

EDU 699 –Specialist Project Research and Writing Spring 2020

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Course Prerequisite

Students should be in their **last or second to last semester** prior to graduation. Students should have successfully completed TCHL559.

Required Textbooks

American Psychological Association. (2019). *Publication Manual of the American*

Psychological Association: The official guide to APA style (7th ed.). American

Psychological Association. ISBN-13: 978-1433832178; ISBN-10: 1433832178.

Course Description

Independent research relating to education.

Student Disability Services

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes with a letter of accommodation from the Office for Student Disability Services. The office is located in Downing University Center, A-200 and can be reached at the following phone number: 745-5004; TTY is 745-3030.

Plagiarism

Each student should make certain that all work submitted is their own and give credit to authors when their words are used. To represent written work taken from another source as one's own is plagiarism. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism is a serious offense. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. WKU makes use of a plagiarism-detection software called SafeAssign. [If the project upload indicates similar content from other uploads or the Internet, the student could receive an F on the project, an F in the course, or even be removed from the program.](#)

Assignments

Please save your assignments using your last name and title of the assignment. It makes it easier to track and make changes.

Academic Dishonesty

“Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Technology and Communication

- * Students **MUST** have access to and be familiar with Blackboard to participate in this course.

- * Students must utilize the WKU email account provided by the university to receive communication from the instructor.

- * All emails to your instructor must be in the following format: **TCHL 560, last name, topic**

Emails without this format will be returned to you to revise. This policy is for your benefit.

Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.

- * Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take ***personal responsibility*** for submitting assignments by the dates due.

- * If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.

- * Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

***Please do not expect the instructor to address your technology problems or send assignments by email.**

Times

Any times mentioned throughout the term are for the *Central Time Zone*.

Course Outcomes

The instructor will offer guide students through the concepts and skills necessary to conduct an independent research process. The instructor will serve as a coach and resource as students move from conception of the project, through research, and finally the written thesis presentation. Most instruction will be delivered via in-person meetings and email. Additional readings and methodologies of delivering instruction might be utilized. As this course is an independent research project it will be the responsibility of the student to adhere to a timeline sufficient to complete the project.

Course Objectives and Outcomes

1. Invite one faculty member to chair and two other faculty to be members of your committee for the Specialist Degree in Gifted Education and Talent Development. (Talk with advisor and/or professors in gifted education for suggestions.)
2. When the committee has been established, you are required to set up a meeting where you will discuss your research questions and receive guidance from the committee on how to move forward.
3. Familiarize yourself with Graduate School requirements for theses.
4. Review examples of completed specialist projects. (Please ask if you haven't seen them.)
5. Successful completion of the first three hours of EDU 699 will include an approved IRB research plan as well as a completed/approved literature review. You will be ready to collect data.
6. Establish a timeline for completing the thesis in collaboration with committee members (this timeline can be shared at the meeting in #2).
7. Depending on the type of research (quantitative, qualitative, or mixed methods), work with the member of your committee with expertise in this type of research. This member may be your chair and/or the member serving as your methodologist.
8. Share sections of your writing with members of your committee (it is fine to share first with the chair for feedback).
9. Successful completion for the second three credit hours of EDU 699 will include conducting the research, writing the methods, results, and discussion section.
10. After all sections of the thesis are approved by the committee, schedule a meeting for the defense of the thesis.
11. Following the defense, make any recommended edits to the specialist project document.
12. Submit the approved thesis to the Graduate School.

Evaluation and Grade Assignment: Grading in this course is pass/fail. Y

NOTE: You will receive an IP grade in this class until you do the formal presentation of your research results at a public forum approved by the instructor.

Key Journals of Use to Researchers:

[Bilingual Research Journal](#)-It is the journal of the Center for Bilingual Education and Research, ASU, and the National Association for Bilingual Education. This site offers full text articles in various formats.

[Canadian Journal of Environmental Education](#)- This journal is meant as an introduction to Canadian environmental education issues. It contains abstracts and full text commentaries.

[CEO Forum on Education](#) - It was founded in 1996 to help ensure that America's schools effectively prepare all students for the 21st Century.

[The College Quarterly](#) - This journal is meant for the improvement of college level education. It offers full text of many of its articles.

[Current Issues in Education](#) - Published by the College of Education at Arizona State University, the journal allows you to view full text articles.

[Distance Education - An International Journal](#) - It is the journal of The Open and Distance Learning Association of Australia Inc.

[Early Childhood Research & Practice \(ECRP\)](#)- Published biannually by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign.. Full text articles are available.

[Education Review: A Journal of Book Reviews](#)- Before you buy another textbook, look here for a complete review

[The Educational Technology Journal](#) - Educational Technology for Engaged Learning Educational Technology enabling students to make up their own minds

[Harvard Education Review](#) - Article abstracts online, as well as, other educator resources.

[Health Education Research](#) - The site also contains links to other Oxford University Press journals related to health

[Journal of Technology Education](#) - The Journal of Technology Education provides a forum for scholarly discussion on topics relating to technology education.

[Journal of Research in Science Teaching](#) - The Official Journal of the National Association for Research in Science Teaching

[JRME Online](#)- Web-based version of the Journal for Research in Mathematics Education. It is an official journal of the National Council of Teachers of Mathematics.

Mathematics Teacher - It is an official journal of NCTM and is devoted to teachers of Mathematics from 8th grade through 2 year and teacher education colleges.

Practical Assessment, Research and Evaluation (PARE) - PARE is Peer-Reviewed and is an on-line journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, College Park.

Philosophy of Education Yearbook - Published by the Philosophy of Education Society University of Illinois, Urbana-Champaign. The yearbook allows you to view full text articles.

Physics Education - A journal meant to stimulate those involved in Physics and Education.

Reading Online - Published by the International Reading Association, the site has full text versions of its articles. The site also provides other educational resources.

Science Education - A leading journal in science education.

The Source - Published by the University of Southern California, Rossier School of Education. You'll find full text versions of articles on a wide variety of topics here.

Technological Horizons in Education (T.H.E. Journal) T.H.E. Journal is the largest and oldest educational technology

Websites That Might Be Helpful:

ERIC - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added.

<http://www.eric.ed.gov>

Citation and Style Guides: APA - <http://library.concordia.ca/help/howto/apa.pdf>

Statistical Resources on the Web - Includes hundreds of statistical files from a variety of primarily governmental sources arranged under 24 topics, such as education, foreign economics, foreign trade, government finances, health, science, and weather.

<http://www.lib.umich.edu/govdocs/stats.html>

American Demographics Online - An excellent search engine allows the user to locate authoritative statistical data on a wide scope of demographic topics from a range of sources.

<http://www.demographics.com/>

FedStats - Comprehensive source for government statistics produced by more than 70 federal agencies. Search via broad topic areas, regions, alphabetical keyword index, or federal agencies.

<http://www.fedstats.gov/index.html>