

CSDS 203: Graduate Studies and Research Methods in Deaf Studies

Introduction and Course Description

CSDS 203: Graduate Studies and Research Methods in Deaf Studies	
Fall 2020	California State University, Fresno
Course Information: Introduction to graduate studies and methods of research in Deaf Studies; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills.	Instructor Name: Serena Johnson, Ph.D.
Units: 3	Office Number: PH 230
Time: Online/Hybrid course	E-Mail: serenaj@csufresno.edu
Location: Virtual	Cell: 559-492-8139
Website: Fresno State Canvas	Office Hours: Wednesday 2pm-3:15 Thursday 8am-9:15am

Class Meetings: Face to Face – Weekend of August 27th and Weekend of November 6th (6.0 hours). This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two Zoom meetings.

Thursday August 27th 3:00pm-5:30pm

Friday August 28th 9am-4pm

Saturday August 29th 9am-12pm

Thursday November 5th 4pm-6pm

Friday November 6th 8am-5pm

Saturday November 7th 8:00am-3:15pm

Prior to the face-to-face meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Canvas. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to

Canvas. To log in, you must have a CSUF e-mail username and password. Because of additional time it may require to become familiar with Canvas, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

Course Description: CSDS 203 is a 3-unit graduate seminar on Graduate Studies and Research Methods in Deaf Studies. The seminar is designed to give students an introduction to the graduate program in Deaf Studies. Students will also receive instruction in basic scientific methods, types of research, research designs, and critical evaluation of scientific articles.

In addition, students taking this course will complete writing assignments to determine if their writing proficiency is sufficient to satisfy the Graduate Level Writing Skills requirement of the Fresno State Division of Graduate Studies. This competency will be determined through examination of a spontaneous writing sample and a completed research proposal assignment. This writing proficiency includes scientific writing according to the APA guidelines, professional writing, and writing without cultural and linguistic biases.

Technical Requirements

To take this class, you must have the following:

1. A computer with a good quality webcam and high-speed Internet access. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.
2. Firefox web browser on your computer. Free download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Canvas.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from www.openoffice.org Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. Quicktime Player. If you do not have this, it is free and available at www.apple.com/quicktime/download/ You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. Canvas Support: Click on the Canvas Help link on the left bottom of the page when signed on to Canvas. This will provide information for most common questions and issues. You can call TILT for support at 278-7373 or contact the Help Desk at 278-7000.
9. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Contacting Your Instructor

Communication with Instructor

EMAIL: serenaj@csufresno.edu

I receive numerous emails on a daily basis. To help me to respond to you in a timely fashion please use the following naming convention for the subject line in your email messages:

SUBJECT: 203_ your last name_ your issue (e.g. 203_Johnson_Appendicitis)

I will respond to emails within 24 hours.

Teaching and Learning in the time of COVID

To borrow from Professor Brandon Bayne at UNC-Chapel Hill, “Nobody signed up for this.”

None of us signed up for a global pandemic, for having to wear masks to do the most mundane tasks in public, or for the loneliness and longing for social contact. If given a real choice, I’d choose teaching you in person every time. I’m sure if given a real choice, you’d choose to be in my classroom, around your peers, and engaging with the wonderful array of people, places, and activities our campus and Fresno State community has to offer. But that’s not a real choice right now.

We don’t have a lot of real choices during COVID. But one choice we do have is how we treat one another. I am going to prioritize you--not just as my students---but as people. People with a variety of circumstances, needs, challenges, and aspirations.

We are going to do things differently in this class, starting with the very basic premise that you are people first, and students second (or third, or fourth, or even fifth).

While this is an online, remote course, it is not just the online version of my typical in-class course offering. Some things are not possible in an online format. Some things aren’t necessary in the context of a global pandemic, Some things just aren’t as important.

I promise you however, that I will provide you a nurturing, intellectually engaging online learning experience. We are going to think and read and write and push ourselves, individually and collectively to a greater knowledge and understanding.

At the same time, we are going to remain flexible. I am aware that, during this time of unexpected online learning, you may have other barriers such as access to reliable Wifi, your own electronic devices, a safe and quiet place to work, and time available to devote to your studies. We are going to adjust to our circumstances around us. That means some things we hope to do this semester, we may not end up doing. All of us--myself included--need to be supportive and understanding of our challenges, and the extent to which we can (or need to) overcome them

in this unprecedented moment.

Remember to ask for help. Please communicate with me so that I can best support you, to set you up for success, and to respond to the changing expectations and unforeseen events in our lives. We are certainly in unprecedented times, and I hope you experience your engagement in a program focused on social justice, racial inequities, and the role of educational leaders to be one of challenge and support.

Remember to celebrate your accomplishments.

Remember to breathe.

Remember that this too shall pass. It won't be this way forever. Take it one day at a time.

Prerequisites

This is a graduate level course open to students who have gained entrance to the master's program of study in the Department of Communicative Sciences and Deaf Studies, leading to master's degrees in CDS, with an option in Deaf Education.

Required Textbooks and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.

Hegde, & Salvatore. (2020). *Clinical research in communicative disorders: Principles and strategies*. Austin, TX: Plural Publishing., Inc.

I will also permit the use of the 2003 Hegde textbook. All other materials are accessible through the Canvas website, including assigned readings, power point presentations and YouTube lectures. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture. Interactive discussions and spontaneous Internet research will be an integral part of the class. **HOWEVER, RECORDING OF CLASSROOM LECTURES IS NOT ALLOWED.**

Course Goals and Primary Learning Outcomes

Course Goals:

My goals, as an instructor, are as follows:

- To fulfill requirements of the Council on Education of the Deaf (CED) and American Speech-Language-Hearing (ASHA) in assisting students to acquire competency in specified knowledge and skills
- To instill in students an appreciation for the principles of evidence-based practice
- To equip students with the knowledge and skills necessary to evaluate research in the field of Deaf Education, particularly relative to determining the research base for specific treatment methods
- To help students achieve a level of writing competency expected of graduate students by the university and by the professional standards of the field of Deaf Education
- To develop students' professional presentation skills

Primary Learning Outcomes

At the end of the course, it is expected that students will be able to:

1. Demonstrate knowledge of the processes used in research in the field of Deaf Education by:
 - Describing procedures set forth by the scientific method
 - Describing various types of research
 - Describing various research designs
 - Writing a research proposal, with literature review and methods sections
2. Demonstrate knowledge of ethical issues and prevention of fraud in scientific research by:
 - Describing Institutional Review Board requirements
 - Describing consent procedures
 - Describing mandated protections of human and animal participants
3. Integrate research principles into evidence-based clinical practice by:
 - Evaluating the research base for a particular treatment procedure through the application of a hierarchy of evidence
 - Describing the triad of considerations (e.g., clinical expertise, best current evidence, and client values) that should be made in conducting evidence-based practice
4. Demonstrate skills in oral and written forms of communication sufficient for entry into professional practice by:
 - Writing an extemporaneous in-class essay, using correct spelling, grammar, and punctuation
 - Writing a well-organized research proposal, using American Psychological Association (APA), American Speech, Language and Hearing (ASHA) and Council on Education of the Deaf (CED) guidelines
 - Conducting in-class presentations on various topics, including a description of a proposed research project, displaying professional speaking skills and appearance and using appropriate media

Examinations and Major Assignments

1. Discussion Board Activities: (90 points)

There will be discussion boards for module-related activities related to the course textbook readings, PowerPoint presentations, YouTube presentations, course, and course materials worth 10 points for each unit. The discussion activities are designed to focus on the key points of each module, prepare you for the midterm examinations, and provide demonstration of knowledge for the course competencies.

2. Examinations: (1 Exam – 50 points)

One examination will be administered **online**. Exam will consist of multiple choice, true or false, and/or matching style questions. Content will be taken from class lectures, class presentations, PowerPoint presentations, YouTube presentations, course lectures, assigned readings, and course materials. The examination is worth 50 points. The examination is timed, and you will have up to two hours to take the examination.

3. Fresno State Office for Human Research Protections uses Collaborative Institutional Training Initiative (CITI; 10 points): Students are expected to complete the CITI Human Subjects Protection Training

<http://www.fresnostate.edu/academics/humansubjects/training-modules/index.html>

- **Due Date:** Upload Certificate to Canvas by 10/8 at 11:59 pm

4. Research Proposal Part 1 (10 points):

Students are required to complete Part I of their Written Research Proposal assignment. This includes listing: (a) tentative research question(s), (b) independent and dependent variable(s), (c) rationale for your research proposal and (d) type of proposed research design. Students will be required to meet and discuss Part I of their Research Proposal including the journal article they are likely to use for their literature review in small group discussions to provide and obtain peer feedback.

- **Due Date:** Post on Canvas by 9/25 by 11:59 pm.

5. Written Research Proposal (150 points)

Students will be required to generate a written research proposal regarding a research question relevant to the field of Deaf Education (e.g., experimental evaluation of an intervention method or treatment procedure). Discuss your tentative proposal with an instructor who has expertise in this topic you have chosen. This assignment will be broken down into a series of steps, each with separate due dates. Students will receive feedback from the instructor and from each other, during each step of the written research proposal assignment. The students must respond to feedback and submit the Final **Written Research Proposal** at the end of the semester. **All assignments must be submitted through Canvas.** Details regarding this assignment will be given in class and posted on Canvas.

- **Due Date:** Research Proposal Part I, uploaded on Canvas by **September 25th**
- **Due Date:** Research Proposal Part II, uploaded on Canvas by **Saturday, November 18th**

- **Due Date:** FINAL Written Research Proposal, uploaded on Canvas on Wednesday, December 9th.

6. **Research PowerPoint Proposal Presentation: (50 points)**

Develop a PowerPoint presentation of your Final Written Research Proposal that will result in a brief (no more than 10-minute) presentation of their research proposal and share with the class. Details regarding this assignment will be given in class and posted on Canvas.

- **Due Date:** FINAL PowerPoint presentation, uploaded on Canvas by December 9th.

7. **Graduate Writing Assignment**

This component of the class is required by the university Graduate Studies Department. Students will complete a spontaneous essay in response to a question given in the F2F portion of the course. The essay should demonstrate:

1. Clear organization and presentation of ideas
2. Correct grammar, punctuation, and spelling
3. Well-constructed paragraphs, including topic sentences, points supporting the topic sentences, and sentences that logically make the transition either to or from a new paragraph

The in-class essay writing assignment will be evaluated on a pass/fail basis and does not count toward the final grade assigned to a student. It will, however, be considered along with the research paper in determining whether or not the student has achieved writing proficiency commensurate with the requirements of Fresno State Division of Graduate Studies and also with the requirements of the American Speech-Language-Hearing Association (ASHA) and Council on Education of the Deaf (CED) for demonstrating skills in oral and written or other forms of communication sufficient for entry into professional practice. Both the research paper and the in-class essay assignment must be judged by the instructor to meet those requirements for the Division of Graduate Studies, ASHA and CED to pass this competency.

- **Due:** 90-minute Graduate Writing Assignment will be conducted during the F2F portion of the course on Saturday, November 7th.

Grading Requirements

Unless otherwise arranged with the instructor, all required assignments are due **on or before** the date specified in the course syllabus. Late assignments will not receive the maximum allotted points. No assignments will be accepted after the last day of class.

Make-up exams will be permitted only in the case of documented personal emergencies (e.g., illness, serious illness of a family member, death of a family member).

University policy specifies that an Incomplete is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course.

There will be the following opportunities to earn points toward your grade:

Assignment	Point Value
Discussion Boards/Syllabus Quiz	110
Fresno State Human Subjects Assurance Training	10
Research Proposal Part 1	10
Research Proposal Part 2	50
Midterm Examination	50
Final Written Research Proposal	150
Research Proposal PowerPoint Presentation	50
Total Points Possible	430
Note: <i>Additional coursework may be assigned</i>	

All assignments are weighted equally and grading is calculated by points and converted to a percentage basis:

A = 90 – 100%	C = 70 – 79%
B = 80 – 89%	D = 60 – 69%
F = 59% and below	

Grades of I, W, CR/NC will be issued only as noted in the General Catalog

Canvas and Technical Difficulties

All work must be submitted through Canvas as explained in the assignment, exam, or discussion instructions. There have been very few problems with the stability of Canvas. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Canvas to complete the work, send your work to me either SerenaJ@csufresno.edu or as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Canvas is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Canvas problem, we can confirm that with the University and we will accept the work.

CSDS 203 Tentative Schedule Fall 2020

Dates	Topics	Assignments
Week #1: 8/19–8/21	<ul style="list-style-type: none"> Course and Syllabus Introduction and Overview 	Read the syllabus and tentative course schedule; come to class prepared to ask questions -Learner Survey -Self-introduction

		<p>-How y'all feeling'?</p> <p>-Syllabus quiz</p> <p>READINGS: Hegde (2003), Chapter 1</p>
<p>Week #1: 8/23–8/29</p>	<p>Section I - Unit 1: Formulating Research Questions</p> <ul style="list-style-type: none"> ● Introduction to research questions and investigative strategies ● How to formulate research questions <p>YouTube Presentation: Formulating a Research Question https://www.youtube.com/watch?v=71-GucBaM8U&t=0</p> <ul style="list-style-type: none"> ● Using One Search (Fresno State Library) https://library.fresnostate.edu/info/guides-tutorials/resource-tutorials#onesearch ● Research is a Process https://library.fresnostate.edu/content/research-process ● Literature Reviews: An Overview for Graduate Students https://www.lib.ncsu.edu/tutorials/litreview/ ● Picking Your Topic IS Research http://www.lib.ncsu.edu/tutorials/picking_topic/ ● Narrowing Your Topic & Finding Key Words https://library.fresnostate.edu/info/guides-tutorials/resource-tutorials#onesearch ● Anatomy of a Scholarly Article http://www.lib.ncsu.edu/tutorials/scholarly-article/ <p>Note: Research Proposal Part I Assignment: Start reviewing the literature for possible</p>	<p>READINGS: Chapter 11, pp. 397 - 407</p> <p>READINGS: Chapter 14 (2020)</p> <p>Henry Madden Library Link: https://library.fresnostate.edu</p> <p>Graduate Statistics Studio Link: http://www.fresnostate.edu/academics/graduateenet/students/statspage.html</p> <p>Graduate Writing Studio Link: http://fresnostate.edu/academics/graduatewritingstudio.html</p>

	research areas and research questions that you are interested in researching for your Written Research Proposal.	
Week #2: 8/30–9/05	<p>Section I – Unit 2: Variables and Their Types</p> <p>Definition and View of Research</p> <ul style="list-style-type: none"> ● Definition of research ● Formal versus formative view of Research ● Variables and Their Types ● Dependent Variables ● Independent Variables ● Independent and Dependent Variables in Well-Stated Research Question ● Active Variables ● Assigned Variables ● Intervening Variables <p>YouTube Presentation: Identifying Variables in Experimental Research with Dr. Christine Maul https://www.youtube.com/watch?v=s5-7TJNG4Ak&index=2&list=PLr7hyZnbqOu7sHaSVIgXUpjyVQHKlzG7M</p>	<p>Discussion Board: Formulating a Research Question</p> <p>READINGS: Hegde (2003), Chapter 2; An Introduction To Research pp.24</p> <p>READINGS: Hegde (2003), Chapter 3; pp.54-59 Science and Its basic Concepts</p>

<p>Week #3: 9/06–9/12</p>	<p>Section 1 - Unit 3: Developing a Research Proposal: General Guidelines</p> <ul style="list-style-type: none"> ● How to write a research proposal according to ASHA and APA guidelines ● Avoiding plagiaristic writing ● In-Class Writing Assignment: Do’s and Do Not’s <p>To Do: Research Proposal Part I Assignment Research Proposal Part 1: Include your (a) tentative research question, (b) independent and dependent variable(s), (c) rationale for your research proposal and (d) type of proposed research design.</p>	<p>Hegde (2003), Chapter 14 How to Write Research Reports</p> <p>READINGS: Hegde (2003), Chapter 14 How to Write Research Reports</p> <p><i>APA Manual 7th Edition</i>, Chapters 1 & 2; pp. 3-70</p> <p>Discussion Board: Plagiarism Variables and Their Types</p>
<p>Week #4: 9/13–9/19</p>	<p>Section I - Unit 4: Understanding and Proposing Treatment – Treatment Research</p> <p>Treatment Research</p> <ul style="list-style-type: none"> ● Treatment research <ul style="list-style-type: none"> - Uncontrolled treatment research - Controlled treatment research - Directly replicated treatment research - Systematically replicated treatment research ● Conceptual issues: Consequences of treatment <ul style="list-style-type: none"> - Improvement - Treatment effects - Generalized consequences - Maintained consequences - Treatment outcomes 	<p>READINGS: Hegde (2003), Chapters 4 (Treatment Research) and 9 (Single Subject Designs)</p> <p>READINGS: Hegde (2003), Chapter 4, pp. 79-91</p> <p>Discussion: Single-Subject Designs</p>

]	<ul style="list-style-type: none"> ● Validity and generality of treatment research data <ul style="list-style-type: none"> - Internal validity - Generality or external validity <ul style="list-style-type: none"> - Statistical generality - Clinical generality - Logical generality - Clinical validity ● Treatment Efficacy Versus Effectiveness ● Logical Constraints and Empirical Conditions to Claim Treatment Effects <p>Section I - Unit 5: Understanding and Proposing Treatment - Introduction to Group Treatment Research and Participant Selection Methods</p> <p>YouTube Presentation: Selecting Participants with Dr. Christine Maul http://www.youtube.com/watch?v=0g4i9huXPco</p> <ul style="list-style-type: none"> ● Group treatment research: Randomized clinical trials <ul style="list-style-type: none"> - Random selection of participants for clinical trials <ul style="list-style-type: none"> - Randomized clinical trials - Sample - Population - Probability Sampling <ul style="list-style-type: none"> - Simple random sampling - Systematic sampling - Stratified random sampling - Proportional random sampling - Cluster sampling - Nonprobability Sampling <ul style="list-style-type: none"> - Convenience sampling - Consecutive sampling - Self selection - Quota sampling - Snowball sampling - Purposive sampling - Random Assignment of Participants <ul style="list-style-type: none"> - Random assignment - Sampling equivalency - Matching: An Alternative to Randomization <ul style="list-style-type: none"> - Par-Wise Matching - Equivalent frequency distribution 	<p>READINGS: Hegde (2003), Chapter 4, pp. 92-103</p>
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<p>Week #5: 9/20–9/26</p>	<ul style="list-style-type: none"> - Limitations of Matching - Treatment Administration - Single or Double Blinding <ul style="list-style-type: none"> - Blinding - Single blinding - Double blinding - Placebo - Control and Experimental Groups <p>Section I - Unit 6: Understanding and Proposing Treatment - Introduction to Single Subject Design Research</p> <p>YouTube Presentation: Single-Case Research Design http://www.youtube.com/watch?v=OFrutX6r8M8</p> <ul style="list-style-type: none"> ● Basic terms and characteristics of single subject designs ● Basic phases of single subject designs ● Pre-experimental single-subject design ● Control mechanism in single-subject designs ● Single subject treatment research: Multiple control conditions <ul style="list-style-type: none"> ● Replication ● Withdrawal of Treatment ● Reversal of Treatment ● Reinstatement of Treatment ● Criterion-Referenced Change ● Rapid Alternations ● Baselines ● Simultaneous multibaselines ● Randomized clinical trials versus single-subject treatment research <ul style="list-style-type: none"> - Experimental control and internal validity - Statistical generality versus clinical 	<p>Research Proposal Part I Due</p> <p>READINGS: Hegde (2003), Chapter 9; pp 320-325</p> <p>READINGS: Hegde (2003), Chapter 9; pp 325-327</p> <p>READINGS: Hegde (2003), Chapter 9; pp. 327-346</p> <p>READINGS: Hegde (2003), Chapter 4; pp.104-124</p> <p>READINGS: Hegde (2003), Chapter 4; pp.124-133</p> <p>READINGS: Hegde (2003), Chapter 4; pp.133-144</p>
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	<p>validity</p> <ul style="list-style-type: none"> - Self-Selection in randomized clinical trials - Ethical Issues with control groups - Treatment research in medicine versus communicative disorders <p>Classification of Treatment Research</p> <ul style="list-style-type: none"> • Classification of treatment research <ul style="list-style-type: none"> - Uncontrolled unreplicated - Uncontrolled directly replicated - Uncontrolled systematically replicated - Controlled unreplicated - Controlled directly replicated - Controlled systematically replicated • Summary of Treatment Research <p>Due: Post Research Proposal Part I Assignment -uploaded to Canvas on 9/22 by 10 pm.</p>	
Week #6: 9/27–10/3		Discussion Board: Reading and Evaluating Research
Week #7: 10/4–10/10	<p>Section II - Unit 7: Reading and Evaluating Research Reports</p> <p>YouTube Presentation: Reading and Evaluating Research Reports with Dr. Christine Maul https://www.youtube.com/watch?v=DKHJ4NN4ZoI</p> <ul style="list-style-type: none"> • Why study scientific methods • Professionals as critical consumers of research • Ethics of treatment or teaching research • High cost of education and the high cost of ignorance • Professionals are life-long learners • Legal and other reasons to be proficient in scientific methods • Need to Produce In-House Knowledge • Introduction to reading scientific literature • Types and formats of research articles • Format of Scientific Reports 	<p>READINGS: Hegde (2003), Chapter 15, (How to Evaluate Research Reports) pp.511</p> <p>READINGS: Hegde (2003), Chapter 14, (How to Write Research Reports) pp.469-478</p>

<p>Week #8: 10/11–10/17</p>	<ul style="list-style-type: none"> - Title Page - Abstract - Introduction - Method - Results - Discussion - References - Appendix - Following the APA(6th Edition) format <ul style="list-style-type: none"> ● Types of Scientific Reports <ul style="list-style-type: none"> - Review article - Theoretical article - Theses, projects and dissertations - Research proposal - Technical report <p>Section II - Unit 8: A Hierarchy of Evidence</p> <p>YouTube Presentation: A Hierarchy of Evidence http://www.youtube.com/watch?v=M3DrSK50ym8</p> <ul style="list-style-type: none"> ● Evaluation of research: Guidelines <ul style="list-style-type: none"> - Internal consistency evaluation - External consistency evaluation ● Evaluation of research: An Outline <ul style="list-style-type: none"> - Significance of the Problem Investigated (External Relevance) - Introduction and literature review - Statement of the Problem - Method - Results - Discussion - Reference List and Appendix ● Evaluation and treatment research with a hierarchy of evidence <ul style="list-style-type: none"> - Level 1: Expert advocacy - Level 2: Uncontrolled unreplicated - Level 3: Uncontrolled directly replicated - Level 4: Uncontrolled systematically replicated - uncontrolled systematically replicated <ul style="list-style-type: none"> - Level 5: Controlled unreplicated - Level 6: Controlled directly replicated 	<p>To Do: Fresno State Office for Human Research Protections Training uses Collaborative Institutional Training Initiative (CITI; 10 points): Students are expected to complete the CITI Human Subjects Protection Training http://www.fresnostate.edu/academics/humansubjects/training-modules/index.html</p> <p>Midterm</p> <p>READINGS: Hegde (2003), Chapter 15, pp.511-518; 518-523; 523-528</p> <p>Evidence-Based Practice in Communicative Disorders: An Introduction http://www.asha.org/policy/TR2004-00001.htm</p> <p>READINGS: Hegde (2003), Chapter 16, (Ethics of Research) pp.533-561</p>
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	<p>Level 7: Controlled systematically replicated</p> <p>Section II - Unit 9: Ethical Issues in Research</p> <ul style="list-style-type: none"> ● Ethics of research ● Fraud in Scientific Research ● Plagiaristic Practice of Scientists ● Effects of Science on Society ● Ethical Justification of Treatment Evaluation ● Human Subjects Protection in Research ● Protection of Human Participants/Human Subjects Committee ● Risk-Benefit Ratio ● Informed Consent ● Privacy of the Participants ● Human Subjects Committee and Research Protocol at Fresno State ● Prevailing Ethical Concerns with Treatment Research Methods <ul style="list-style-type: none"> - Ethical Concerns with Informed Consent Procedures - Ethical Concerns with No-Treatment Control Groups - Ethical Concerns with Placebo Control Groups - Ethical Concerns with Randomization - Ethical Concerns with Treatment Reversal or Withdrawal - Ethical Concerns with Participant Recruitment <p>YouTube Presentation: Ethical Issues in Research with Dr. Christine Maul https://www.youtube.com/watch?v=EWtw4W_MGvQ</p> <p>Due: Print Out Certificate and Upload to Canvas by 10/13 at 10 pm</p>	
<p>Week #9: 10/18 -10/24</p>	<p>Unit 9: Ethical Issues in Research</p> <p>Observation and Measurement</p> <p>YouTube presentation: Observation and Measurement with Dr. Christine Maul http://www.youtube.com/watch?v=q7oqekf-jv8</p>	<p>READINGS: Hegde (2003), Chapter 11 Hege (2021) chapter 6 Observation and Measurement</p> <p>Discussion Board: Qualitative Research</p>

	<p>Treatment Fidelity and Reliability of data collection</p> <p>Note: Work on Written Research Proposal Assignment</p>	
	<p>Section II - Unit 10: Designs of Research</p> <p>Research Designs</p> <ul style="list-style-type: none"> ● Validity of experimental operations ● Internal Validity and factors that affect internal validity <ul style="list-style-type: none"> - History - Maturation - Testing - Instrumentation - Statistical Regression - Subject Selection Bias - Attrition - Diffusion of Treatment ● Generality variability (external validity) and factors that affect generality <ul style="list-style-type: none"> - Types and limitations of generality - Statistical (inferential) generality - Clinical Generality <ul style="list-style-type: none"> - Logical generality - Generality across clients - Generality across ethnocultural groups <ul style="list-style-type: none"> - Generality across settings - Generality across experimenters - Generality across response classes ● Factors that Affect Generality <ul style="list-style-type: none"> - Pretest and posttest sensitization to treatment - Hawthorn effect - Multiple treatment interference 	<p>READINGS: Hegde (2003), Chapter 6</p> <p>READINGS: Hegde (2003), Chapter 7</p>
<p>Week #10: 10/25–10/31</p>	<p>Section III - Unit 11: Qualitative Research</p> <p>Topic: Qualitative Research</p>	

<p>Week #11: 11/1 –11/07</p>		
<p>Week #12: 11/08 –11/14</p>	<p>Section III - Unit 12: Single-Subject Designs – Single Versus Multiple Treatment Comparison</p> <ul style="list-style-type: none"> ● Experimental designs for single-treatment evaluations ● Experimental designs for multiple treatment comparisons ● Experimental design for interactional studies ● Designs to assess response maintenance ● Analysis of single-subject research data 	<p>Discussion: Group Design Strategy</p> <p>READINGS: Hegde (2003), Chapter 9;</p>
<p>Week #13: 11/15 –11/21</p>	<p>Section III - Unit 13: Group Designs of Research</p> <p>YouTube presentation: Group Research Design with Dr. Christine Maul http://www.youtube.com/watch?v=5H_S_9nJO6E</p> <p>YouTube presentation: Group Research Design: Within-Groups with Dr. Christine Maul http://www.youtube.com/watch?v=zFkDmz6wL8M</p> <ul style="list-style-type: none"> ● Theory of Probability and Normal Probability Curve 	<p>Research Proposal Part II due November 18, 2020</p> <p>READINGS: Hegde (2003), Chapter 8</p>

	<ul style="list-style-type: none">● Random Sampling, Inferential Statistics and Inferential Generality● Statistical Significance● Hypothesis Testing● Statistical Versus Research Designs● Basic terms and characteristics of group design strategy● Measurement and observation in group designs● Pre-experimental designs ● True experimental designs ● Designs to evaluate multiple treatments ● Factorial designs ● Quasi-experimental designs	
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	<ul style="list-style-type: none"> • Time-series designs • Counterbalanced within-subjects designs • Correlation analysis design • Statistical Analysis of Group Design Study Results 	
Week #14 11/22–11/28	Thanksgiving Recess November 21st – 23rd	No Class - Thanksgiving Recess

	<p>Unit 13: Types of Research</p> <ul style="list-style-type: none"> ● Ex-post facto ● Normative research ● Standard-group comparison ● Experimental research ● Clinical and applied research, sample surveys, evaluation research ● Relationship between research types and questions <p>YouTube presentation: Science versus Pseudoscience</p>	<p>READINGS: Hegde (2003), Chapter 5, pp. 153-157</p> <p>READINGS: Hegde (2003), Chapter 5, pp. 157-161</p> <p>READINGS: Hegde (2003), Chapter 5, pp. 161-164</p> <p>READINGS: Hegde (2003), Chapter 5, pp. 165-171</p> <p>READINGS: Hegde (2003), Chapter 5, pp. 171-179</p> <p>READINGS: Hegde (2003), Chapter 5, pp. 180-183</p>
<p>Week #15: 12/06–12/09</p>	<p>Due: FINAL Research Proposal, uploaded to Canvas on Wednesday, December 9th</p> <p>Due: FINAL Research PowerPoint Proposal presentation, uploaded to Canvas</p>	

University Policies

Disruptive Classroom Behavior

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained...Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live...Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class” (Academic Policy Manual, 419).

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.