

Program: Mental Retardation Counsellor

UAjyru^ / v / (,

Course Title: Research Seminar

''^^ f r ''^^^'..-

Course Number MRC 213

. _ . :_^ .-,:....

Instructor: Karen Cameron

PART I

Course Philosophy

"A close searching" of written materials which involves not only a studious inquiry into the subject, but also a critical examination, assessment, and interpretation of the materials found, is a necessary component in the H.R*C. program.. After college, the methods used in writing the research paper will continue to serve in the professions, and in the civic and social activities they will pursue. Fact finding, with its analysis and reporting, is so important an aspect of our present-day civilisation that ever^ educated person must be prepared to undertake it.

PART II

Course Goals

This course is designed to give students the opportunity to become aware of and investigate some of the current research in the field of M.R. This course will be conducted on an individual assigni basis for research topics allowing for diversified interests to be pxorsued.

PART III

Terminal/Behavioural Objectives

On successful completion of the Research Seminar course the student must be able to do the following;

- A» Identify and utilize proper and efficient research procedures in completing his/her assignment.
- B, Isolate a problem which relates to the mentally retarded and research it,
- C, Discover and make use of all the resources of a library in gathering materials on a specific subject as well as his ingenuity in finding other sources yielding additional informat
- D, Select from the material available those facts and ideas that are immediately pertinent to his topic.

- E. Organize and document his/her information properly; and write it clearly, logically, effectively, and correctly with respect to grammar, spelling and punctuation,
- F. Work through a project to completion using the teacher only for guidance and a resource*

PART IV

Syllabus

Unit I - Topic Selection (1st through 2nd week)

- a. Suggestions for topics
- b. How to narrow; the topic

Unit II - Collecting Material (3rd through 5th week)

- a. Using the library
- b. Library visitation - the information desk, the reference room, the card catalogue, periodical indexes, professional journals
- c. Evaluating source materials
- d« Additional references

Unit III - Planning the paper (6 through 8th week)

- a. Exploratory reading
- b. Making a preliminary bibliography .
- c. Forms for bibliography cards
- d. Outlining
 - 1. Taking stock
 - 2. Organizing your material
- e. Notetaking
- f. Individual meetings are assigned

Unit IV " Writing the paper (9 through 10th week)

- 2. Audience and attitude
- b. Purpose and tone
- c. Writing the first draft
 - 1, Paragraph development - unity, coherence, emphasis, variety, diction, transitional expressions
- d. Footnotes
- e« Diction
 - 1. abbreviations
 - 2. numbers
 - 3. plurals
 - 4. quotations
 - 5. division of words at ends of lines

Unit V - Revising the first draft (11 through 12th week)

Unit VI - Writing the final copy (Format) (13th week)

1. paper - Use typing paper 8¹/₂ X 11 inches. The paper must be typed. Be sure that the ribbon is new or nearly new and that the type is clean. * Use a carbon paper - two copies of the paper must be submitted!

^* margin - Leave a margin of 1¹/₂ inches on the left and 1 inch on the other three sides of the paper, except on the first page, which should have a margin of 2 inches at the top to allow space for the title.

Unit VII - Research papers are read by students and discussed (14 and 15th week)

3« spacing - Double space the text if you typewrite. Single space long prose quotations, poetry and footnotes. Never put a subheading at the foot of a page unless there is a space beneath it for at least one line of text.

^* title - Drop down 2 inches on the first page and centre the title in capital letters throughout.

5. pagination - Place the page number at the top of the sheet, except on the first page where the number should be centered at the foot of the sheet.

^* footnotes - Footnote numbers should follow each other in numerical order on the page. Indicate a footnote with a raised numeral placed at the end of the matter it supports, letting it follow any mark of punctuation. Footnotes may be listed on a page at the end of the paper.

7. bibliography - Begin the bibliography on a new page dropping down from the top about 1¹/₂ inches and centering the heading. Assemble the bibliography in alphabetical order according to the last names of the authors. A work for which no author is given is alphabetized according to the first word of the title (disregarding "A", "An", or "The")

^' outline - If an outline is required to accompany the paper, type it on a separate page. Centre the heading OUTLINE about 1¹/₂ inches from the top of the page.

9» introduction - Include an introduction to give a brief overview and purpose of the paper.

10. title page - Type the title of the paper slightly above the centre of the page, using capital letters throughout and double spacing if two lines are necessary. Type your name, the course number and date, each on a separate line on the lower right hand corner.

11. summary

12. proofreading

13. corrections

*** ASSIGNMENTS DUE -

MINOR TERM PAPER

In a typewritten paper of not less than six pages, doubled spaced, the student is to complete the following assignment. Select an area of interest dealing with a current issue, problem, trend or aspect related to the field of the developmentally handicapped. This topic is to be selected from the list discussed in class.

Research the specific topic utilizing at least three valid sources of information. These may encompass current books, research material, or interviews with experts working in the community and the field of the developmentally handicapped,

September 15, 1976 - Topic is approved and submitted to the instructor on a 3 X 5 inch index card. M "

October 6, 1976 - First draft is revised and approved by your instructor.

October 20, 1976 - Minor Term Paper is due.

MAJOR TERM PAPER

In a typewritten paper of not less than ten pages, doubled space complete the following assignment. Select a current issue, problem or trend related to the developmental handicapped. This selection may be a topic discussed in class or one that has been negotiated with your instructor. Research, investigate and analyze the specific topic utilizing at least five valid sources of information. These may involve current books, research publications, or interviews, with experts working in the community or field of the developmentally handicapped.

November 3, 1976 - Topic is approved and submitted to the instructor on a 3 X 5 index card.

November 24, 1976 - First draft is discussed, revised and approved by the instructor.

December 8, 1976 - Final Major Term Paper is due. m w

PART V

Methodology

Learning will be facilitated by lectures, class discussions, observations and student involvement in seminar research and presentation in which the above topics will be examined and procedures defined. Individual meetings will be assigned to the students to discuss and analyze their individual projects with the instructor.

PART VI

EVALUATION OF THE RESEARCH PAPER

Format of the Research Paper

A well written paper will fulfill the areas discussed in Units I through VI. The paper will include the criteria discussed in Unit VI including the following: title page, introduction or overview, summary, bibliography and footnotes. Quality of the Research papers content will be based on the following:

- Does the research paper deal directly with the topic or merely touch the fringe?
- Is the author's point of view impartial and objective? ^
- Are there more statements of fact than of opinion?
- Are the opinions expressed the logical conclusions of the evidence presented?
- Does the support for opinions come from known, reliable authorities?
- Is the research pertinent and applicable?
- . Are statements substantiated whenever necessary by footnote references?
- Were all possible resources utilized?
- Is the paper's content written correctly, clearly, forcefully expressed well, organized and effective?

*** MINOR TERM PAPER - 40 points

*** MAJOR TERM PAPER - 60 points

-TOTAL 100 points

A grade of A, B, C, I or R, will be given upon completion of the course in agreement with the marking policy of Sault College

80	"	100	A
70	-	79	B
60	-	69	C

The grade I is intended for students who in the opinion of the instructor, can benefit from the "make-up" period of instruction

The grade R is given to any studentr who in the opinion of the instructor, cannot benefit from the "make-up" period of instruction.

VnOGRJCU : 'ontal Retardation Counsellor
COUPSK TJTLr.: Rer^earch Geir.inar
ccuRSi: !;:::i?i;n: MRC 213
IKSTR'JCTCR: Karen Caneron

EVALUATION FORMAT

PART I: Fornat of the Research Panor -

A well written paper v;ill r.eet the requirements discussed in Units I through VI including the following:

title page _ . ^..^
introduction or overviewj
table of contents
suirjxiary

bibliography
footnotes

PART 11; COI^TENT OF TIIIE FI^SEARCH PAPBR

- (a) Does the work deal directly v/ith the topic or merely touch the frinc
- (b) Is the author's point of view impartial and objective?
- (c) Are there more statem.ents of fact than of opinion?
- (d) Does the support for opinions come from, knowm reliable authorities?
- (e) Are the opinions expressed, logical conclusions of the evidence presented?
- (f) Are statemients substantiated whenever necessary by footnote references?
- (g) Is the paper's content v;ritten correctly clearly, forcefully expressed, well organized, and effective?

TOTAL:

i

i

i