



**Teacher:** Mr. Brown  
**Course:** Research Mentorship 2015-2016  
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## **Course Description**

The PMSA Research Mentorship Program provides an opportunity for students to obtain individualized guidance from a professional. Student participants will be paired with a mentor knowledgeable in similar fields of study, research interests, and extracurricular activities. Students will be expected to attend class and their mentorship day.

This course is a Pass/Fail course. Any student earning a grade below 82% will be considered failing.

## **Instructional Philosophy**

Varied instruction will occur on a daily basis and will include, but is not limited to: lecture, group work, projects, in-class assignments, and writing assignments. Work will be designed to reinforce content being taught as well as to correlate to real world problems. Mastery of the major concepts is necessary, and assessments may be reassigned until a student demonstrates competency. Because each lesson is based off previous knowledge, students are expected to attend class and be ready to learn on a daily basis.

## **Course Goals**

Research will play important roles in what you do. It provides us with information about such things as disorders, development, differences, and best practices for assessment and intervention. Despite the importance of research, it is often seen as complicated, confusing, and/or intimidating. This does not need to be the case. At its heart, research is simply a matter of trying to answer questions. This class will examine how those questions are developed, various manners in which they can be answered, and the interpretations that can be made from the answers.

By the end of this class, you will:

- Understand and remember key concepts and terms that apply to research
- Identify and give details on questions being asked by individual research studies
- Create your own research questions and determine ways to answer them
- Be able to read and evaluate research articles and presentations
- Understand how research is conducted and how it relates to your area of interest
- Gain hands-on experience with research

### **Quarter 1**

Review of Research Core  
APA  
Resume', Cover Letter and Thank you  
Letter  
College Research  
Oral Presentation

### **Quarter 2**

Research Question  
Works Cited  
Literature Review  
Research Proposal  
Paraphrasing and Summary  
Graphs and Charts  
Literature Research

### **Quarter 3**

Data Collection  
Poster Planning  
Research

### **Quarter 4**

Final Poster Work  
Presentation Skills  
Mock Presentations  
Research Symposium  
Follow-up Activities

## **Assessment Types**

- Informal and Formal
- Formal Group
- Individual Rubric
- Formal Checklist
- Group Rubric; Peer Assessed
- Formal Rubric
- Informal - Checklist
- Presentation Rubric
- Teacher assessed - Symposium Rubric

Assignments and Assessments determine whether students are achieving course goals at a proficient level. Some informal assessments that will be used include journals and writing assignments. These informal assessments will be used to determine a student's achievement of the course goal throughout the year. They will help the teacher determine if a topic needs to be covered more thoroughly or if the students are prepared to move on.

## **Re-engagement Guidelines**

Topics will be revisited if classroom discussion is lacking in depth and participation. Also writing assignments that are not typed and poorly written will be redone.

## **Instructional Delivery**

The individual class sessions are designed around a discussion format. Each week we will have a set topic to talk about. Some sessions will include an associated reading, and others will not. I will provide an outline for each session's discussion (although the actual conversation may flow in an out of the outline.) To facilitate your learning, we will be incorporating research articles into our discussions across the semester. For this class to be effective, you must be an active participant. Participation begins with the reading assignments. Be an active reader. This means taking notes on what you are reading and consider how the reading relates to what has been and might be discussed in class. Your notes should include the information that you think is relevant, the information that is unclear to you, and the question that you continue to have after the reading. Bring the readings and your notes to class. Within the class discussion you can use your notes as a script. In other words, they can help you in answering questions, asking questions, and making relevant points.

You are expected to contribute to each class session. This includes asking questions, answering other questions, asking questions, and adding relevant information. The more spontaneous you can be with your contributions, the better. I will periodically call on people to find out what they are thinking and to bring them into the conversation.

Another part of being an active participant is how you react to others. There are things that we can all learn from each other, so we must treat each other with respect and dignity. This means allowing everyone to share their ideas and carefully considering their input. No one should ever be put down for his/her contributions.

## **Guided Research**

You will spend this year as a researcher. Your mentors will determine your specific duties. Some activities that students in the past have worked on including searching for articles, developing stimuli, participating in data collection, scoring/coding data, and analyzing data. Depending on the project and its current status, you may be working on one or more of these activities. Likewise, you may be contributing to one or multiple studies.

## **Methods of Assessment**

The final exam will be cumulative in nature, emphasizing the most essential benchmarks for the course. Results of the final exam represent 20% of the final semester grade.

## Attendance/Participation

Students are expected to begin work when the passing period is over and the bell rings to begin the period. Participation points will be lost as well as consequences set forth by building administration and the Board of Education Policies.

Attendance Expectations will be presented by the teacher within the first 2 weeks of class. The student will be required to obtain parental/guardian receipt of attendance expectations.

## Make-Up Work for Authorized Absences

If a student is absent and the absence is authorized, they are responsible to determine what material was missed and to make up that material. Students will have the amount of time they were absent plus one day to complete any missing material. Students can turn in any late homework one day late for partial credit. No missing or late homework will be accepted past this time frame.

No make-up work will be assigned or accepted if the absence is unexcused.

## Classroom Materials

- Classroom Journal
- Placement Journal
- Writing utensils
- Flash Drive

## Academic Honesty

PMSA and I support a zero tolerance for any violation of academic honesty and/or academic misconduct. If you are found guilty of a violation of the Academic Honest Policy (cheating, fabrication, plagiarism...) procedures set forth by the Student Handbook and the Board of Education Policies will be used.

## Classroom Expectations

The following is a set of Classroom Expectations. These expectations are necessary for each class period to run smoothly and effectively. Any student who fails to uphold to these expectations will be subject to the following consequences (in no specific order): a call home, loss of participation points, or a referral.

1. You are expected to be respectful to peers and teachers.
2. You are expected to come to class on time everyday.
3. You are expected to come to class prepared with all of your materials.
4. You are expected to turn homework assignments in by the due date and time.
5. You are expected to leave **ALL ELECTRONIC DEVICES** in your bag, locker, pocket or at home. The Building Principal and School Board Policy have already established expectations.

## **Board of Education Policy 7:190**

*5. Using or possessing an electronic paging device. Using or possessing a radio, walkie-talkie, CD or DVD player, television, tape player, or other sound producing devices. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept off and out of sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's IEP; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.*