



Please Note: This *Course Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Course Syllabus* does not match the print Course Guide or online course information, the *Course Syllabus* shall be taken as correct.

COURSE SYLLABUS

COURSE TITLE:	Individual Project in Special Education		
COURSE CODE:	EPSE 570	TERM:	Spring and Summer 2014
COURSE CREDITS:	3	DELIVERY:	Online
COURSE SECTION:	W01	START DATE:	May 7, 2014

Course Description

Designed to assist students to integrate content and experiences from other courses through an individual project. Aim is to prepare reflective practitioners capable of conducting a critical review of the research literature, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others.

Prerequisite(s): EPSE 390 and 500

Course Objectives

The purpose of EPSE 570 is to serve as an opportunity for students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of special education. The central goal is to prepare the student as a reflective practitioner capable of conducting a critical review of the research literature, integrating this knowledge into your professional repertoire, and communicating the products of this research to colleagues and others.

Course Organization

You will be guided, with the support of the on-line instructor, into investigating a topic of personal interest. The aim includes the following:

1. To prepare you to conduct a review of the research literature.
2. Develop a set of effective practices related to your topic.
3. Prepare to deliver a presentation on your topic.

The intent of the process for this class is to parallel an advanced seminar style on-campus class.

You will be guided in the selection of your topic and in the writing of the project proposal. Following refinement of the proposal you will proceed to conduct your literature review and the

write-up. In addition, you will prepare a presentation to be delivered on-line to fellow students in this class and the instructor (and which may be adapted to be delivered in person to school staff, colleagues, and other professional development opportunities).

Your Instructor

Denise Heppner

Contact Information

Course Email: Use Blackboard Mail Tool

External Email: denise.heppner@usask.ca

Office Hours

To speak with Denise directly, please email her to arrange a mutually convenient time to discuss the course.

Profile

Denise has obtained a B.A. (Psychology), a B.Ed., and a Masters of Education in Educational Psychology and Special Education from the University of Saskatchewan.

She was awarded a prestigious Social Sciences & Humanities Research Council of Canada (SSHRC) grant for her Masters thesis, which addressed integrative service provision for students with behavioral disorders. Denise has experience teaching in a variety of cultural settings and grade levels and was previously employed as the Director of Special Education in a northern community. In addition, she has taught a variety of courses as a Sessional Lecturer and Online Facilitator at the University of Saskatchewan since May 2007. Denise is the proud mother of Luke, Sasha, and Jake.

Required Resources

Textbook/Readings

Troyka, L.Q., & Hesse, D. (2012). *Quick Access Reference for Writers* (4th Canadian Edition). Pearson Canada. ISBN: 978-0-205-00225-2

Textbooks are available from the University of Saskatchewan Bookstore:

http://www.usask.ca/consumer_services/bookstore/textbooks

Supplementary Resources

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, DC. ISBN 978-1-4338-0561-5

Course Schedule

Note: The course schedule is a guideline to working through the course material. Please check the course calendar for a more specific timeline and evaluation due dates.

Phase		Readings	Evaluation Due Date
	Getting Started	See Course Content in Blackboard for information on Textbook Readings and links to online material.	Getting Started Participation Post Due May 26
1	Development of the Project Proposal	Troyka and Hesse (2007) text (APA In-Text Citations p. 260-265, APA Reference List, p. 266-270, A Student's APA-Style Research Paper, p. 281-283) https://library.usask.ca/files/education/apa2008.pdf http://www.waikato.ac.nz/library/learning/g_apaguide.shtml	Project Proposal Due June 2 Participation Assignment: Project Proposal Due June 9
2	Project Development and Draft Submission	Text (Troyka & Hesse, 2007): Drafting and Revising a Research Paper (p. 192-195) Text (Troyka & Hesse, 2007): Grammar Basics (e.g., Summary Quick Box: When to use commas, p. 447)	Draft Submission Due July 18 Participation Assignment: Draft Submission Due July 21
3	Presentation of the Staff Development Module		Final Project Due August 5 Project Presentation Due August 8
4	Submission of the Final Product(s) for Evaluation		Participation Assignment: Final Project AND Project Participation Posts Due August 11

Note: If for any reason the Course Syllabus Reading List does not match the Module Reading List, the Course Syllabus shall be taken as correct.

Grading Scheme

Assignment	Marks
Project Proposal	20%
Presentation of the Staff Development Module	30%
Final Project	45%
Discussion	5%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://policies.usask.ca/documents/LearningCharter.pdf>

Evaluation Components

CCDE Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the CCDE can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the CCDE Writing Centre at <http://www.ccde.usask.ca/writing>

Phase 1: Development of the Project Proposal

Value: 20%

Due Date: See Course Schedule (approximately 1 month from the start of term).

Through a *dialogue* with your instructor, you will develop your project proposal. The proposal is submitted within one month of the beginning of class. The proposal should include the following:

- an outline of content (approximately five pages in length)
 - the topic of study
 - provide an abbreviated literature review using six to ten key references
 - state the purpose of the project
 - list the questions to be answered and indicate how they will be answered
- a short reference list
- state what the final product will consist of (i.e. written paper, written paper plus video tape, etc.)

The layout of the content for your proposal should include the following:

1. Working Title
2. Statement of Purpose
3. Research Questions
4. Abbreviated Literature Review
5. References (6-10)

Please note that #1-5 are live links in the blackboard course

The proposal must be submitted via Blackboard email to the instructor using **Word**, **Adobe PDF** software, or as a **hard copy**.

Phase 2: Project Development and Draft Submission

Value: No Marks Assigned

Due Date: Throughout the Term

Please use the Project Content Outline as you develop your project. Within six weeks of receiving approval of the project proposal you will have the opportunity to forward *one draft* copy of your project for written feedback provided by your instructor.

You are invited to forward this draft copy as soon as possible. It is anticipated that the review phase of this draft is the most intensive phase of the instructor-student relationship and may take several weeks (also depending on how many projects are under review simultaneously). Submissions of this draft must be submitted via Blackboard email using "Word" software, or as a hard copy.

Following review of the document by the instructor, and in dialogue during the review as necessary, the draft copy is returned to you for final editing.

As you write your literature review you may find the following resources helpful:

1. Text (Troyka & Hesse, 2007): Drafting and Revising a Research Paper (p. 192-195)
2. Text (Troyka & Hesse, 2007): Grammar Basics (e.g., Summary Quick Box: When to use commas, p. 447)
3. University of Saskatchewan's [ULC](#) (University Learning Centre) [Online Writing Help](#)

What is Online Writing Help?

[Online Writing Help](#) is an email-based tutoring system FREE to any student registered at the U of S, graduate or undergraduate.

Phase 3: Presentation of the Staff Development Module

Value: 30%

Due Date: See course schedule

The literature review project should have applicability to the role of the special education teacher. The task here is to develop an inservice module that reflects the salient points that are applicable to the field of special education and that you have learned through this process. Such an inservice module should identify the intended audience, for example: special educators, fellow teachers, administrators, human service professionals from other agencies, parents, students. The inservice module should also clarify in what ways is this information important to better understanding our students, fellow colleagues, the instructional process, the community context and so forth.

This presentation should be in a workshop format:

Workshop

A sample workshop agenda might include the following (may need to be adapted for on-line presentation).

Sample Workshop Agenda

Introduction	Personal introduction
	Purpose of workshop
	Motivational event
Information input	Theory and Practice
	Handout materials
Demonstration/Role play	Information
Group practice	Information
Debrief	
Personal sharing	Invite participants to share personal stories
	Testimonials
Resources and Evaluations	Reference/resource sheet
	Information on community resources
	Complete evaluation, feedback

Create a workshop/presentation that you would enjoy attending!

Phase 4: Submission of Final Product(s) for Evaluation

Value: 45%

Due Date: See Course Schedule

Your final project should include the content as outlined on the Project Content Outline. The length requirements of the body of your final product are 25 to 30 pages.

The final project must be emailed to your instructor through the course email. If there are supplemental materials (video, audio tape, materials, etc.) as part of the total project, they can be submitted in whatever format you and the instructor deem most appropriate or convenient.

The final projects are the product of hard work and much research. This accumulation of information from current literature will be shared amongst the class colleagues through the posting of the final projects on the Discussion board.

Should you wish to retain copyright protection of your products, this must be identified on the cover page of the project paper and in the introduction of the workshop module.

Participation Mark

Value: 5%

Due Date: Due dates will be included in the Course Schedule. Posts will generally be due one week following the submission of the proposal, final draft submission date, presentation, and final product. Your initial participation assignment (i.e., Getting started) will be due approximately 2 weeks from the commencement of the course

A Discussion thread will be created for each student. This will be a place to share ideas and to stay connected with your academic community throughout the project process.

During each phase you will be required to post a comment on your Discussion thread as well as respond to others (a minimum number of postings will be required to earn your participation mark). The following is a summary of the Discussion topics you will participate in.

- | | |
|--|---|
| Getting started
(3 marks) | <ul style="list-style-type: none"> • Create a post indicating your topic ideas/thoughts with regard to your project • Comment on at least 2 other posts |
| Project proposal
(3 marks) | <ul style="list-style-type: none"> • Create a post explaining why you chose that particular topic • Comment on at least 2 other posts |
| Project development and draft submission
(3 marks) | <ul style="list-style-type: none"> • Create a post describing challenges you have faced working through the process, or interesting experiences you may have had • Comment on at least 2 other posts |
| Presentation of the staff development module
(3 marks) | <ul style="list-style-type: none"> • Comment on at least 3 Discussion threads regarding the class presentations |
| Final project
(3 marks) | <ul style="list-style-type: none"> • Create a post expressing the lessons you have learned as you have worked through this project, and your thoughts on completion • Comment on at least 2 other posts |

Examples of comments:

- Words of encouragement
- Thoughts, ideas
- Good resources you may have come across on their topic
- Relevant, humorous, interesting experiences you may have had working with the types of students portrayed within the project (e.g., students with learning disabilities)
- Something you have learned and would find useful (e.g., from the presentation)

Assignment Guidelines

You are required to complete and submit assignments as the course progresses. The assignments will be described in the list of learning activities located in the content area of this website. Consult the course calendar to find out the exact due dates for the assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments and final paper.

Carefully read the instructions below so that you know what we expect in each assignment. Each assignment must be written in the format specified in the assignment.

1. Assignments must be typed and double-spaced. Leave one-inch margins on all sides to allow for instructor comments.
2. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Check to see that you have the required number of pages or words as set out in the instructions.
3. Proofread your assignments to ensure proper mechanics, APA style is required for all citations including personal correspondence. Please look in the Student Help section, if you require information on improving your writing.
4. Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the University of Saskatchewan's Guidelines for Academic Conduct
5. .If you think that your assignment will be late, contact your instructor well in advance of the assignment due date. Instructors will deduct marks for late assignments if you have not made alternative arrangements.
6. You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy of your assignments in case it gets misplaced.

Submitting Assignments

All assignments and the exam will be submitted to the instructor via Blackboard Mail Tool.

Additional Information

Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you are strongly encouraged to register with Disability Services for Students (DSS). In order to access DSS programs and supports, you must follow DSS policy and procedures. If you suspect you may have a disability, contact DSS for advice and referrals. For more information, see <http://www.students.usask.ca/disability/> or contact DSS at 306-966-7273 or dss@usask.ca

Integrity Defined (from the Office of the University Secretary)

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.”
(Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan Guidelines for Academic Conduct. More information is available at

<http://www.usask.ca/secretariat/student-conduct-appeals/IntegrityDefined.pdf>

Acknowledgements

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