Meeting Time and Location
Tuesdays 2:25-5:25, Grainger 1070

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Office: 421 Education
Cell Phone: 541-359-7186
Office Hours: By Appointment
Email: bdoren@wisc.edu

Course Description
This course is designed to equip students with knowledge and skills necessary to be thoughtful critical consumers and producers of education and special education research. To that end, the course is structured to foster students’ development of knowledge and skills necessary to summarize, synthesize, and extend the special education research base on topics of personal interest and professional relevance. Class members are expected to: (a) attend and to come to class prepared to actively participate in presentations and discussion of course content; (b) work collaboratively within and outside of class; (c) take leadership roles in a number of class sessions; (d) know course assignments and requirements and complete course work on time; (e) continue course work outside of class in order to meet course requirements; and (f) be proactive and communicate effectively and respectfully with classmates and instructor throughout the course.

Course Objectives
Course content, activities, and assignments have been designed so that students will be able to:

- Articulate individual research interests, identify relationships between the subject of interest and the larger field and subfields of special education and disability related knowledge bases;
- Identify and evaluate clear, unambiguous, structured questions to guide systematic literature review;
- Explore and examine a variety of methods of searching data bases of extant literature;
- Consistently and accurately apply APA style to written work;
- Summarize and paraphrase content from primary sources
- Evaluate and critique extant research publications;
- Critically analyze and synthesize findings in original ways from a body of literature;
- Articulate original implications and recommendations for future inquiry and practice
- Write a high-quality systematic review that expands knowledge and practice in an area germane to special education and of professional interest;
- Effectively communicate research ideas, findings, and implications to others in a professional manner through discussion, written products and oral presentations.

Required Texts
Other required course readings will be posted on the class Learn@UW course site. ([https://uwmad.courses.wisconsin.edu](https://uwmad.courses.wisconsin.edu)). You must complete the readings to pass the course. The concepts and strategies we discuss and assignments produced will be related to the course readings. Be prepared to articulate and summarize what you learned from course readings and how these may be applied to your own work.

**Course Website**

This seminar uses Learn@UW to distribute course materials and to communicate and collaborate online. Students can use their NetID and password to log on the Learn@UW course site ([https://uwmad.courses.wisconsin.edu](https://uwmad.courses.wisconsin.edu)). Students will be responsible for checking the Learn@UW course site regularly for class assignments, materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or [http://www.doit.wisc.edu/students](http://www.doit.wisc.edu/students). As with all computer systems, there are occasional disruptions to Learn@UW. Scheduled downtimes are not an excuse for late work.

**Course Information**

**Plagiarism and Academic Integrity:**

It is expected that students will complete their own original work and will demonstrate academic and personal integrity. It is expected that all sources will be properly cited and credit given to the appropriate author(s). While most incidents are unintentional, they can result in severe penalty. Plagiarism is

- Using someone else’s words or ideas without proper documentation (citation).
- Copying some portion of your text from another source without proper acknowledgement of indebtedness.
- Borrowing another person’s specific ideas without documenting their source.
- Turning in a paper or parts of a paper written by someone else, an essay "service,” or from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in reference section at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas. The following site may provide additional assistance on how to cite accurately or determine whether or not something needs citing: [http://writing.wisc.edu/Handbook/QPA_plagiarism.htm](http://writing.wisc.edu/Handbook/QPA_plagiarism.htm).

**Course Assignments:**

Due dates of all assignments and exams are noted in the class schedule. A description of each assignment is located after the course schedule. All written assignments should be word processed and conform to APA 6th edition writing and formatting guidelines. Submit your assignments on the course website in the appropriate dropbox folder as a Word file/powerpoint using the following extensions .doc or .docx, .ppt, .pptx. Use the following filename convention when submitting all assignment **Last name_Assignment #.**

**Late Work:**

In order to make adequate progress and successfully complete the course, the due dates for assignments are not flexible. To be considered on time, assignments must be submitted in the dropbox **before class on or before the due date noted in the class schedule.** Late assignments are subject to a 10% deduction in possible points each day they are late (i.e., if you turn in an
assignment one day late and get 100% on it, 10% will be deducted resulting in a grade of 90%). After a week past the due date, if the assignment has not been turned in, the instructor is not obligated to accept the assignment and you will not receive points for the assignment.

**Professional Work:**
All assignments must be typed and use APA formatting for text, citations, and reference section. Part of your grade will be based on the professionalism of your written work including organization, grammar, spelling, and punctuation. Students who need assistance with their writing should contact the Writing Center [http://www.writing.wisc.edu](http://www.writing.wisc.edu).

**Attendance, preparedness, and participation:**
I expect that you will attend every class and stay for its entirety. Each class session represents approximately 7% of the course. Therefore, attendance, preparedness, and participation will be considered in the final grading. *If you must miss class due to religious holiday or observance, illness, or other reasons, please notify me by phone or email in first week of the semester that you will miss class.* Given the small number of students in the class, your absence will be felt and could result in a need to change the format. Class participation includes a clear indication that students come to class: (a) prepared for presentations that have been identified in a prior session and is not on the course schedule; (b) prepared to discuss the topics of the class based on assigned readings, assignments, (c) come prepared if any additional work is mentioned in a prior class that may not be identified in the syllabus. There will be no “make up” for missed class activities or work. If you miss a class, you are responsible for finding out what occurred in the class from your peers, for turning in assigned work, obtaining class notes, handouts, and any additional work or assignments that occurred during the missed class.

**Students with Special Needs**
The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison McBurney Disability Resource Center). Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone or email (608-263-2741, 608-265-2998, fax; voice; 711 Relay; or 608-225-7956, text; email mcburney@wisc.studentlife.edu). See the McBurney Disability Resource Center website below for more information: [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu).
Course Grades

Written work
I will use five main questions to guide my evaluation:
1. Is the content comprehensive, Is the compelling, and thought provoking
2. Is the content well organized and easy to read?
3. Is the content aligned with the assignment guidelines?
4. Is APA style correctly applied to the work
5. Are page limits (when identified strictly adhered to)

Presentations:
I will use eight main questions to guide my evaluation
1. Is an advanced organizer provided at the beginning of the presentation?
2. Is the presentation well organized?
3. Is the content presented on handouts or slides clear and simple (e.g., is not text heavy; does not have a busy background; does not use All Caps—too much).
4. Is the presentation enhanced or made clearer through the use of visual aids/pictures/tables etc. (when appropriate)?
5. Is the content on slides complementary to the presentation?
6. Is the presenter clear and organized?
7. Is the presenter able to keep the presentation within time constraints?
8. Is the presenter able to field questions and respectively take feedback?

Grading
I welcome variation in responses to the assignments and encourage you to bring your own ideas and experiences to each assignment. At the same time, there are criteria that will be required to be met in each assignment. I will assign a grade of Excellent (A)=4.0; Excellent/Good (AB)=3.5; Good (B)=3; Good/Fair (BC)=2.5 Fair (C) =2 for each assignment. Assignments will be appraised based on the general criteria above and degree that assignments conform to assignment guidelines.

The final grade in the course will be assigned based on the collection of grades obtained by the student throughout the course, taking into consideration growth and improvement. Overall, attendance, preparedness and participation in class also will be considered in the final grade. Please note that because successful completion of the course requires adequate progress on course assignments and course assignments build on one another, I will be unable to accept an assignment that is more than a week late.

Incompletes. The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) the student has completed the majority of the class sessions and the work and the quality of work in class until near end of semester is ≥ C; (b) the student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control; (c) in the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F; and (d) the deadline for completion of an incomplete is by the end of the fourth week of the following semester. An arrangement and agreement must be made between the student and instructor before the end of the course for an I to be considered.
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<tr>
<th>Class</th>
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| Class 1 | 1/17  | • Overview of course  
• Purpose of the course  
• Research interests, conceptual/theoretical frameworks- narrow focus  
• Identifying problem areas, research questions  
• What makes a useful/good question |                                                                         |                  |
| Class 2 | 1/24  | • Systematic reviews  
• Situate and evaluate your interests, guiding research question (literature reviews); | Oxman-guyatt (1988)  
Copper & Hedges  
**Review tools**  
Pyrczak (1999)  
Checklist reviewinglitreviewlitreview.pdf  
evaliteraturereview.pdf  
Systematic reviews checklists for review articles.pdf | Initial Guiding research questions /aims for literature review |
| Class 3 | 1/31  | • Systematic reviews  
• Overview and purpose of types of research  
• Validity and reliability of research articles  
• Evaluating Research articles  
• Debrief literature review assignment | Overview of research.pdf  
What is systematic review.docx  
Why is it important to be systematic.docx  
How to do a systematic literature review and meta-analysis.pdf  
tenruleswritng.pdf  
Randolf (2009).pdf | Evaluation literature review in your area of interest  
Supporting documents to debrief findings on literature reviews obtained—reassess research interest/questions, focus of review |
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<td>Class 4</td>
<td>2/7</td>
<td>• Bonnie in DC</td>
<td>Article Analysis checklist.doc</td>
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<td>• Select two research articles conducting primary research. Summarize and evaluate the research articles</td>
<td>Article critiquequwest2.pdf</td>
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<td>• Develop a description of the purpose, need, and importance for the review research questions/aims relate</td>
<td>Evaluating research.pdf</td>
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<td>chapter 4-critical appraisal of qualitative research.doc</td>
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<td>standardsqualrev.pdf</td>
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<td>Class 5</td>
<td>2/14</td>
<td>• Search strategies citation managers</td>
<td>Article summaries and evaluation Description purpose, need, importance of review</td>
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<td>• Present/feedback article summaries — purpose statements</td>
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<td>Class 6</td>
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<td>• Search work session</td>
<td>Search, gather, read, summarize</td>
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<td>• Assess progress/problems/questions</td>
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<td>Class 7</td>
<td>2/28</td>
<td>• Presentation literature search</td>
<td>Search, gather, read, summarize</td>
<td>Literature Search</td>
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<td>• Summarizing/evaluating articles</td>
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<td>• Organizing articles</td>
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<td>Class 8</td>
<td>3/7</td>
<td>• Presentation/Feedback Article Summary</td>
<td>Search, gather, read, summarize</td>
<td>Summary-Evaluation of Articles</td>
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<td>• Assess progress/questions</td>
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<td>Class 9</td>
<td>3/14</td>
<td>• Presentation summary Tables</td>
<td>Search, gather, read, summarize</td>
<td>Table(s) summarizing critical article components, themes or subthemes from reviewing the research emerging common and unique themes</td>
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<td>• Developing an Introduction</td>
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<td>Class 10</td>
<td>3/21</td>
<td>• SPING BREAK</td>
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<td>Class 11</td>
<td>3/28</td>
<td>• Presentation and Feedback - Introduction</td>
<td>Search, gather, read, summarize</td>
<td>Written Draft Introduction-</td>
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<td>• Developing Method</td>
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<td>Class 12</td>
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<td>• Presentation/feedback</td>
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<td>Written Draft Method-Presentation</td>
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<td>• Developing Results/Summary</td>
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<td>Class 13</td>
<td>4/18</td>
<td>• Presentation/feedback</td>
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<td>Draft Results (including table summaries)</td>
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<td>Class 14</td>
<td>4/25</td>
<td>• Presentation/feedback</td>
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<td>Draft Conclusion</td>
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<td>Class 15</td>
<td>5/2</td>
<td>• Presentations and feedback</td>
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<td>Present on all of components of literature review</td>
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<td>• Putting it all together</td>
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<td>include thoughts regarding discussion and implications</td>
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<td>Finals week</td>
<td>5/11</td>
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<td>DUE: Systematic Literature Review</td>
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Description of Course Assignments

I. Initial Research Problem/Questions  Due: 1/24

You will provide a short written summary of 2 to 3 researchable problem areas or areas of need to explore related to your interests. For each area, you will develop at least 2 researchable/guiding question(s). Your assignment should include the following elements: (a) description of the research areas situated within your conceptual framework, or subfield in a larger the context of the field, (b) identification of related questions; (c) a brief description of why you are interested in these problems; and (d) why the answer to the questions could be important to field of education and will contribute new knowledge to the field. You will prepare a .ppt or handout that depicts a summary and talking points related to each of the assignment components in the above assignment. Students should be to provide feedback and ask questions. Note (taking notes and sharing) how the feedback was helpful.

II. Summary and Evaluation of Literature Reviews  Due: 1/31

Find if you do not have any from previous classes, two or three peer-reviewed literature related to your guiding/research questions. Systematic literature reviews are preferred if available. For each review, (a) include a summary of the focus of reviews, conceptual/theoretical orientation, main points, and conclusions, and implications, (b) your evaluation of the sections of the reviews, (c) the review’s overall organization and clarity, as well as a holistic evaluation (great, good, OK, poor). Finally, briefly describe the usefulness of the review in informing you about your area(s) of interest and questions (e.g., in providing a further understanding of your area/questions, potential directions for your review, research, gaps in the literature that you could pursue in your review, and if your question/focus has already been answered)? Your evaluation should not be lengthy Provide unifying summary of the reviews describing common or unique orientations, main points of the reviews, a summary of your evaluation, and the impact of the reviews on informing your initial areas of interest and guiding/questions. **Revise and refine research questions accordingly based on the assignment (operationalize)** Upload literatures with your assignment. Develop a .ppt or handout that summarizes the assignment and lingering questions you have and feedback you would like.

III. Critical appraisal of two peer-reviewed primary research articles  Due: 2/14

You will select and critically evaluate two peer-reviewed research articles that report primary research and are related to your research areas/ question(s). The evaluation should be in your own words. You must include: strengths and weakness article, how the articles informed your research questions. Upload your articles along with assignment.

The assignment should be structured in three (3) sections.

**Section 1:** Articles theoretical or conceptual framework
1) Purpose of the article (including aims/research questions if provided)

**Section 2:** Critical appraisal of the article (see supporting documents that can be used)

**Section 3:**
1) Identify two implications for practice (that were not identified in the article)
2) Identify future research needs that remain for you (not identified in the study).
3) Identify an additional limitation to the study (not identified in the study)
4) How this article informed your guiding/research questions (or didn’t)
5) Examine the reference section and document articles that you believe will address your research questions for future use.

**Section 4: Revised/refined research questions (operationalize)**

**Literature Search Summary  Due: 2/28**

Based on the completion of the literature search summary that is structured by your selected by your chose question, you should be in a position to refine, revise your research problem and question(s) **AGAIN** that you will use in the next assignment, which consists of completing a systematic literature review that leads to a needed study. Please address EACH of the following:
1. Conduct a literature search that addresses your research problem/questions that are: (a) in peer-reviewed journals, dissertations, other grey literature, (b) that address your research topic and question(s), and (c) are primary research studies that collected data or used extant datasets vs. reporting on data from other studies.

2. Document the parameters of the literature search from which you selected these articles, including, (a) inclusion and exclusion criteria (a) your search process (e.g., search parameters and key terms used, data base(s) hand searches, reference lists); (b) articles that met and did not meet you criteria, (delete duplicates), and why, (c) how many articles were included and excluded.

3. Scan abstracts (document inclusion/exclusion based on scan of abstracts), down load or obtain full-text of the articles that meet your criteria.

4. **Evaluate whether you have a reasonable number of articles to conduct a systematic review (too few? too many). Depending on the answer to this question—revise your research question and search again!**

5. Provide a discussion of lessons learned from the search.

6. Present a summary of your literature process and obtain feedback.

IV. **Summaries of Articles**  
Due 3/7

Select four-six articles that will be included in your systematic review. Summarize article’s purpose, method, results, findings, and conclusions in your own words. Evaluate each article. How does the article relate to the purpose and guiding research the quality/problems that will structure your systematic review? Note potential biases that you notice within the article. Across articles develop a summary of what you have learned about your research question. Develop common and unique themes that emerged across these articles related to the purpose and developing a further understanding about your guiding/research questions. Note if there are biases across articles (publication bias?)

V. **Summary Tables or Figures to guide your research synthesis**  
Due: 3/14

Summarize all articles you believe you will include in your systematic literature based on your results of the literature search summary. For the articles you included, develop a summary table and or method of summarizing across studies to help you to organize your research studies to assist you in the ability to summarize and synthesize studies for your systematic review. This can be done in separate Tables, Excel sheets etc. depending on what would be helpful to you. Include the following and any other information that will help you summarize, integrate/synthesize the studies. **Summary tables of articles included in the systematic review are normally included in the review write-up.**

- Author(s), journal, date
- major features of the study
  - purpose,
  - variables examined, participant characteristics, design, (randomized control study, quasi-experimental, grounded theory, narrative, focus groups etc.) If included an intervention describe features
  - major findings
- common and unique themes

Develop a 10-15 minute presentation that shows your
- your organization of findings across studies (Tables you developed that organizes the studies and findings that you feel are most relevant,);
- And bullet points of lessons learned and limitations of your search and summary;
- Next steps;
- Feedback that you would find helpful from your peers
VI. **Drafts Sections:** *I will provide structure and information about what is expected in this course related to these sections.* You will develop drafts, present main points; obtain feedback from peers either through presentations or peer-reviews.

1. Draft Introduction **Due: 3/21**
2. Draft Method **Due: 4/4**
3. Draft Results/Summary **Due: 4/18**
4. Draft Conclusion **Due: 4/25**

VII. **Presentation of systematic review:** Due: 5/2

VIII. **Final Systematic Review** Due: 5/11