

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

CDDS 200
Graduate Studies & Research

Required Texts: American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. Hegde, M. N. (2003). *Clinical research in communicative disorders: Principles and strategies* (3rd ed.). Austin, TX: PRO-ED. *Required Software:* Adobe Acrobat Reader (must have the latest version). It is available free at the Adobe website:

<http://www.adobe.com/products/acrobat/readermain.html>

Additional Readings: As assigned.

Purpose of the Course.

CDDS 200 is a graduate seminar on graduate studies and research methods in communicative disorders and deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in communicative disorders, this seminar is designed to give the beginning graduate student an understanding of (1) the basic concepts of science and research; (2) types of research; (3) research designs; (4) the process of developing research studies; (5) reading and understanding research articles published in the discipline; (6) critical evaluation of research reports; and (7) scientific writing in the fields. 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, speech-language pathology, and audiology.
 - f. The students appreciate the need for research-based practices.
 - g. The students critically evaluate research in deaf education, speech-language pathology, or audiology.
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.

Requirements of the Course.

Attendance: Regular attendance of class sessions is required. Students are responsible for all course content, including those sessions they have missed. Students are expected to be in class at the beginning of each scheduled session.

Readings: The students must complete of all reading assignments. *The instructor reserves the right to change or add reading assignments.*

Examinations: Students will complete three examinations. The first two examinations will be short answers or essays. There may be some listing or matching items. The final examination will be in a similar format, but have a comprehensive component. See the class schedule for dates. *See "Penalties for Late Submissions" for information on late submissions. Examinations may be taken late only for documented emergencies.*

Research Paper: Each student will write a research paper. Due dates are listed in the course schedule at the end of this syllabus. The paper is due at the beginning of class as listed in the course schedule. The paper will be graded for content, clarity, textual cohesion, use of A.P.A. style² (American Psychological Association, 2009), grammar, and spelling. Papers must be typed, double-spaced with 12-point font, 1" margins all around, and pages bound together so they do not separate from the document. The paper must be between 8 and 12 pages in length (not including title page, abstract page and references). The references must include at least five peer-reviewed journal articles. 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. The instructor will provide guidelines.

2. If you are *not* a thesis student you will write a research proposal using and experimental research design. The instructor will provide guidelines.

Presentations: 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 simultaneously and the rest of the class will rotate among the presentations.

In-class Essay: Students must complete the in-class spontaneous writing essay. Students have two opportunities this semester to pass this writing proficiency essay. The instructor will administer the essay as listed in the class schedule. Each student will have one hour to complete their essay based on a topic selected from a list provided by the instructor at that class session. They will evaluate students on grammar, punctuation, spelling, clarity, and textual cohesion.

Class participation: Students must participate in class discussions and activities.

Class Preparation Assignments: All students will complete 10 to 30 class preparation assignments. The instructor will provide the preparation assignments one or two class sessions before they are due (sometimes via email). These may consist of one or two questions, often based on an aspect of the current readings or to advance work on the research proposal. Students can often answer them in one or two paragraphs, or the completion of a list or a chart. *Written assignments must be typed (a 12-point font, with 1-inch margins).* These preparation assignments will be graded for credit or no credit. Credit will be given for answers that are responsive to the questions, and do not consist of copying or slightly rewording material from the readings. *Students will submit these preparation assignments at the beginning of class on the due date.* Students should have a copy for their own reference during the class session. These questions may be used for class discussions or activities. The instructor may ask students to share their answers with a small group or the entire class. **The instructor will not accept late submissions for any reason. Students must submit these assignments in class, not electronically (unless specifically stated to do so in the assignment).**

Graduate Writing Requirement: This requirement is required by the University. The student's writing should demonstrate: (a) Comprehensibility; (b) Clear organization and presentation of ideas; (c) An ability to arrange ideas logically to establish a sound scholarly argument; (d) Thoroughness and competence in documentation; (e) An ability to express in writing a critical analysis of existing scholarly/professional literature in the student's area of interest; and (f) An ability to model the discipline's overall style as

reflected in representative journals. Both the research paper and the in-class writing essay must each have a Graduate Writing Score of 80% or greater to meet the writing requirement for the Division of Graduate Studies.

Grading.

Grades for the students will be based on the evaluation activities listed below. There will be *no other source* of data for computing the students' grades. Scores for these elements of the course will be weighted as follows for deciding the students' final grades. *Grades will be based on each student's final points earned. Percentages will be calculated to the nearest .1%. The instructor will not adjust student point totals to artificially change a letter grade.*

GRADE	PERCENTAGE
A	90% -100%
B	80% -89%
C	70% -79%
D	60% -79%
F	59% or lower

General Course Policies

EVALUATION ACTIVITY	PERCENT OF TOTAL POINTS	TOTAL POSSIBLE POINTS	PERCENT PREPARATION ASSIGNMENTS RECEIVING CREDIT	DEDUCTION FROM TOTAL POINTS
First Examination _17.00%	170.00		70% or more	No deduction from total points (-0 points)
Second Examination _17.00%	170.00			
—			50 - 69%	Deduction of 5% of total possible points (-50 points)
Final Examination	23.00%	230.00		
Presentation _8.00%	80.00			
Research Paper	35.00%	350.00	Less than 50%	Deduction of 10% of total possible points (-100 points)
Total: _100.00%	1000.00			

Provisions for 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 the University Center Room 5 (278-2811).

Electronic recording of class sessions. No student may electronically record any class session without the *prior* permission of the instructor. The instructor reserves the right to deny or rescind permission to record class sessions at any time and for any reason. All or any electronic recordings of class sessions *must* be erased or destroyed before the completion of the current semester.

Computer and e-mail requirements. "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."

In addition, for this course, all students *must* have an e-mail account and be able to send and receive e-mail. Assignments, announcements, handouts, and other information will be provided via e-mail. Some assignments may be submitted to the instructor via e-mail. All students must have access to the latest version of the *Adobe Acrobat Reader* software, which can be downloaded *for free* (and to meet the specifications of each operating system) at the following address:

<http://www.adobe.com/products/acrobat/readstep2.html>.

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.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Plagiarism and cheating. "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). **Because the instructor cannot objectively determine a student's intentions, he will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student's responsibility to avoid any suspicious behaviors.**

Civility and 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."

Students are expected to treat the instructor and each other with civility, common courtesy, and respect. Students who fail to do so may be asked to leave a class session. Talking (including use of sign language) while a member of the class or the instructor "has the floor" or is speaking is considered disruptive behavior. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class sessions. Accessing the internet or email on computers in class is disruptive and is prohibited.

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 its copyright web page: <http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>.

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for noncommercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Penalties for late submission of assignments or examinations. Any assignment submitted³ or examinations taken after the due date and time without instructor approval will be penalized. **Such approval is provided only for documented emergencies. Students are required to provided documentation in support of their request.** Students must *receive* approval *personally* from the instructor (leaving a message for the instructor does not constitute having received personal approval from the instructor). No requests for late submission will be accepted after the due date and

DATE SUBMITTED	PENALTY
Each half day (day divided at noon) beginning with the half day in which the examination or assignment was due, up to five business days (8:00 a.m. – 5:00 p.m. Monday through Friday).	-5% of <i>total</i> points of an assignment or examination earning points. No credit for assignments graded credit-no credit.
After five business days .2	<i>No credit</i> given for the assignment or examination. No credit for assignments graded credit-no credit.

time. The following schedule of penalties will be assessed on the total assignment or examination. Make-up examinations will be scheduled only at the discretion of the instructor.

Syllabus Subject to Change.

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.

Course Schedule.

The following is a *tentative schedule* of topics and readings to be covered in this course. The schedule or readings may be modified.

Date	Session Plan	Readings
	<i>Session 1.</i> Introduction to the course.	Course Syllabus
	<i>Session 2.</i> Graduate Studies at CSUF	
	<i>Session 3.</i> In-class Writing Sample	
	<i>Session 4.</i> Library Searches in Library room 2134 (Studio 2).	
	Labor Day - No class	
	<i>Session 5.</i> What is Science and the Scientific Method? Science and Pseudoscience. Evidence-Based Practice.	
	<i>Session 6.</i> Types of Research. Variables and causality	Hegde (2003) pages 54-63
	<i>Session 7.</i> Observation and Measurement	Hegde (2003) Chapter 6
	<i>Session 8.</i> Observation and Measurement	
	<i>Session 9.</i> Quality of Data: Measurement and Reliability.	
	<i>Session 10.</i> Replication and Generality	Hegde (2003) Chapter 10 and pages 234-247.
	<i>Session 11.</i> First Examination	
	<i>Session 12.</i> Evaluation of Research Evidence	Hegde (2003) Chapter 15
	<i>Session 13.</i> Literature Reviews	
	<i>Session 14.</i> What's New in APA 6 th Edition?	
	<i>Session 15.</i> Experimental group designs to identify cause-effect relationships	Hegde (2003) Chapter 8
	<i>Session 16.</i> Experimental group designs to identify cause-effect relationships	
	<i>Session 17.</i> Data analysis and Presentation of Results for Group Designs	

Date	Session Plan	Readings 171
	<i>Session 18.</i> Experimental single-case designs to identify cause-effect relationships	Hegde (2003) Chapter 9
	<i>Session 19.</i> Experimental single-case designs to identify cause-effect relationships	
	<i>Session 20.</i> Data analysis and Presentation of Results for single-case designs	
	<i>Session 21.</i> Experimental Designs to compare treatments. Experimental Designs to identify the contribution and interaction of variables.	
	Session 22. Second Examination	
	<i>Session 23.</i> Descriptive Designs to identify correlated relationships between variables	Hegde (2003) Chapter 5
	<i>Session 24.</i> Descriptive Designs to identify correlated relationships between variables. Summary of Research Designs	Hegde (2003) Chapter 11
	ASHA Convention - No Class	
	<i>Session 25.</i> Psychometrics	
	Thanksgiving Recess - No Class	
	Session 26. Student Presentations	Research Paper Due
	<i>Session 27. Student Presentations</i>	
	<i>Session 28. Student Presentations</i>	
	<i>Session 29. Student Presentations</i>	
	Final Examination 1:15 - 3:15	