CDDS 200 – Graduate Studies and Research (3 units)

(Print this syllabus or copy it to your hard drive or a pen drive for easy reference when you are not online.)

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Questions related to the course materials, clarification of assignments, or general questions should be posted in the Question and Answer session on the discussion board in Blackboard. Although you may call my office at (559) 278-7218 and leave a message, the fastest way to reach me is by e-mail. I generally answer e-mail within 48 hours of receipt, especially Mondays through Fridays. Please use email regarding this course only for emergencies or personal matters.

Web Access:

To access the course, visit the Blackboard login page (http://blackboard.csufresno.edu) using your Fresno State username and password.
For help with Blackboard contact TILT at 278-7373 or send an email to

TILTsupport@csufresno.edu.

Catalog Description:

CDDS 200: Graduate Studies and Research
Prerequisite: statistics (PH 92 or equivalent). 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. (Formerly CSD 200)

Course Goals:

CDDS 200 is a graduate seminar on graduate studies and research
methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, this course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination. This course is also the Department-designated vehicle to obtain the Graduate Level Writing Skills required by the University. The course presentation consists of a combination of lectures and student group discussions besides assigned readings, clinical observations, and written assignments.

Primary Learning Outcomes:

1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.

   a) The students evaluate the credibility of sources of information and opinion.

   b) The students critically evaluate competing ideas as applicable to their profession.

   c) The students develop conclusions from credible evidence and defend those conclusions.

2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.

   a) The students demonstrate an understanding of the scientific method

   b) The students understand major research designs, their applications and limitations.

   c) The students understand and apply basic measurement techniques.

   d) The students apply research methods in formal projects, or in clinical or education applications.

   e) The students appreciate and critically evaluate of the role of and need for research in the fields and practice of deaf education and/or related fields.

   f) The students appreciate the need for research-based practices.

   g) The students critically evaluate research in deaf education and/or related fields.

3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.

   a) The students generate multiple solutions to assessment or intervention problems.

   b) The students evaluate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals

4. Demonstrate professional communication skills.

   a) The students write using appropriate spelling and grammar.

   b) The students produce well-organized papers using current American Psychological Association guidelines.

Course Information:

1. The following textbooks are required for the course and can be purchased at Kennel Bookstore on campus or online:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.
Leedy, P. D. & Ormrod, J. E. (2010). *Planning and design (9th Edition).* Upper Saddle River, NJ: Pearson.
Required readings are listed at the end of this document. Readings are assigned in Blackboard depending on the progress of the class.
Websites:

Fresno State Writing Center (http://www.csufresno.edu/writingcenter/)
The Purdue Online Writing Lab (http://owl.english.purdue.edu/)
APA Style (http://apastyle.apa.org/)

Readings:
The students must complete of all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

1. To take this class you must have the following:

- A computer with a webcam and high-speed internet connection.

- An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.

- Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).

- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: http://www.adobe.com and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

2. Class meetings:

This is a 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. **The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17th from 6 pm – Sunday August 19st at 4 pm and Friday November 2nd from 6 pm – Sunday, November 4th at 4 pm.** Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look

for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, 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 e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Lets become a community of learners who share our knowledge and resources.

3. Blackboard and Technical Difficulties

All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. 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 Blackboard to complete work, send your work to me at bryanberrett@csufresno.edu as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

Grading Policy:

Assignments	Points	Percent
Research Paper	200	40%
Presentation	40	8%
Two In Class Essays	40	8%
Deaf Events	20	4%
Quizzes	100	20%
Final Exam	100	20%
Total	500	100%

The student grades will be calculated objectively as follows:

- **90%-100%**   **A**   **450 – 500 points**
- **80%-89 %**   **B**   **400 – 449 points**
- **70%-79 %**   **C**   **350 – 399 points**
- **60%-69 %**   **D**   **300 – 349 points**
- **below 60 %**   **F**   **below 300 points**

Summary of Class Activities/Assignments:

Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the 'Learning Modules' tab located on the left side of the CDDS 200 course. There are a total of six learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners: the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

Blackboard Postings

In our class there writing in the form of "Blackboard (BB) Posting" which are located by clicking on the 'communication' tab and then clicking on 'discussion board'. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts SHOULD include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

Research Paper (200 points):

Each student will write a research paper. Due dates are listed in the course schedule at the end of this syllabus. The paper will be graded for content, clarity, textual cohesion, use of A.P.A. style (American Psychological Association, 2009), grammar, and spelling. The grading rubric is available for you in Blackboard. This paper is the second sample used to meet the graduate writing proficiency requirement. There are two types of papers for this class and students will only complete one of them.

1. If you are a thesis student, you will write your thesis proposal. To be considered for this, you must provide a memo from your thesis advisor stating that you will be a thesis student and your probable topic.
2. If you are not a thesis student you will write a critical review of the research evidence for a particular treatment or educational approach in deaf education. The paper will end with a question for future research and a discussion of how you would seek to answer that question (e.g., the research design). A list of topics will be provided and each student will select one. No one may write about the same approach as another student.

Presentation (40 points):

For the second face-to-face meeting, each student will present a poster-style presentation of their research paper to the class. Students will provide a handout to the members of the class. A group of students will present at the same time and the rest of the class will rotate among the presentations. The grading rubric is available in Blackboard.

In-class Essay (20 points each):

Students must complete the in-class spontaneous writing essay. Students have two opportunities this semester to pass this writing proficiency essay. The two essays will be administered at our November 4th - 6th face-to-face meetings, each on different days. Each student will have one hour to complete his or her essay based on a topic selected from a list provided by the instructor at our face-to-face class session. Students will be evaluated on grammar, punctuation, spelling, clarity, and textual cohesion.

Participation in Deaf Events (10 points each)

Each of you are required to spend at least 5 hours participating in at least two Deaf events. You may also volunteer for any Deaf related organization or school program in your local community. Here on campus, the Sign Language Interpreting Club and the ASL club is an excellent resource to find out when events are happening in the Deaf Community or here on campus www.dhhsc.org is also an excellent community resource. A summary of each event must be given, as assigned in Learning module three and six, by being posted in the appropriate discussion thread. The basic format is When, Where, Who, What, Why, the amount of time you were there and any comments or questions you have. It is vital to interact with the Deaf community in a non-work related capacity.

Safe Assign

There are multiple assignments that will require you to submit your work to safe assign. Safe Assign is allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

Quizzes (Five quizzes worth 20 points each)

The quizzes will consist of multiple choice / true false and/or short answer questions from your assigned readings. Once you begin the quiz you must complete it. The quiz is timed and the amount of time allocated for each quiz is posted in the learning module. Questions will be presented randomly from a test question bank. One question appears at a time and must be answered prior to moving on to the next question. There are no make up quizzes for any reason, your lowest quiz score will be dropped. **All quizzes will begin on specific Thursdays at 4 pm and will be available for 24 hours.**

Final Exam (100 points)

Your final exam will be provided to you online and will be available for 24 hours sometime during final exam week. It may include multiple choice, true false, and case study essay questions.

University Policy Statements

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 at 559-278-2881 or going to the office located in the Henry Madden Library Suite 1202

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.

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).

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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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.

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 and 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.

Copyright policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the California State University Fresno copyright web page: http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

For copyright Questions & Answers, you can visit the

Tentative Schedule

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
Module 1	Fri, Aug. 17 - 19	Required Face-to-Face meetings Trends in Deaf Education Research Identifying a Research Topic Shaw, D. (2008). Deaf By Design: Disability And Impartiality. *Bioethics, 22*(8), 407-413. doi: 10.1111/j.1467-8519.2008.00658.x	Pre-readings for CDDS 200 posted in Blackboard Deaf Education Learning Community Orientation Module
Module 2	Mon., Aug. 20	Chapter 1 What is Research Bertram, B. (2004a). Cochlear Implantation for Children with Hearing Loss and Multiple Disabilities: An Evaluation from an Educator's Perspective. *Volta Review, 104*(4), 349-359.	Online Journal
	Mon., Aug. 27	Chapter 2 Tools of Research Giangreco, M. F. (1997). Attitudes About Educational and Related Service Provision for Students with Deaf Blindness and Multiple Disabilities. *Exceptional Children, 63*(3), 329-342.	Annotated Bibliography

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
Module 3	Mon., Sept. 3	Chapter 3 The Problem: The Heart of the Research Process Pizzo, L., & Bruce, S. M. (2010). Language and Play in Students with Multiple Disabilities and Visual Impairments or Deaf-Blindness. *Journal of Visual Impairment & Blindness, 104*(5), 287-297	Online Quiz Chapters 1-3 Research Topic Blog
	Mon., Sept. 10	Chapter 5 Planning Your Research Project Janssen, M. J., Riksen-Walraven, J. M., & van Dijk, J. P. M. (2004). Enhancing the Interactive Competence of Deafblind Children: Do Intervention Effects Endure? *Journal of Developmental & Physical Disabilities, 16*(1), 73-94	Deaf Event # 1 VLOG Due
Module 4	Mon., Sept. 17	Chapter 6 Writing the Research Proposal Miller, P. (2005). What the Word Processing Skills of Prelingually Deafened Readers Tell About the Roots of Dyslexia. *Journal of Developmental & Physical Disabilities, 17*(4), 369-393. doi: 10.1007/s10882-005-6620-9	Research Project Topic Due
	Mon., Sept. 24	Chapter 12 Technical Details: Style, Format, and Organization of the Research Report	Online Quiz Chapters 5-6, 12
	Mon., Oct. 1	Chapter 4 Review of the Related Literature Whelan, E. M., & Kretschmer, R. E. (1996). Hearing-Impaired Students with Multiple Disabilities as People Who Think, Communicate, and Feel. *Volta Review, 98*(5), 221.	Peer Review – Research Project

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
Module 5	Mon., Oct. 8	Chapter 7 Qualitative Research Bruce, S., Godbold, E., & Naponelli-Gold, S. (2004). An Analysis of Communicative Functions of Teachers and Their Students Who Are Congenitally Deafblind. *Re:View, 36*(2), 81-90.	Online Quiz Chapters 4 & 7
	Mon., Oct. 15	Research Paper revisions Bruce, S. M. (2007). Using Action Plans to Support Communication Programming for Children Who Are Deafblind. *Re:View, 39*(2), 71-83	Online synchronous meeting (days / times TBA at first face-to-face meeting)
	Mon., Oct. 22	Chapter 8 Historical Research Guardino, C. A. (2008). Identification And Placement For Deaf Students With Multiple Disabilities: Choosing The Path Less Followed. *American Annals of the Deaf, 153*(1), 55-64	Research Project Due Wednesday, October 24 by midnight Online Quiz Chapters 8-9
	Fri., Nov 2-4	Required Face-to-Face meetings Presentations Chapter 9 Descriptive Research	In Class Essays Research Project Presentations
Module 6	Mon., Nov. 5	Chapter 10 Experimental and Ex Post Facto Design Park, J., & Lombardino, L. J. (2012). A Comparison Of Phonological Processing Skills Of Children With Mild To Moderate Sensorineural Hearing Loss And Children With Dyslexia. *American Annals of the Deaf, 157*(3), 289-306.	Online Journal
	Mon. Nov. 12	Research Paper Revisions	
	Mon. Nov. 19	THANKSGIVING RECESS – November 21 - 23	

MODULE	DATE	TOPICS / READINGS	ASSIGNMENTS
	Mon., Nov. 26	Chapter 11 Strategies for Analyzing Quantitative Data	Online Quiz Chapters 10-11
	Mon., Dec. 3	Course Evaluations Your online final exam will be available beginning Thursday December 8th at 4 pm.	Deaf Event # 2 VLOG Due
	Mon., Dec. 10	You must complete your final exam by Tuesday December 11th by 4 pm.	

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 6 – 7
Final Semester Examinations	Monday-Thursday	Dec 10 - 13

References

Alton, S., Herman, R., & Pring, T. (2011). Developing Communication Skills in Deaf Primary School Pupils: Introducing and Evaluating the SmiLE Approach. *Child Language Teaching and Therapy, 27*(3), 255-267.

Bayley, R., Lucas, C., & Rose, M. (2000). Variation in American Sign Language: The Case of DEAF. *Journal of Sociolinguistics, 4*(1), 81-107.

Buisson, G. J. (2007). Using Online Glossing Lessons for Accelerated Instruction in ASL for Preservice Deaf Education Majors. *American Annals of the Deaf, 152*(3), 331-343.

Delana, M., Gentry, M. A., & Andrews, J. (2007). The Efficacy of ASL/English Bilingual Education: Considering Public Schools. *American Annals of the Deaf, 152*(1), 73-87.

Dowling, C., Marquez, D., Moers, L., Richmond, M. A., & Swann, M. (2011). It's About Listening to Our Families and the Needs of Their Children: The Family Education and Early Childhood Department at the Maryland School for the Deaf. *Odyssey: New Directions in Deaf Education, 12*, 14-19.

Furze, J., Black, L., Peck, K., & Jensen, G. M. (2011). Student Perceptions of a Community Engagement Experience: Exploration of Reflections on Social Responsibility and Professional Formation. *Physiotherapy Theory & Practice, 27*(6), 411-421.

Hamilton, H. (2011). Memory Skills of Deaf Learners: Implications and Applications. *American Annals of the Deaf, 156*(4), 402-423.

Horn-Marsh, P. M., & Horn-Marsh, K. L. (2009). Bilingual Students Publish Works in ASL and English. *Odyssey: New Directions in Deaf Education, 10*(1), 12-17.

Humphries, T., & Allen, B. M. (2008). Reorganizing Teacher Preparation in Deaf Education. *Sign Language Studies, 8*(2), 160-180.

Jacobowitz, E. L. (2007). A Look at Teaching Standards in ASL Teacher Preparation Programs. *Sign Language Studies, 8*(1), 4-41.

Jamieson, J. R., Zaidman-Zait, A., & Poon, B. (2011). Family Support Needs as Perceived by Parents of Preadolescents and Adolescents Who Are Deaf or Hard of Hearing. *Deafness and Education International, 13*(3), 110-130.

Meili, R., Fuller, D., & Lydiate, J. (2011). Teaching Social Accountability by Making the Links: Qualitative Evaluation of Student Experiences in a Service-learning Project. *Medical Teacher, 33*(8), 659-666.

Myers, C., Clark, M. D., Musyoka, M., Anderson, M. L., Gilbert, G. L., Agyen, S., & Hauser, P. C. (2010). Black Deaf Individuals' Reading Skills: Influence of Asl, Culture, Family Characteristics, Reading Experience, and Education. *American Annals of the Deaf, 155*(4), 449-457.

Sipal, R. F., & Bayhan, P. (2010). Assessing the Link Between Executive Functions and Aggressive Behaviours of Children Who Are Deaf: Impact of Early Special Education. *Electronic Journal of Research in Educational Psychology, 8*(3), 991-1014.

Vogel-Walcutt, J. J., Schatschneider, C., & Bowers, C. (2011). Social-Emotional Functioning of Elementary-Age Deaf Children: A Profile Analysis. *American Annals of the Deaf, 156*(1), 6-22.

Wilson, S. L. R., Wilson, S. L., Raval, V. V., Salvina, J., Raval, P. H., & Panchal, I. N. (2012). Emotional Expression and Control in School-Age Children in India and the United States. *Merrill-Palmer Quarterly, 58*(1), 50-76.

Zucchero, R. A. (2011). A Co-mentoring Project: An Intergenerational Service-Learning Experience. *Educational Gerontology, 37*(8), 687-702.