emergencies).
 - c. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
 - d. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave* space rather than *safe* space approach.
 - e. We operate on a space of **TRUST**. I trust that you will take breaks when you need them or let me know that the class needs a break. I trust that you will keep yourselves fed or that we can set up communal snacks. I trust that you respect the classroom space and will keep it clean.

University Policies

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

- 1) [LCOE Writing Tutor](#)
(<http://www.sjsu.edu/education/students/Writing%20Tutor%20Summer%202017.pdf>)
- 2) [SJSU Writing Center](#) (<http://www.sjsu.edu/writingcenter/>)
- 3) [Peer Connections](#) (<http://peerconnections.sjsu.edu/>)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](#) at <http://www.sjsu.edu/counseling>

EDSE 285 Course Schedule

Course Schedule is subject to changes

Course Session/Date	Content	Assigned Readings	Assignments Due	CLOs
Aug 22	Introductions <ul style="list-style-type: none"> Syllabus Overview Introduction to Action Research Chapter 2 (Bruce & Pine) Bruce video (Perkins) 	Chapter 2, Bruce & Pine		3
Aug 29	Choosing Topics and Groups – Group Presentations <ul style="list-style-type: none"> How to pick a topic of inquiry Topic Ideas Presentations of different Action Research Studies in Special Education 	Chapter 5,6,7,8, Bruce & Pine	Presentation of Groups on Action Research Studies	3
Sep 12	Article Search Session @ Library <ul style="list-style-type: none"> Library Session with Mantra Roy 		Meet at the MLK library	1, 3
Sep 19	Annotated Bibliography: How to write an annotated bibliography Writing annotated bibliographies-group work	Template on Canvas	Group activity	5,6
Sep 26	Composing Annotated Bibliographies for Literature - Workshop Individual Check-ins about topics/articles		Workshop day/Individual check ins	1,4,5,6
October 3	Annotated Bibliographies for Framework What is Theoretical Framework? Describing Theoretical framework-examples Annotated Bibliographies for Action Research Describing the action research methods Writing the Introduction (positionality statement, problem of practice, research questions)		Annotated Bibliography for Empirical Research (Literature) Due	1, 4, 5, 6
October 10	Work Session for Annotated Bibliographies/Introduction Individual Check-ins		Workshop day/ Individual check ins Due: Annotated Bibliography for Framework	4, 5, 6
October 17	Writing the Literature Review		Draft Intro Due	1, 5, 6

	Examples of Literature Reviews			
October 24	Work Session for Writing Literature Review Individual Check-ins		Workshop day Individual check-ins Due: Annotated Bibliography for Action Research	4, 5, 6
October 31	Writing Conceptual Framework		Draft Lit Review Due	1, 2, 5, 6
November 7	Work Session for writing Conceptual Framework/Individual Check-ins		Draft Framework Due	2, 4,5,6
November 14	Writing the Methods section- Quantitative, Qualitative & Mixed Methods Action Research,			4, 5, 6
November 21	Work Session for writing Methods Section/Individual Check-ins		Draft Methods Plan Due	4, 5, 6
November 28	Final Presentations on the paper		Final Presentations on the Paper	2, 3
December 5	Final Paper Due on Canvas		Final paper due on Canvas	1,2,3,4,5,6

Action Research MA Project Outline

General APA Format

1. **Title Page** – Title of MA project, Name, Department Name, Date – **220 class**

2. **Abstract (no more than 200 words) – 220 class**

Written after you have completed your study, it summarizes the purpose of the study, initial question(s), methodology (data you collected and how you analyzed the data), findings, and implications for teachers.

3. **Table of Contents – 220 class**

List all the main sections of the paper (headings) on left side with its correct pagination on right side of page

4. **Introduction (about 2-3 pages) - 285 class**

Part 1: Positionality/Personal Experience. What educational experiences have you had as a student and/or teacher that inform your inquiry? What experiences have you had with people with disabilities that inform your teaching experiences?

Part 2: Problem of Practice Statement. What is the problem in your practice that you wish to investigate? What is the evidence of this problem? For example, what student learning outcomes point to this problem? Why is this problem important to other educators and/or society?

Part 3: Initial Question. End your introduction with a clear description of your initial research question. For

example, what happens/can I notice about X (S outcome) when Y (T intervention). Your question should be clearly connected to the background information you've shared and may be related to state, national, and global issues. Keep in mind that action inquiry is not suited to investigate questions of cause and effect. You have a choice between conducting a descriptive action study in which the action inquiry seeks to better understand and perhaps act upon a problem/phenomenon (where words like effect, cause, intervention, hypothesis would not be appropriate) OR a hypothesis testing action project where you would be looking at the effect of an intervention (words like effect, intervention, hypothesis would be appropriate here).

5. **Conceptual Framework (about 1-2 pages)- 285 class**

Part 1: Theory of Action. Briefly state what you plan to do and what your expected outcomes are. E.g., "I will try X in (defined educational context) to address problem Y" or "If I do X (intervention) in my educational context, participants will Y (outcome) as evidenced by Z (outcome data)."

Part 2: Theoretical Grounding. Describe the theoretical and research-based literature that supports your theory of action. E.g.: "I believe action X will address problem Y because ____ (evidence from the literature)."

6. **Literature Review (about 5-10 pages)-285 class**

Part 1: What have others learned about your topic? This should flow directly from the question and theoretical framework presented in the previous sections. In the literature review, discuss what researchers and practitioners have learned from their studies of a similar or related question/topic. Select literature from a variety of topics that are related to your initial question/topic. Use headings and, if necessary, subheadings, to clearly label the component parts/themes of your literature review. Among the articles that you cite, include at least one scholarly literature review (e.g., from Review of Educational Research). Such a source can

be an excellent starting point and provide you with many other related references.

Part 2: What still needs to be learned about your topic? What seem to be the gaps in the field's

understanding of your topic? How, if at all, might what you learn through your inquiry contribute to others' understanding of this problem? (Note: Your inquiry is primarily to advance your own understanding.)

Part 3: Conclusion. How does what others have learned about your topic inform how you plan to investigate it? Connect this back to your initial question.

7. Methodology (about 3-5 pages)- (you'll complete Part 1 & 2 in 285 class and Parts 3 & 4 in 220 class)

Part 1: Context--Where, Who, and How Do I Fit In? Describe the setting (classroom, school, etc.) of your inquiry, the key participants (students and/or others), and your positionality within that context. Include how your paper includes an asset-framed approach, as discussed in class.

Part 2: Inquiry Design. Briefly describe the design of your inquiry, e.g., as an action-oriented cycle of inquiry. Include a justification for this form of inquiry as compared to others. In this design sub-section, consider the following: What is my inquiry question? What are the data that I need to answer that question? What inquiry methods will get me those data? Why are these methods appropriate for your inquiry. Somewhere in your inquiry design, explain how your sampling method aligns with your inquiry context.

Part 3: Data Collection. Describe the data you collected (e.g., interviews, student work, questionnaires, observations, reflective inquiry journal, interval data, etc.) and how often you collected these data (e.g., how frequently did you observe students, how often did you interview participants, when did you administer questionnaires?). These need to be directly related to your initial question.

Part 4: Data Analysis. How did you analyze your data? Carefully explain how you analyzed your data (e.g., the coding categories you arrived at and the process that you used to arrive at this system). Provide examples to illustrate coding categories. Describe your analysis process in enough detail such that another teacher inquirer, if given your data, would be able to analyze it as you did.

8. Findings (about 3-5 pages) – 220 class

Part 1: Findings. (a) What did you learn from your analyzed data? Make sure to illustrate your points (e.g., with carefully selected quotes from participants or selections of writing). Include charts, tables, graphs, and samples of student work, etc., to help you make your points clearly and evocatively. (b) Discussion. Relate your findings back to your initial question and the existing literature. Unanticipated findings belong here, too.

Part 2: Limitations of your study (about 1-2 paragraphs). If you were to do the study again under the same conditions, what would you do differently (e.g., in terms of participants, data sources, intervention(s), etc.) and why? How else might one explain what you found? What factors related to this study may limit its usefulness (e.g., events, population)?

9. Conclusions and Implications (about 2-4 pages) 220 class

Part 1: Conclusions and Implications. Now that you have completed your study, so what? What do your findings mean for you, for other educators, for your school, for the education community in general?

Part 2: Future Research. What research needs to be done to learn more about your topic? What new questions did your project raise? What future action (e.g., as a first-year teacher), will you take related to your inquiry (or others) and the process of engaging in cyclical inquiry? How does this study inform future work that can be conducted as it relates to special education teachers, students with disabilities or other educational stakeholders?

10. References (In APA 7th Edition) – 220 class

- The reference list is intended to help readers locate readings that you cite.

- All citations need to be in the reference list.
- Only cited works are placed in the reference list.
- Entries must be absolutely accurate and complete (e.g., spelling of names and titles, publication date, journal volume and issue, page numbers).
- Make sure to double and triple check your list for accuracy and completion

