FAIRLEIGH DICKINSON UNIVERSITY  
PETER SAMMARTINO SCHOOL OF EDUCATION  

COURSE SYLLABUS  

EDUC 7812 FINAL PROJECT  
EDUC 7674 MASTER’S SEMINAR: RESEARCH SPECIALIZATION  

Day/Time:  

Instructor:  
Phone:  
E-mail:  

Office and office hours:  

Required Texts  

Recommended Text  

Other required sources  
On-line link for Protecting Human Research Participants training--to take this online course: go to [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php).  
Selected readings distributed in class, posted in Blackboard or send via email.  

Course Description  
This course explores the fundamentals of educational research, its value and the links between educational research and practice. Students will conduct a survey of the literature on a selected topic and use higher order thinking skills to develop a research question or series of questions and an action research proposal. Students will develop an action research proposal that is specific to their needs and interests as practitioners.  

Course outcomes: upon completion of this course, the student will:  

A. Demonstrate an understanding of the language of research and the importance of research in improving educational practice and in expanding the knowledge base.
B. Exhibit knowledge of various research methodologies.

C. Be practiced in finding, reading, and analyzing educational research on a selected topic framed or designed as a research problem or research question.

D. Have written a thorough literature review with appropriate citations.

E. Have developed an “action research” proposal.

F. Be proficient in using APA format.

G. Understand the complexities associated with human subject research and the ethical and legal aspects of conducting research in schools.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

We believe our candidates are:

1. **Qualified** to teach subject matter knowledge.

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent** in pedagogical knowledge.

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students.(NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and have a copy of...
these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

This course also supports the standards of ethical research with human subjects as articulated by the National Institutes of Health and found at http://phrp.nihtraining.com/users/login.php.

NJ Professional Standards for Teachers

Standard #1 (Content): Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1,1.2,1.5,1.7, 1.9]

Standard #2 (Human Growth and Development): Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development. [2]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2]

Standard #4 (Instructional Planning and Strategies): Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. [4.12]

Standard #5 (Assessment): Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard #6 (Learning Environment): Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard #8 (Communication): Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

Standard #9 (Collaboration and Partnerships): Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students’ learning and well-being. [9.7]

Standard #10 (Professional Development): Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.3, 10.5]
Standard Eleven - Professional Responsibility - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.2, 11.3, 11.4, 11.5, 11.6]

Individual students within the framework of their respective research will address these standards and additional indicators as appropriate.

**Course Policy and Expectations**

- This class is scheduled to meet for a total of 15 classes.
- **Individual Consultations**--the professor will set up a modified schedule to allow for research and writing time as well as individual conferences. This is an important feature of the course and provides each student with several opportunities of receiving individualized instruction with the instructor. **Students will meet with the professor in the library for individual consultations on:**

Whole class meetings and presentations--classes will meet again in ________ (the assigned classroom) for presentations on _________ to share and compare research experiences and to discuss and reflect upon the final project and your capacity for learning how to learn.

**Candidates are to turn in one (1) digital or email and one (1) “clean or unmarked” copies of their finished work. Each copy is to have an appropriate cover complete with title page (see sample in syllabus). Each copy must contain a copy of the NIH Human Participants Protection” course certificate.**

During the course students will be given deadlines to submit:

1. A problem statement and hypothesis
2. A literature review
3. An explanation of the proposed methodology
4. An analysis, discussion and conclusion of the research proposal
5. A finished written final project
6. A presentation of that project
7. NIH certificate
8. A reflection on the NJPST and the extent to which the completion of the final project allowed candidates to reflect upon and use constructive suggestions to enhance the teaching and learning process.

**Grades will be based on:**

1. Critical reading of all assignments, class preparation, class attendance including attendance at individual consultations, class participation 15%

2. Preliminary drafts of major components of the final project (formulation of research questions and rationale, literature review, methodology, conclusion) 20% Drafts **MUST** be on time.

3. Human Participation Protection Education for Research Certification 8%

4. Final project 45%

5. Presentation of the final project including learning how to learn reflection 12%

Your total number of points will be converted into the following grade:

95-100: A  
90-94: A-  
87-89: B+  
83-86: B  
80-82: B-  
77-79: C+  
73-76: C

Any grade below C is considered unacceptable in graduate programs and considered failing.

**Evaluation of written work will be based on the attached rubrics**

NOTE: Reflection and thoughtful analysis weigh heavily in the instructor’s review of all work and class participation. See the end of this syllabus for Fairleigh Dickinson University and the School of Education’s policies on attendance and other matters of importance.

**Course topics:**

- The purpose and value of research
- Introduction to research in education and the social sciences
- Problem formulation
- Literature review
- Hypothesis formulation
- Methodology/Measurement/Data Collection/Data Analysis
- Citations and references
- How to do on-line research
- Research ethics
**DRAFTS**

**Preliminary drafts** are part of your grade and must be handed in *on time* unless prior approval has been received from the instructor. Drafts should be written in clear, concise prose—no outlines.

**Failure to submit these drafts when due can result in the loss of credit for these assignments.**

Drafts are not expected to represent the full length of the finished project but are to reflect the progress of your research. **Drafts are designed to assist students by providing timely feedback on their work in progress so that revisions and additions can be made and the project can grow.**

The length of the drafts and the submission process will be indicated in class. **Students not meeting with the instructor when a draft is due because of the modified schedule may leave a copy in the instructor’s mailbox and email a copy.**

**REQUIRED TASKS**

**Task 1 Formulation of research question(s) and rationale for the study. Due:**

You will describe in one or two paragraphs why you selected this topic to study and you also will formulate a research question. Since the research process is recursive, a student may modify the original question as the project unfolds. However, students will be expected to make a commitment to the research topic in the first two weeks of the course.

**Task 2 Literature Review—Due:**

You will begin writing the literature review of your topic or you will develop an annotated bibliography for your topic and research question. You will summarize ideas from the articles and books you have consulted up to this point. You will include in the draft a list of references in APA style. This draft should be about 4-5 pages in length. The details of a literature review will be explained in class. Please consult the Stringer and Patten books for more information. Since the literature review is a history of the topic, this draft will reflect the journals, articles, books, and other materials you have consulted. **Candidates are expected to read and cite 20 articles from scholarly journals. Books or government or foundation reports that are appropriate and relevant to your research question may be included in your sources.** The final literature review should contain at least 20 articles from scholarly books and academic journals. It is expected that the candidates will have additional references in the completed section.
Task 3 Methodology—Due:
You will explain in 1-2 pages how you would implement your project design. You may include appendixes such as interview questions, informed consent forms, letters of introduction, etc. Please consult the Stringer and Patten books for details and your class notes for other pertinent information.

Task 4 Analysis, discussion, conclusion, and reflection—Due:
Using your growing knowledge of the topic, you will prepare at 1 -2 page summary of what you think the conclusions of your study would be.

Task 5 NIH certificate--Due with final draft on:

Task 6 Presentation—Due:
Candidates will present their research project in class using Power Point and/or materials of their choice. Your grade will be based on organization, subject knowledge, audience awareness and speech word choice.

Task 7--Final Project Due:
The FINAL PROJECT will contain the following sections. Each chapter should incorporate items and material from earlier drafts but must show evidence of growth of your research and your thoughts on the topic. These chapters should be longer and more sophisticated in their organization, content, and presentation in order to reflect the reading and analysis you have done since the original drafts were submitted.

Chapter 1: The introduction of the problem that includes a statement of the problem, a hypothesis if appropriate, the importance of the problem, definitions of important terms and the rationale for the topic. You may include statistics that show the scope or importance of your problem or brief references to research that may have sparked your interest or contributed to the formulation of the research question.

Chapter 2: A review of the literature. A critical evaluation of what has been written on the topic and what the literature says both pro and con. Your task is to evaluate the literature. Do all researchers agree on the problem and issues concerned? What are the similarities and differences? Is one camp more persuasive, more powerful, in the majority?

Chapter 3: Methodology. You are to design a study that can produce reliable, valid data related to your problem statement. Who or what will you study and how? What do you hope to learn? How will you gain access to these participants? How many participants will your study need? How will you collect the data? How will you justify the decisions you have made regarding the number of participants you will study (sampling) or the means or instruments (for example standardized tests, questionnaires, interviews, direct observation) that you will use to collect data? Should you design an appropriate questionnaire or formulate survey or interview questions to obtain the information that you will need? What criteria need to be established? What will be the limitations of your study?
Chapter 4. Analysis, discussion/conclusion, and reflection on the NJPST and how the completion of the final project affected your capacity to reflect upon and use constructive suggestions to enhance the teaching and learning process. In the analysis you will discuss your plan for distilling, categorizing, coding, analyzing and interpreting the data to learn what the data says about your topic, research question or research question. Based on you reading and research, what do you expect the results to be? How does your study relate to others? What might be future research questions related to your study? Synthesize! In your conclusion, include a reflection on which of the NJPST you addressed when completing the final project and its affect upon your capacity to use constructive suggestions to enhance the teaching and learning process.

References - All work must follow APA format.

It is imperative that you proof-read and submit a well-written research proposal in terms of thought, written expression and grammar.

Course schedule, assignments and due dates. The following contains readings in the texts and the date for the submission of 7 different assignments. The APA manual is intended for use as a supplemental text. The chapters in the Patten and Stringer books should be read for the session indicated for the purposes of discussion and to help you understand methodology.

Week 1  Discussion of course goals, objectives, performance tasks, and the purpose and role/function of research. Overview of a typical research proposal.

Week 2  Identifying a topic and narrowing that topic into a research question or research problem. Terminology: learning the basic language or concepts of research. Is a hypothesis appropriate for your study? Patten, 1-16, Stringer, 1-13, 228-234 Task 1 is due.

Week 3  The introduction and literature review (part 1) and conducting library and online research. Patten, 17-42, Stringer, 14-35.

Week 4  Research design, the literature review (part 2)—analyzing and evaluating sources. Deciding on an organizational approach to the literature review. Patten, 43-62, 197-203, Stringer, 36-61, 91-95.

Week 5  Developing the method chapter (part 1), Patten 63-86 (sampling) and (proposing instrumentation), Stringer 62-90

Week 6  Research ethics; developing the method chapter (part 2): procedures, analysis, and discussion Patten 87-116, Stringer, 96-124 MID-TERM Task 2 Due: a written draft of the introduction/literature review of your research proposal. You may also prepare an annotated bibliography to fulfill task two (2). Include your selected bibliography with your submission. Please see the note on the minimum number of sources or references discussed earlier. Please send the document by email and bring a hard copy to the individual consultations with the instructor.

Week 7  Instructor will meet with students for individual consultations regarding the
development of their final projects. Students are required to meet with the instructor for a minimum of two individual consultations. Failure to do so will impact the final grade. It is highly recommended that students attend three individual consultations with the instructor.

Patten, 117-124, Stringer, 125-149

Week 8
Instructor will meet with students for individual consultations regarding the development of their final projects.
Patten, 125-132, Stringer, 150-180

Week 9
Instructor will meet with students for individual consultations regarding the development of their research proposals.
Patten, 132-138, Stringer, 181-188—recommended that research proposals be prepared using the 7th ed. of the Publication manual of the American Psychological Association.

Week 10
Instructor will meet with students for individual consultations regarding the development of their research proposals. Patten, 139-145, Stringer, 193-196. Recommended that research proposals be prepared using the 7th ed. of the Publication manual of the American Psychological Association.

Task 3 Due: A written draft of the methods section of your research proposal is due: 1) participants, 2) instrumentation, and 3) procedures.

Week 11
Instructor will meet with students for individual consultations regarding the development of their research proposals. Patten, 147-154, Stringer, 197-208. Recommended that research proposals be prepared using the 7th ed. of the Publication manual of the American Psychological Association.

Week 12
Instructor will meet with students for individual consultations regarding the development of their research proposals. Patten, 155-168, Stringer, 209-213. Recommended that research proposals be prepared using the 7th ed. of the Publication manual of the American Psychological Association.

Task 4 Due: Analysis, discussion

Week 13
Instructor is available for individual consultations and will comment upon the research proposal. Patten, 169-177, Stringer, 215-227.

Task #5 Due: “Protecting Human Research Participants (PHRP)” course Certification Task 7 Due: the complete research proposal is due including the title page, abstract, introduction, literature review, analysis, discussion, and bibliography. Class meets at the regular time. Please submit the complete proposal by email and one (1) hard copy.

Week 14
Class meets at the regular place and time. In-class presentations of the complete research proposal and candidates’ learning how to learn reflections are scheduled. (Task #6)

Week 15
Class meets at the regular place and time. In-class presentations of the complete research proposal and candidates’ learning how to learn reflections are scheduled. (Task #6)
Your paper must have a cover page which looks like the following example:

TITLE

BY

YOUR NAME

Mentor

Submitted in Partial Fulfillment
of the Requirements for the Degree
Masters of Arts in Teaching (MAT)
Fairleigh Dickinson University

SEMESTER/YEAR
## Presentation/Reflection (12)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because candidate jumps around.</td>
<td>Candidate presents information in logical sequence which audience can follow.</td>
<td>Candidate presents information in a logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Candidate does not have grasp of information; candidate cannot answer questions about subject.</td>
<td>Candidate is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Candidate is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Candidate demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Audience Awareness and Speech</strong></td>
<td>Candidate reads all of report with no eye contact. Candidate mumbles, incorrectly pronounces terms, and speaks too quietly for those in the back of class to hear.</td>
<td>Candidate occasionally uses eye contact, but still reads most of report. Candidate's voice is low. Candidate incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Candidate maintains eye contact most of the time but frequently returns to notes. Candidate's voice is clear. Candidate pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Candidate uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning how to learn reflection</strong></td>
<td>Candidate does not reflect on the effect upon the teaching/learning process.</td>
<td>Candidates alludes to but does not elaborate on the effect of the teaching/learning process</td>
<td>Candidate provides a clear, coherent statement of the effect on the teaching/learning process.</td>
<td>Candidate provides a detailed, coherent statement of the effect on the teaching/learning process.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points:
FDU School of Education Policy Reference

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

A. Attendance: Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:

a) Attendance is required in all our classes
b) 3 absences, grade drops by a half a grade
c) 4 absences, grade drops by one full grade
d) 5 absences, the student fails or withdraws from the class

B. FDU Academic Integrity Policy (please refer to: )

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs: http://www.fdu.edu/faculty/academicintegrity.pdf; http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and] http://view.fdu.edu/files/SOEhandbook.pdf

C. GRADUATE PROGRAMS – GRADING AND SIMILAR POLICIES

Grades:
- Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point ratio (GPA). The student will earn credit for one course.

Degree Requirements and Academic Probation
- The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
- Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
- Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
- A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

D. Undergraduate Programs – Grading and similar policies

Grades
- Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
- Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

Degree Requirements and Academic Probation:

- In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
- An undergraduate program of study must be completed within a period of ten years.

E. Student Academic Services: The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.
F. Policy on course completion: In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

G. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):

   It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

H. Picking up graded papers: Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

I. Instructor Specific Policies

   Please consult the syllabus and any materials distributed or posted by the instructor, or any directions given in class session. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

J. Disclaimer

   1. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

   2. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements, which might not grandfather a student.
<table>
<thead>
<tr>
<th><strong>FINAL PROJECT – EDUC 7812 – RESEARCH PAPER RUBRIC</strong></th>
<th><strong>Instructor:</strong></th>
<th><strong>Grade__________</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POOR (3)</strong></td>
<td><strong>FAIR (5)</strong></td>
<td><strong>GOOD (7)</strong></td>
</tr>
<tr>
<td><strong>OUTSTANDING (9)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis/Problem/Question</strong></td>
<td>Student relied on instructor-generated or widely noted questions or developed a question requiring little creative thought or reflection.</td>
<td>Student constructed a question that lends itself to readily available answers.</td>
</tr>
<tr>
<td></td>
<td>The review of the literature is grossly inadequate. Few relevant research studies are cited. The research is limited; drawn primarily from unreliable sources. The review represents a minimal effort to examine the body of research addressing the topic.</td>
<td>The review of the literature represents an adequate examination of the available information on the topic. The studies cited suggest some evidence of relevance. The credibility of sources may be questionable, contain little empirical evidence and fail to support a logical and convincing analysis.</td>
</tr>
<tr>
<td><strong>Research: information seeking, collection, and evaluation</strong></td>
<td>The paper is difficult to read and understand, with numerous syntactical, grammatical, spelling and typographical errors. APA format was not utilized as required. Little or no proofreading is evidenced.</td>
<td>The paper requires some revision. The writing style needs improvement and, coupled with syntactical, grammatical, and typographical errors, detracts from the overall effectiveness of the presentation. The required APA conventions are not always followed.</td>
</tr>
<tr>
<td><strong>Usage/Style</strong></td>
<td>The paper lacks a substantive method and analysis of the topic. Very little, if any, systematic analysis is evident. No support or evidence is established for the importance or timeliness of the topic, nor has the author demonstrated his or her understanding of the efficacy of further research into the subject.</td>
<td>While the paper includes a method and analysis, the method, analysis lacks depth and thoughtful inquiry. The analysis provides little support for the need for further research; it fails to integrate the knowledge base with the proposed study.</td>
</tr>
<tr>
<td><strong>Method, Analysis</strong></td>
<td>The paper lacks closure. Neither conclusions nor implications are considered. There is a glaring absence of any type of synthesis, and few, if any, additional research questions are raised.</td>
<td>The synthesis lacks depth and thoughtful inquiry. Conclusions and implications for further study are addressed, yet not to the extent required for meaningful analysis.</td>
</tr>
<tr>
<td><strong>Synthesis/Conclusion/Reflection</strong></td>
<td>The paper represents a comprehensive, systematic, and cogent method and analysis of the topic under study. The author’s presentation represents an insightful and reflective examination of the subject. Literature and data collection are integrated at a high level of sophistication.</td>
<td>The paper shows good effort but the level of method, analysis could have been deeper. Limited reference to the literature.</td>
</tr>
</tbody>
</table>

**EDUC 7812 FINAL PROJECT**
**EDUC 7674 MASTER’S SEMINAR: RESEARCH SPECIALIZATION**

revised 6/12/2012 r/k