

If you teach section of EEX 2091 with **Research Experience Requirement**, insert this statement into the list of course requirements for your course

Research Experience Requirement (RER)

Students enrolled in EEX 2091 are required to earn RERs by completing one of the following activities: (1) serving as a participant (otherwise referred to as “subject”) in an IRB-approved research study conducted under the supervision of a DESE faculty and/or a DESE graduate student, (2) participating in one or more professional training sessions (e.g., DESE colloquia) conducted by department faculty or graduate students (3) writing a summary of an empirical research article. Students have the option of earning all RERs by any one of these methods, or via a combination of the options described above.

- a. Students can choose option (1) or (2) to satisfy this requirement, specific opportunities in which you can participate will be described in class. Once you complete the study or attend the colloquium, you are to present your certificate of participation to me, the instructor, documenting completion of this requirement.
- b. If you choose option (3) to satisfy this requirement, you will need to choose one of the articles in the list below*. Each of these articles can be obtained from the FAU library’s electronic system. For instructions on obtaining articles through the library’s electronic system consult the Blackboard course site, under the *Content* section.

Writing an article review is a different kind of writing task than an essay. For this assignment, you will need to read the article, think about the content, then write a review. The review should include:

- a. A cover page which should include: assignment name (Research Experience Requirement: Article Summary) course title, prefix, and number; your name; instructor’s name; and date submitted.
- b. A critical analysis of the issue covered in the article. A critical analysis requires identification of: (1) *purpose for conducting the study*, (2) *topic of the study* (e.g., people with disabilities disclosing the disability when getting a job; access for people with disabilities in college or universities), (3) *population of study* (i.e., age and/or grade of participants), (4) *method used to collect data* (e.g., interviews, observation in a setting, document review) and (5) *findings/outcomes of study*. Please use each item in *italics* as section headers in your paper.
- c. Describe how the findings of the study relate to your understanding of disability, teaching students with disabilities, or your intended field of study...

- d. In total, your report should be between 3-5 typed, double-spaced pages (not including the cover page).

***Choose one of these articles for option (3):**

- Hayes, M. T. & Black, R. S. (2003). Troubling signs: disability, Hollywood movies and the construction of a discourse of pity. *Disability Studies Quarterly*, 23(2), 114-132.
- Izzo, M. V., Hertzfeld, J., Simmons-Reed, E. & Aaron, J. (2001). Promising practices: improving the quality of higher education for students with disabilities. *Disability Studies Quarterly*, 21(1). <http://dsq-sds.org/article/view/251/251>
- Kim, M. M. & Williams, B. C. (2011). Lived employment experiences of college students and graduates with physical disabilities in the United States. *Disability & Society*, 27(6), 837-852.
- Rice, N. (2006). 'Reining in' special education: constructions of "special education" in *New York Times* editorials, 1975-2004. *Disability Studies Quarterly*, 26(2). <http://dsq-sds.org/article/view/679/856>