Department of Communicative Sciences and Deaf Studies
California State University, Fresno

CSDS 200: Graduate Studies and Research Methods in Communicative Disorders

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Introduction and Course Description

CSDS 200: Graduate Studies and Research Methods in Communicative Disorders	
	Communicative Sciences and Deaf Studies California State University, Fresno
Course Information: Introduction to graduate studies and methods of research in communicative disorders; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills.	Instructor Name:
Units: 3	Office Number :
Time:	E-Mail:
Location:	Telephone:
Websites: Canvas, Google	Office Hours:

Course description: This is a 3-unit graduate level course on graduate studies and research methods in communicative sciences and deaf studies (CSDS). The seminar is designed to give students an introduction to the graduate program in CSDS. 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

California State University Division of Research and Graduate Studies. This competency will be determined through examination of a spontaneous writing sample and a completed research proposal assignment. **Prerequisite**: Statistics (PH 92 or equivalent)

Course Goals and Student Learning Outcomes

Course Goals:

My goals as an instructor are as follows:

- To fulfill requirements of the American Speech-Language-Hearing Association 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 speech-language pathology, 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 speech-language pathology

- To develop students' professional presentation skills

Student 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 speech-language pathology by:
   - Describing various types of research
   - Describing various research designs
   - Writing a research proposal

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 participants

3. Integrate research principles into evidence-based clinical practice by:
   - Evaluating the research base for treatment procedures

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) guidelines
- Conducting presentations on various topics, including a description of a proposed research project, displaying professional speaking skills and using appropriate media

Required Textbooks and Materials

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

Hegde, M. N., & Salvatore, A. P. (2021). *Clinical research in communicative disorders: Principles and strategies* (4th ed.). San Diego, CA: Plural Publishing.

All other materials are accessible through the Canvas website, including assigned readings and materials. 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, TAPE RECORDING OF CLASSROOM LECTURES IS NOT ALLOWED, UNLESS PREVIOUS INSTRUCTOR PERMISSION HAS BEEN OBTAINED. STUDENTS WITH AN OFFICIAL LETTER FROM THE SERVICES FOR STUDENTS WITH DISABILITIES (SSD) OFFICE MAY RECORD THE CLASS IF SSD HAS APPROVED THAT SERVICE.**

Examinations and Major Assignments

All assignments are due prior to the start of the respective class session, unless otherwise indicated according to the course schedule. There will be the following opportunities to earn points toward your grade:

Assignment	Point Value
Introductions Activity	10 points
Attendance and Participation (5 X 10 points each)	50 points
Human Subjects Training	30 points
Research Proposal Part 1: Introduction	20 points
Research Proposal Part 2: Literature Review	20 points
Research Proposal Part 3: Methodology	20 points
Research Proposal Peer Reviews (3 x 10 points each)	30 points
Small-Group Research Article Analysis	30 points
Quizzes (10 x 10 points each)	100 points

Written Research Proposal	100 points
Presentation of Research Proposal	50 points
Total Points Possible	460 points
Note: Additional coursework may be assigned	

Introductions Activity: Students will develop a brief video introducing themselves to their peers and responding to provided questions. Students will also respond to the video of at least 1 of their peers. Refer to the assignment prompt in Canvas for additional information regarding this activity.

Attendance and Participation: Attendance will be randomly taken a minimum of five times over the course of the semester. Each time the student is present when attendance is taken and actively participates during the class session's activities, they will have the opportunity to earn 10 points toward their final grade. An alternative assignment may be coordinated if the student has received prior instructor approval for potential absences on days in which attendance is taken.

Human Subjects Training: Students are expected to complete the online *CITI Human Subjects Protection Training* tutorial on protecting human research participants for *Social and Behavioral Research Investigators*. Information regarding this training is available at the link below: https://www.fresnostate.edu/academics/humansubjects/training-modules/index.html Upon completion of this training, students must submit a copy of their certificate of completion on Canvas for credit.

Research Proposal Part 1: Introduction: This is the initial assignment in a three-part series where students will have the opportunity to receive peer and instructor feedback on their research proposals. This section should provide a review of relevant background information to help ground the research proposal. Relevant information included in this part of the proposal may include:
- The problem statement
- The statement of purpose
- A discussion of relevant theoretical frameworks that guide the research (if applicable)
- The research questions

Research Proposal Part 2: Literature Review: This is the second opportunity for students to receive peer and instructor feedback on their research proposals. This section should include a review of literature that is relevant to the proposal, with a focus on empirical studies from peer-reviewed journals. A minimum of 10 sources of this nature should be discussed in this section.

Research Proposal Part 3: Methodology: This is the third opportunity for students to receive peer and instructor feedback on their research proposals. This section should include a discussion of the specific steps that would be taken in order to carry out the proposed research. Relevant information discussed in this part of the proposal may include:

- The research design
- Participant selection
- Instrumentation
- Data collection procedures
- Data analysis procedures
- Potential threats to validity and reliability and how they will be addressed

Research Proposal Peer Reviews: Students will participate in online discussion board activities to provide and receive peer feedback on Parts 1, 2, and 3 of their research proposals. Students will review peers' papers using guiding reflection questions provided by the instructor. These discussion board activities will take place according to the tentative course schedule.

Small-Group Research Article Analysis: In small groups, students will select a peer-reviewed article for analysis. Groups will sign up to analyze articles that implement research designs in one of the following categories: Group Designs, Causal-Comparative Research, Correlational Research, Single-Subject Designs, Qualitative Designs, or Mixed-Methods Designs. While students will have the opportunity to select the studies that they review for this assignment, it is strongly recommended that students consult with the instructor regarding their article of interest to ensure that it falls into the appropriate research design category. Students will develop a 10-15 minute presentation to share their article analysis with the class.

Quizzes: Understanding of course concepts will be checked via regular quizzes, as outlined in the course schedule. Questions on these quizzes may be asked in multiple choice, true/false, matching, or short answer formats. Quizzes will be open to take from the just after the final class session during which the topic was reviewed to the beginning of the next class session. You will have a maximum of 10 minutes to complete each quiz.

You are required to use LockDown Browser when taking these quizzes. This tool prevents you from accessing other websites or applications while completing a quizzes. Watch this video to get a basic understanding of LockDown Browser. Instructions for downloading LockDown Browser can be found at this link.

In order to complete your quizzes, you must follow the steps listed below.
- Start LockDown Browser
- Log into to Canvas
- Navigate to the quiz
- Complete and submit the quiz

Note: You won't be able to access a quiz that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the quiz to continue.

If you encounter any problems while using LockDown Browser, please navigate to support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product.

Research Proposal: Students will be required to generate a written research proposal regarding a research question(s) relevant to the field of speech-language pathology. Students must respond to feedback received through review of the previous research proposal assignments and bring the entire paper together to submit at the end of the semester. Additional details regarding this assignment will be discussed in class.

Presentation: During the last few class sessions and during the finals time slot allocated for this class, students will give a brief (approximately 10-15 minutes in length) presentation of their research proposals to the class. Details regarding this assignment will be discussed in class.

Graduate Writing Requirement: This component of the class is required by the university's Division of Research and Graduate Studies. Students will complete a spontaneous essay in response to a question given in class. 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 the university's Division of Research and Graduate Studies and also with the requirements of the American Speech-Language-Hearing Association (ASHA) 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 to pass this competency.

Grading

A standard grading scale will be used to determine the final grade, as follows:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
59.49% and less	F

Percentages will be calculated to the nearest .1%. The instructor will not adjust student point totals in any other manner.

Make-up quizzes 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, etc.). Late assignments will not be accepted. If a student misses a due date for a step involved in the completion of the research paper, then that student will miss the opportunity to receive feedback on that step before turning in the final product. For late submission of the research proposal in its entirety, the following penalties will be assessed:

DATE SUBMITTED	PENALTY
Each day, up to midnight, after the assignment was due, up to five days	**Minus 5% (7.5 points) of the total 100 pts. allocated to the research proposal writing assignment for each day.**
After 5 days	***No credit given***

Course Policies

Classroom Environment
1. Respectful language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, mobile devices, and other portable media players) turned off during class, unless they are being used in a lesson or have been authorized by the Services for Students with Disabilities Office (documentation required).
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

Email and Internet Access: This course requires the use of your university email account and regular access to Canvas and Google Drive. Be sure to log in frequently to follow course content and due dates.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at
http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service, and you may be required to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

University Policies

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 for Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- Adding and Dropping Classes

- Cheating and Plagiarism

- Computers

- Copyright Policy

- Disruptive Classroom Behavior

- Honor Code

- Students with Disabilities

- Title IX

University Services

The following University services can be found at:

- Associated Students, Inc.

- Dream Success Center

- Learning Center Information

- Student Health and Counseling Center

- Writing Center

Tentative Course Schedule

Module	Topic	Assignments
1	Introduction to the course • Introductions • Syllabus, assignments, and course schedule review • Course requirements	Assignment: Complete Introductions Activity and responses Readings: Review the course syllabus and tentative schedule; come to class with any questions
	Introduction to research Parts of a research report Brainstorming research interests and questions	Reading: Chapters 14-15, Hedge & Salvatore (2021)
	Literature review process Identifying variables Selecting research question	Reading Chapter 3, Hegde & Salvatore (2021) https://guides.library.fresnostate.edu/literaturereview
2	Evaluating research reports	Reading: Chapter 16, Hedge & Salvatore (2021) Quiz #1- Parts of a Research Report and Variables
	Library Instruction: How to Collect Articles for a Literature Review Location TBD	
	APA style Avoiding plagiarism	Assignment: Human Subjects Training Certificate Due Reading: Chapters 8-9, APA Manual (2019)

	Evidence-based practice Introduction to quantitative, qualitative, and mixed methods	Readings: Chapter 4, Hegde & Salvatore (2021) ASHA's Technical Report on Evidence-Based Practices Higginbotham & Satchidanand (2019)
	SPONTANEOUS WRITING SAMPLE	
3	Quantitative research: Group Designs	Assignment: Research Proposal Part 1: Introduction Due; submit via the Assignments and Discussion links in Canvas Quiz #2: Evidence-Based Practice Reading: Chapter 8, Hegde & Salvatore (2021)
	Quantitative research: Group Designs	Assignment: Online peer review of Research Proposal Part 1 Small-Group Research Article Analysis: Group Design Presentation
4	Quantitative research: Non-Experimental Designs- Causal-Comparative Research	Quiz #3: Group Designs Small-Group Research Article Analysis: Causal Comparative Presentation
	Quantitative research: Non-Experimental Designs- Correlational Designs	Small-Group Research Article Analysis: Correlational Presentation
5	Quantitative research: Single-Subject Research	Quiz #4: Non-Experimental Research Readings: Chapter 9, Hegde & Salvatore (2021)

		Byiers, Reichle, & Symons (2012)
	Quantitative research: Single-Subject Research	Small-Group Research Article Analysis: Single-Subject Research Designs Presentation
6	Qualitative research	Quiz #5: Single-Subject Research Designs Reading: Damico & Simmons-Mackie (2003)
	Qualitative research	Small-Group Research Article Analysis: Qualitative Research Designs Presentation
7	Mixed methods research	Quiz #6: Qualitative Research Reading: Klingner & Boardman (2011)
	Mixed methods research	Small-Group Research Article Analysis: Mixed Methods Designs Presentation
8	Participant recruitment and selection	Reading: CREd Library & Singletary (2014)
9	Instrumentation	Quiz #7: Participant Recruitment and Selection Reading: Goncalves Gurgel, Kaiser, & Reppold (2015)
	Data collection	Assignment: Research Proposal Part 2: Literature Review Due; submit via the Assignments and Discussion links in Canvas Reading: Chapter 6, Hegde & Salvatore (2021)

10	Quantitative data analysis	Quiz #8: Data Collection Assignment: Online peer review of Research Proposal Part 2 Watch assigned videos on Canvas Reading: Chapter 10, Hegde & Salvatore (2021)
	Qualitative data analysis	Watch assigned video on Canvas
11	Quantitative research: reliability and validity	Quiz #9: Data Analysis Reading: Chapters 7 & 11, Hegde & Salvatore (2021)
	Qualitative research: trustworthiness	Assignment: Research Proposal Part 3: Methodology Due; submit via the Assignments and Discussion links in Canvas Reading: Nowell, Norris, White, & Moules (2017)
12	Ethics in Research	Assignment: Online peer review of Research Proposal Part 3 Reading: Chapter 17, Hegde & Salvatore (2021)
13	Graduate studies and research procedures at Fresno State Brainstorm questions for panel discussion	Quiz #10: Ethics in Research Reading: Graduate Handbook
	Tentative: Research Panel Discussion	
	Thanksgiving Break	
14	Class Presentations	Research Proposal Due Research Proposal Presentations

	Class Presentations	Research Proposal Presentations
	Class Presentations	Research Proposal Presentations

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:		
Final Semester Examinations		
Final Time Slot -Class Presentations		