COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling Program

COURSE NUMBER: ED 7999

CALL NUMBER: 24552

COURSE TITLE: Terminal Master’s Seminar Essay and Project

TERM/YEAR: WINTER, 2015

DAY: TBA

TIME: TBA

COURSE LOCATION: 112 Education

INSTRUCTOR: George Parris, Ph.D., LPC, CCRC, NCP Coordinator and Assistant Professor Rehabilitation Counseling Program 311 College of Education 313-577-1619 E-mail: gparris@wayne.edu

OFFICE HOURS: Monday: 3:00 - 4:30PM Wednesday: 3:30 - 5:00PM

PROGRAM SECRETARY: Lei Juan Stewart-Walker: (313) 577-1613

COURSE OBJECTIVES:

The aim of this class is to encourage you to conceptualize and conduct research that will contribute to your understanding of social problems, particularly those within the contexts of rehabilitation counseling. Through this class, you will acquire a set of tools that will help you learn to design a research project and when necessary, critique and challenge it. Additionally, students in this course should achieve the following objectives:

1. Identifying and defining a problem and formulating a research question;

2. Using adequate sources and pertinent specialist literature to conceptualize the problem within the contemporary academic decision;

3. Understand the role of a literature review in rehabilitation counselling research;
4. Developing an effective method to solve the problem;

5. Applying the method;

6. Summarizing the result in a concise and organized manner by describing the relation of the results to the problem initially identified.

REQUIRED TEXTS:

No required text.

CLASS REQUIREMENTS:

1. Master’s Thesis Proposal (10%)

The Master’s Thesis Proposal demonstrates the student’s ability to organize the research project into a concise, coherent statement. In essence, it

a) Defines and restricts the research project;
b) Clarifies the most important goals of the thesis;
c) Explains the methods of study; and
d) List resources requirements.

The proposal is to be submitted for approval and must consist of the following components:

a) Substantive proposal narrative;
b) Preliminary research; and
c) Theory that will be used to guide your research

Due Date: February 6, 2015

2. Submit Chapter One (20%)

Due Date: March 6, 2015

3. Completed Master’s Degree Research Project (70%)

The Master’s Essay Project will be submitted on the specified date listed below in partial fulfilment of the requirements for the degree of Master of Arts in Rehabilitation Counseling and Community Inclusion. The project will follow the guidelines listed below:

1. Complies formally with the standards prescribed in the American Psychological Association, 6th Edition Publication Style of Writing;
2. Approximately 45 – 50 pages long;
3. Is written grammatically correct, is coherent and organized appropriately; and
4. Must use approximately 50 references.

**Date Due: April 24, 2015**

**NOTE:** All papers must be submitted to the instructor in a binned format. No FAX or E-MAIL copies will be accepted. In addition, all papers must be submitted on the due date. This is a class, which requires you to be organized from day one, as late submittal of research project will not be accepted. In addition, incomplete grades (I) will not be given for this class.

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED/RCI program:

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<th>Honor Point</th>
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Below 75 is a failing grade

**MASTER’S ESSAY STRUCTURE**

**Chapter 1: Introduction**

- Includes a problem statement
- Clarifies the research question (s)
- Describes the context in which the question arises
- Describes the motivation for the study
- Defines important terms
- Describes the purpose for the research
- Outline the structure of the project

**Chapter 2: Literature Review**

- Comprehensive and up to date
- Shows a command of the literature
- Contextualizes the problem
- Includes a discussion of the literature that is selective, synthetic, analytic and thematic

**Chapter 3: Theory**

- Appropriate
• Logically interpreted
• Understood
• Aligns with the question at hand
• Strengths and weaknesses

Chapter 4: Summary and Conclusion

• Appropriate
• Aligns with the question and hypothesis raised
• Shows sophistication
• Is iterative
• Well presented
• Intelligently interpreted
• Conclusions clearly stated
• Limitations of the research clearly stated

CLASS SCHEDULE:

01/28/15 PROFCAST LECTURE
Introduction to Thesis Preparation
Developing a Research/ Thesis Paper

02/05/15 PROFCAST LECTURE
Review Proposal and Chapter One

02/11/15 Library Presentation
Veronica Bielat, Librarian III
Visit to Purdy Library

02/19/15 PROFCAST LECTURE
Writing a Literature Review
Go over Literature Review and Theoretical Orientation

03/06/15 Submit Chapter One

03/26/15 Question and Answers

04/24/15 Turn in Thesis Paper
Course Evaluation
Summary

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is
313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:
ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://www.doso.wayne.edu/codeofconduct.pdf
RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

ELECTRONIC MAIL AND BLACKBOARD:

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than “learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words.
When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with" or "suffering from”. It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.
1. Problem is clearly stated

2. Hypotheses are clearly stated

3. Problem is significant

4. Assumptions are clearly stated

5. Limitations of the study are stated

6. Important terms are defined

7. Relationship of the problem to previous research is made clear

8. Literature Review Theory clearly stated

9. Advantages and disadvantages of theory clearly stated

10. Interpretation of findings clearly stated

11. Results of the analysis are presented clearly

12. Conclusions are clearly stated