



The College of

WILLIAM & MARY

**EDUC 663: Principles of Educational Research
Fall 2010**

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- 4. Office:** Room 3122, 301 Monticello Avenue
- 5. Office Hours:** Tuesdays: 11:00 am – 4:30 pm
Wednesdays: 11:00 am – 4:30 pm
By Appointment
- 6. Classes:** 4:30 pm – 6:55 pm on Wednesdays

7. Course Description

EDUC 663 is a study of the methods and techniques employed in research. The course includes the study of selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement. Major emphases are placed on the design and interpretation of quantitative research studies, including problem and hypothesis formulation, research design, data collection, data analysis, and interpretation, understanding the process of empirical research, understanding basic concepts and methods of educational research, and interpreting and evaluating the products of empirical research, including locating and evaluating research articles. This course provides students with a general understanding of different paradigms, key concepts, and ethical issues in research. Students are encouraged to apply the principles and underlying concepts of educational research to their own areas of interest.

8. Course Objectives

At the completion of the course, the student should be able to:

- 1) Identify the steps of scientific method found in journal articles.
- 2) Explain the characteristics of various types of research used in the social sciences.
- 3) Compare and contrast the central characteristics of the qualitative and quantitative research paradigms.
- 4) Understand the processes and procedures of educational research.
- 5) Demonstrate a working knowledge of key research concepts.
- 6) Develop skills in locating, reading, interpreting, and summarizing various types of research reports and articles.
- 7) Conduct searches of bibliographic databases appropriate to area of interest to locate published research studies on a particular topic.
- 8) Demonstrate a working knowledge of human subject requirements with particular attention to children -- a protected population.
- 9) Understand the basic terminology of educational research.

- 10) Choose the research design which is appropriate to apply to solve a given research problem.
- 11) Choose from lists of various statistical analytical tools those which are appropriate to solve a given research problem.
- 12) Explain the basis of various statistical tests used in analyzing research data
- 13) Given research data, compute the proper statistic and interpret the result in terms of a research conclusion.
- 14) Analyze and evaluate different quantitative data-gathering methods and determine appropriate applications.
- 15) Analyze and evaluate diverse quantitative research studies.
- 16) Critically evaluate the quality of published research studies.
- 17) Demonstrate a working knowledge of the major steps and procedures for conducting quantitative research and reporting results.
- 18) Create a proposal for a future study or report analysis of data from a research study.
- 19) Acquire a background for further preparation and training in research activities.

9. Textbooks

1) Gall, M. D., Gall, J. P. & Borg, W. R. (2007). *Educational research--An introduction* (8th ed.). New York: Longman.

&

2) American Psychological Association (2006). *Publication manual for the APA* (6th ed.). Washington, DC: Author.

10. Course Requirements

Final Grade (Total of 100 points)

Your final grade will be based on eight Quizzes, one Final Exam, one Literature Review, one Research Proposal (final paper), and Class Participation.

- i) Draft submission (by 9/29) will be graded on a scale of 0-5
- ii) Final submission (by 10/13) will be graded on a scale of 0-20.
- 1) Research Proposal (Possible total points = 30).
 - i) Draft submission (by 11/03) will be graded on a scale of 0-5.
 - ii) Final submission (by 11/17) will be graded on a scale of 0-25.
- 2) Final Exam (on 12/08) (Possible total points = 24).
- 3) Class Participation (Possible total points = 5).

No class: 11/10 (NAGC conference) & 11/24 (Thanksgiving)

First Requirement: Weekly Quiz (Possible total of 16 points)

Except for the two weeks noted below, we will be going through 2 chapters per week. There are three to four potential questions per chapter listed below, or approximately eight potential quiz questions per week. **I will pick a quiz question from the potential quiz questions for that week and post it in the "Assignment" section on the Blackboard. Your answer to that quiz question must be posted on the Blackboard by 11:59 pm on Saturdays of each week.**

Taking Quizzes:

Once you access the website to post your answer, you will have only 30 minutes to upload your answer. Therefore, it is important for you to complete your answer prior to accessing the website, so you have enough time to upload your answer to the website.

Answering Quiz Questions

I expect detailed and complete answers to the question: simple answers, while they may elegant, will not be sufficient for a good grade. An answer with an example is one good way to show me your understanding of a question. Late answers will **NOT** be accepted and quizzes may not be re-submitted. The specific due dates are listed below.

Asking Questions about Quiz Questions

If you have any questions about any quiz question below (or the textbook or a presentation), you are encouraged to review the questions below and raise specific questions **well before** I post the quiz. After I post the quiz I will not answer any specific questions on that subject matter (general questions will be acceptable) until after the quiz is due. In other words, I suggest you sketch out answers to every potential question in advance, and then review and revise your answer only to the quiz question I ask officially. Please do not ask me to review your draft answers for quizzes; instead, ask specific questions. .

Email Communication

Please expect that it will take two **business** days for me to respond to your e-mails (If I do not respond in two business days, please forward me a reminder). Therefore, if you have questions, ask them early. Waiting for a response to a question is not an excuse for a late submission.

Submitting Assignments

When you submit a file, please make sure that the name of each file includes your **last name**, your **class number**, and the name of the Assignment (e.g., Kim_7_Reflection). The class Sign-in Sheets will show your class number.

You are required to submit all of your assignments through the Blackboard and where noted, in hard copy. Do not email your assignments because my inbox fills up, and I may not receive e-mails with large attachments. Furthermore, student e-mails have gone into my junk e-mail folder so that I do not notice them. Whenever you submit any assignments through the Blackboard, it is your responsibility to check whether you submitted your assignments correctly. You can do this by doing all of the below:

- i) **Check for yourself whether you have correctly submitted your assignments through the Blackboard by checking the information displayed in your folder (under “My Grades” under “Tools”).**
- ii) **After you confirm by i) above, if you are still not sure, then submit a hard copy of your assignments.**
- iii) **After you confirm by i) and ii) above, if you are still not sure, then alert me by e-mail, and I will confirm that you submitted correctly.**

These requirements are designed so that you can ensure that you have submitted your assignments correctly.

One Question per each quiz will be selected among the Quiz Questions below:

Quiz 1---(Saturday) September 4: CH. 1 Quiz Questions

1. What are the advantages and disadvantages of the scientific method in comparison with other ways of “knowing” (knowing seems to be an awkward term maybe it should it be: learning, experimentation or research)?
2. Many people seem to be uneasy about the idea of research, particularly research in schools. How do you explain this?
3. What are the main differences between descriptive, associational, and intervention research?
4. How do the specific types of research (i.e., experimental, correlational, causal-comparative, survey, ethnographic, historical, and action) fit under the general types of research (i.e., descriptive, associational, and intervention)? Which of the specific types are generally quantitative, and which are generally qualitative?

Quiz 2--(Saturday) September 18: CH. 2 Quiz Questions

1. State (an) appropriate research question(s) for the following situation:
A special education teacher has been asked by the school board and superintendent to gather some evidence about the possibility of increasing the mainstreaming of elementary school students with speech communication problems. They are concerned about how much mainstreaming should be done, how effective the approach is, and how much local support or opposition exists.
2. Provide a possible operational definition for each of the important terms in your research question.
3. State (an) appropriate research question(s) for the following situation:
Your graduate school advisor asks you to draft a proposal for a large grant to study the effectiveness of her early intervention program which is aimed at training the parents of pre-school children to improve the pre-reading skills of their children. She has already developed the materials and conducted pilot studies, and she now wants to show that the program has positive effects with various groups of children.
4. Provide a possible operational definition for each of the important terms in your research question.
5. Under what circumstances do you think it is a good idea to state a research hypothesis in addition to a research question? Why would you not state a research hypothesis?
6. What might cause a researcher to state a directional hypothesis rather than a non-directional hypothesis? What about the reverse?
7. **An elementary school decides to study the relationship between looping (same teacher for multiple years) and student achievement as measured on standardized tests. Approximately half of the students are placed in looped classrooms. Different teachers have looped and non-looped students.** Identify the independent and dependent variables in this study. Which variables are quantitative and which are categorical? Write an appropriate hypothesis for this study and identify if it is directional or non-directional.
8. **A counselor wants to see if a new peer mediation program for students would work at her school. She trains 25 peer mediators (students) for her middle school. She compares the number of fights and the number of discipline referrals from the previous year to the numbers for the year with the program. As a follow-up to the study, she decides to include student gender and ethnicity as variables in her re-analysis of the data.** Identify the independent (including moderating variables) and

dependent variables in this study. Which variables are quantitative and which are categorical? Write (an) appropriate hypothesi(e)s for this study and identify if it is directional or non-directional.

Quiz 3--- (Saturday) October 2: CH. 4 Quiz Questions

1. Why aren't all journals/journal articles and other useful resources (e.g., books, tapes) available on the Internet? Should they be? Explain.
2. What types of information should you look for when "reviewing the literature" before planning a study?
3. What are the important features of a primary source?
4. How are manual searches similar to and different from computer searches?

(Saturday) October 2: APA & Library Quiz Questions

1. Describe three interesting or surprising elements of APA style that you learned from chapters 1-3 of the APA Manual.
2. The following paragraph is quoted from a 2001 article in *Educational Researcher* by Christina Salmivalli, except that the citations have been changed to Roman numerals. The sources are listed below the paragraph.

As bullying problems in schools are getting more public as well as scientific attention, there is also a growing need to develop effective methods to tackle bullying. By definition, bullying is something that happens *repeatedly and systematically* (I, II, V, and III) and the victim status, as well as that of being a bully, tends to be relatively stable when no action is taken against bullying (I and IV). Another feature of bullying is the *imbalance of power*. Even repeated fights between two students with equal strength or power would not be called bullying. Bullying is known to have not only short-term, but also long-term, negative consequences for both bullies and their victims (II). Therefore, finding effective ways of intervening is crucially important.

SOURCE I

AUTHOR: Olewus, D.

YEAR: 1978

BOOK TITLE: Aggression in the schools: bullies and whipping-boys

PUBLISHER: Hemisphere (Wiley)

PLACE: Washington, DC

SOURCE II

AUTHOR: Olewus, D.

YEAR: 1991

CHAPTER TITLE: Bully/victim problems among schoolchildren: basic facts and effects of a school based intervention program

PAGES: 411-448

EDITORS: Pepler, D. and Rubin, K.

BOOK TITLE: The Development and Treatment of Childhood Aggression

PUBLISHER: Lawrence Erlbaum

PLACE: Hillsdale, NJ

SOURCE III

AUTHORS: Salmivalli, C., Lagerspetz, K., Bjornqvist, K., Österman, K., & Kaukiainen, A.

YEAR: 1996

ARTICLE TITLE: Bullying as a group process: participant roles and their relations to social status within the group

JOURNAL: Aggressive Behavior

VOLUME: 22

PAGES: 1–15

SOURCE IV

AUTHORS: Salmivalli, C., Lappalainen, M., & Lagerspetz, K.

YEAR: 1998

ARTICLE TITLE: Stability and change of behavior in connection with bullying in schools: a two-year follow-up

JOURNAL: Aggressive Behavior

VOLUME: 24

PAGES: 205–218

SOURCE V

AUTHOR: Smith, P.

YEAR: 1991

ARTICLE TITLE: The silent nightmare: bullying and victimization in school peer groups

JOURNAL: Psychologist

VOLUME: 4

PAGES: 243–248

Using appropriate APA style, go back to the paragraph and change each Roman numeral to the correct citation.

3. Prepare an APA style list of references for the sources listed above and attach a word file for your references on the quiz answer section.
4. Using appropriate online resources from the WM library, locate a primary source (i.e., empirical research study as reported in a professional journal) on a topic of interest to you. Provide an APA style reference for the article you found, describe how you found it, and then explain why you believe the article is a primary source.

Quiz 4---(Saturday) October 9: CH. 3 Quiz Questions

1. What must a researcher do to conduct ethical research? In other words, what are his/her obligations to the participants in the study?
2. What special considerations should be taken into account when doing research with children?
3. As a teacher or other school official, how would the decisions you make as part of your normal responsibilities differ from those you would make if you were conducting a research study? For which types of research would this distinction be more difficult? Why?
4. Under what circumstances might research be exempt from the Institutional Review Board approval process?

(Saturday) October 9: CH. 6 Quiz Questions

1. How are populations and samples different and yet related? Provide an original example of a population and sample that could be used in a study of the effectiveness of an educational innovation.
2. What are the two major threats to external validity? How can they be controlled or minimized?
3. Why is random sampling difficult to do in educational research? (This is a thinking question. Think about our educational system.)
4. Evaluate the following statement: **The sample consisted only of high ability students; therefore, there was no external validity.** Why is it wrong?

Quiz 5---(Saturday) October 23: CH. 7 Quiz Questions

1. Why do we need to be concerned about the notions of reliability and validity in educational research? Answer your question with regard to the *instruments* (broadly defined) we use to collect data.
2. What type of validity--content-related, criterion-related, or construct-related—do you think is the easiest to obtain? The hardest? Why?
3. What is measurement error, how is it different from sampling error, and what can be done to minimize them?
4. The textbook points out that scores from an instrument may be reliable but not valid, yet not the reverse. Why would this be so? (Use an original example.)

(Saturday) October 23: Internal Validity Quiz Questions

1. Can a researcher demonstrate conclusively that a study has internal validity? Explain.
2. Is it possible for a study to demonstrate high internal validity but have weak external validity? How about the reverse? Explain.
3. Some people confuse the concept of "internal" validity with the idea of "instrument" validity. How would you explain the difference between the two?
4. Which 2-3 threats discussed in this chapter do you think would be the most difficult for you to control **for your own study** for this class? Why?

Quiz 6---(Saturday) October 30: CH. 5 Quiz Questions 1. Why is it important to use *both* graphs and summary indices (e.g., means, correlations) to interpret the results of a study—or is it?

2. When might the median be a better measure of central tendency than the mean?
3. What does the standard deviation measure? In order to use the standard deviation, what assumptions should be true about the scores?
4. The relationship between age and strength is generally curvilinear. What does this mean? How would this relationship effect the correlation between these two variables?
5. How do you know if a relationship or difference is statistically significant when you read a journal article? What do you look for, and how do you make the judgment?
6. What would you say to a researcher who decides to use a .20 alpha level? Why?
7. Give an example of how the results of an educational research study might be significant statistically, yet unimportant educationally. How would you respond to someone who claims that a result is educationally important even though it is not statistically significant?

8. Some researchers believe that the results of a well-designed study should be so clear that no statistical analysis is necessary. Other researchers suggest that we need to use sophisticated data-mining techniques in order to get out the richness of the data. What is your opinion on this issue? Why?

Quiz 7 --- (Saturday) November 20: CHs. 12 & 13 Quiz Questions

1. What conditions must exist for a true experiment? Briefly describe each of them.
2. Why are control/comparison groups necessary in an experiment? That is, why can't we just give the intervention to everyone and see what happens in the end?
3. Are there any advantages and/or disadvantages to having more than one independent variable in an experimental design? If so, what are they? What about more than one dependent variable?
4. What are the major types of quasi-experimental designs? How do they differ from each other?
5. Provide an original example showing why and how you might use single-subject research in an educational setting.
6. If you were a special education teacher with an idea for a new intervention, which single-subject design would you use? Why?
7. How should a multiple-baseline study, which uses multiple participants instead of multiple behaviors or settings, be different from an experimental or quasi-experimental study with a small sample?

Quiz 8 --- (Saturday) December 4: CH. 11 Quiz Questions

1. A researcher wants to see if there is a relationship between students' scholastic achievement and their level of creativity. Both are operationally defined by appropriate tests as quantitative variables. Is a correlation coefficient appropriate for this situation? Why or why not?
2. Why do you suppose people often interpret correlational results as proving causation? NOTE: Think about how you establish a cause-and-effect relationship, as previously described.
3. Why might a correlational study NOT report a correlation coefficient?
4. Which threats to internal validity do you think are most problematic in correlational research? Why?

(Saturday) December 4: CH. 10 Quiz Questions

1. What, in your opinion, is the most important similarity and the most important difference between causal-comparative and correlational research? Explain your choices.
2. When might a researcher prefer to conduct a causal-comparative study rather than an experimental study? Suggest an original example.
3. Is random assignment possible in causal-comparative research? What about random selection? Explain.
4. Suppose a researcher was interested in the effects of team teaching on student attitudes toward history. How could such a topic be studied by means of causal-comparative research?

(Saturday) December 4: CH. 8 & 9 Quiz Questions

1. What are some things that researchers can do to make sure that survey instruments will provide unbiased results?

2. For what kinds of topics might a personal interview be superior to a mail or telephone survey? Give an original example.
3. When might a telephone survey be preferable to a mail survey? To a personal interview?
4. Restate the following open-ended questions in appropriate closed-ended form:
 - a. What characteristics of a person would lead you to rate him or her as a good administrator?
 - b. What do you consider to be the most important problem facing classroom teachers in high schools today?
 - c. What are the three things about this class you found most useful during the past semester?

Second Requirement: Literature Review section of your proposal (25 points)

Your final literature review (with Purpose and Importance of the studies at **the beginning** and Research Questions [with definitions] and References at **the end**) section of your research proposal must be submitted by **October 13**.

i) Topic Approval

Your topic must be approved by me by **September 8**. However, I will not approve a topic without a personal meeting and discussion with you by that date. I strongly suggest that you make an appointment via e-mail to meet in my office ASAP. Your e-mail must include your specific topic, the reason to choose the topic, the importance of the topic, the purpose of your research on the topic.

ii) Draft Submission

You must submit a **single draft** of your Literature Review paper by **11:59 pm on September 29**. I will not accept drafts after the due. The earlier you submit a draft, the sooner and probably more complete my feedback will be. I will make every attempt to provide feedback by October 6, **in the same order as they are submitted**. You should revise your draft based on my feedback. If you decide not to follow my feedback, you must e-mail me with your explanations and should get my approval before the final submission. This is because your grade may be severely affected if you do not follow my feedback without an explanation. **You must underline the parts of your paper that you revise. I will not provide feedback on your final paper. You will receive a graded rubric with underlined criteria indicating where you have lost points.**

iii) Literature Review (25 points) Due Dates

a) Draft (5 points) Due Date: 11:59 pm on November 3.

b) Final (20 points) Due Date: 11:59 pm on November 17.

iv) Literature Review Evaluation

Your **final** literature review will be evaluated based on the ***Rubric** on the Blackboard. Detailed ***Directions** are on the Blackboard.

The followings are a brief description of evaluation criteria:

- Conciseness (**no more than 800 words** [excluding your reference list] of literature review --should not be a list of research result summaries)
- Numbers of articles reviewed
 - At least **THIRTEEN** articles
 - At least **TEN** of them must be **quantitative empirical** studies

- Literature Review **MUST** support your research question(s)
- Completeness of descriptions/explanation
 - A broad conceptual understanding of the topic
 - A factual or descriptive material or logical analysis to support any claims you make
 - Coherence and lack of redundancy in your presentation
- Clarity
 - Must be explained in your own words and not be directly quoted (no more than one quotation): Do not use exact quote unless you cannot find any other ways to say something. You need to be able to summarize and paraphrase research results. These are important skills to develop.
- Use of APA style in writing and citations.
- General quality of writing (e.g., spelling, punctuation, grammar, and formatting)
 - **Literature reviews not supporting the research questions will receive a grade no higher than C.**

Third Requirement: Research Proposal (30 points)

Your final research proposal must be submitted by **November 17**. **FIVE points** will be **deducted for each day** that a paper is submitted after this due date. You must submit a final paper to pass this class and may **NOT** revise your final paper. Details about the proposal will be posted on the Blackboard.

i) Draft Submission

You must submit a **single draft** of your paper by **November 3**. I will not accept drafts after the due. The earlier you submit a draft, the sooner and probably more complete my feedback will be. I will make every attempt to provide feedback by November 10, **in the same order as they are submitted**. You should revise your draft based on my feedback. If you decide not to follow my feedback, you must e-mail me with your explanations and should get my approval before the final submission. This is because your grade may be severely affected if you do not follow my feedback without an explanation. **You must underline the parts of your paper that you revise.** **I will not provide feedback on your final paper. You will receive a graded rubric with underlined criteria indicating where you have lost points.**

ii) Research Proposal (30 points) Due Dates

a) **Draft (5 points) Due Date: 11:59 pm on November 3.**

b) **Final (25 points) Due Date: 11:59 pm on November 17.**

Besides your submission through the Blackboard, you must submit a binder (with your name on the front & side of the binder) consisting of a hard copy of your paper and copies of all the articles you referenced (must be organized in alphabetical order of the author names with authors' name tags by the first page of each article) by the beginning of the class on December 1.

iii) Research Proposal Evaluation

Your literature review will be evaluated based on the ***Rubric** on the Blackboard. Detailed ***Directions** are on the Blackboard.

The followings are a brief description of evaluation criteria:

- Conciseness (**no more than 2500 words** [excluding your reference list])
- Significance of the research

- Clarity of descriptions/explanations
- Completeness of descriptions/explanations
- Feasibility of the research (must be **no longer than one school year** of timeline)
- Use of course concepts
- Use of APA style in writing, citations, and references
- General quality of writing (e.g., spelling, punctuation, grammar, and formatting)

Fourth Requirement: Final Exam (24 points) on December 8:

In addition to the quizzes, there will be one test in class (**at the computer lab**) which designed to measure understanding of the material. Specific directions will be discussed in class. Please review the Study Guide for the exam. After taking the final exam, you **must return** to my office in order to have a final interview to finish the semester (You must answer several questions in order to receive your final grade).

Last Requirement: Class Participation (5 points)

An approximate scale is:

- 0 points for excessive tardiness and/or essential lack of participation and/or ill behavior in class. This includes chatting, looking at your own computer, chewing gum, eating loudly, yawning loudly, sleeping, complaining about grades, disruptive behavior, etc.
 - Being disrespectful and/or rude to the class, will result in lowering your “Class Participation” grade.
 - Cell phones and pagers ringing during class are disrespectful and disruptive, and will result in lowering your “Class Participation” grade.
- 5 points for perfect attendance, consistent timeliness, academic responsibility, and positive/constructive behavior in class.
 - A “Class Participation” grade of 5 points will be reserved for students who stand out as strongly engaged in classroom activities (e.g., volunteering; frequent constructive verbal contributions; strong engagement in group activities, etc.)
 - A 2 /5 “Class Participation” grade consists of Reflection on the Reading and Introduce Yourself :
 - **1 /5: Reflection on the Reading (1point): Due** by the beginning of the **Second** class
 - Find and download “**Kim, K. H.** (2005). Learning from each other: creativity in East Asian and American education. *Creativity Research Journal*, 17, 337-347,” which will be 20% (1 point) of your Class Participation grade. You will need to **upload** this on the assignment section (a paragraph of reflection [no more than **120** words] on the reading).
 - **1 /5: Introduce Yourself (1 point): Due** by the beginning of the **third** class

You will need to complete the attachment, which will be the second class assignment and 20% (1 point) of your Class Participation grade. Please introduce yourself to your fellow classmates and me with the information on the form you will find on the Blackboard. Please fill out the form, copy a recent photograph of yourself (showing your face with no sun-glasses), paste the photograph to the form, and **upload** the form on the

assignment section of the Blackboard. I will have your information posted as soon as possible on the blackboard for this class. I will also attach my brief bio and vitae to introduce myself to you.

Please note:

This class requires dedication, and it can be time consuming. If you have any questions or concerns, please contact me earlier in this semester. However, please always remember that **I will do ANYTHING to help you learn.**

11. General Course Expectations

1) Grading Policy

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	E (59% & below)

2) Late Work Policy

Late work will NOT be accepted after the posted due dates.

3) Academic Honesty

The College's rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

4) Attendance Policy

- It is important for you to be in class both to learn and to help others learn. Arriving late and/or leaving early interrupts the flow of the class and is unprofessional.
- **It is important that you sign in for every class session** as this will be my attendance roll. I will set out a sign-in sheet before class begins. If you come in after I begin, it is your responsibility to sign in immediately after class (or during a break without disturbing the lesson). Otherwise, you will be marked absent for the class.
- If you miss class, it is your responsibility to determine what you missed during class and submit the appropriate work in a timely manner. I consider it unprofessional for you to expect me to review material from previous classes when you miss a class.
- **Absences will lower your Class Participation grade.** Each absence will **lower your grade by two points**. Each time you are late or leave early, I will count as ½ an absence (will lower your grade by **one point**). I consider leaving early more disruptive than arriving late. Thus, if you are planning to leave early, you should notify me in advance and sit in the back. Otherwise, leaving early may be counted as one absence.

5) Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use a proofreader. Assignments with many errors will receive a grade of C or lower because this is unacceptable writing for professionals in Education. I will not correct all of your grammar/spelling errors in drafts or while grading. At most, I will point out errors through one or more examples in your paper. It is your responsibility to read and correct the entire paper prior to submission.

6) APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) project/study title, course number & title, your name, your Program, The College of William and Mary, date of submission, my name, and the semester (Spring 2009).
- All pages should have a page number with your last name (but this is NOT the APA style) on the top right corner.
- **Papers not following the APA Style will receive a grade no higher than B.**

7) Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor ***prior to the end of the semester***. Generally, a student must have completed the majority of course work and have an average grade of "B" or better to be considered for an incomplete.

- In this course, you must have **83% (B) or better** on the course requirements to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension and the date when your course requirements will be completed.

8) Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability (including psychological issues), please contact me immediately so that I can provide appropriate accommodations to the learning environment.