### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Communicative Sciences &amp; Disorders</th>
<th>Course # (i.e. ANTY 455) or sequence</th>
<th>CSD 430</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Course(s) Title</th>
<th>Sr. Capstone</th>
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</table>

Description of the requirement if it is not a single course.

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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

Please type / print name | Signature | Date |
-------------------------|-----------|------|
Instructor Dr. Catherine Off | ![Signature](signature.jpg) | 10/03/17 |
Phone / Email 406.243.2104 catherine.off@umontana.edu | | |
Program Chair Dr. Amy Glaspey | ![Signature](signature.jpg) | 10/03/17 |
Dean Harper Whalen Dean Roberta Evans | | |

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### III. Type of request

New Renew X One-time Only Change Remove

Reason for new course, change or deletion

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### IV Overview of the Course Purpose/Description

Students research and write about a topic that is selected under the guidance of the instructor and/or a faculty research mentor and then present their project proposal and project summary at the end of the semester. Students will do the following:

- Demonstrate a basic knowledge of research methods including:
  - Demonstrate a basic knowledge of research ethics as they pertain to humans
  - Select an appropriate research topic
  - Review the literature
- Demonstrate a basic knowledge of research design including research approaches, data collection, and data analysis
- Orally present the project
- Demonstrate a basic understanding of professional scientific writing including: APA style, abstract, literature review, methods, data collection and analysis, discussion/conclusions/future directions
- Demonstrate the ability to discuss results/outcomes both orally and in writing
- If recommended by faculty research mentor, submit research project to [Montana Speech-Language-Hearing Association](https://www.msha.org) (MSHA) Student Poster Session at the MSHA annual convention, a discipline-specific conference, and/or the [University of Montana Conference on Undergraduate Research (UMCUR)](https://umcur.umt.edu).

### V Learning Outcomes: Provide examples of how the course will support students in achieving each learning outcome.
| Identify and pursue sophisticated questions for academic inquiry | ✓ Yes  
If yes, how will student learning be supported?  
Students work in collaboration with their faculty mentor or the instructor to develop a topic area of study related to communication disorders and sciences. Students work in collaboration with the instructor and/or their faculty research mentor to develop scientific research/hypothesis-driven questions about their topic. The instructor provides an in-class lecture about scientific inquiry and provides examples of how to develop a narrow scientific question from a broad area of interest. In-class activities are provided to help students narrow their area of interest. Initially, students submit a 1-page summary of their topic area, supported by three peer-reviewed references. Following an in depth literature search and written literature review draft (with feedback from the instructor), students submit their scientific research questions. |
| Find, evaluate, analyze, and synthesize information | ✓ Yes  
If yes, how will student learning be supported? |
At the start of the semester, students attend a talk at the Mansfield Library given by the UM librarian assigned to the CSD dept. to introduce them to research search strategies using UM resources and databases. The instructor also provides discipline-specific guidelines and demonstration for finding relevant references for their project in class. Students submit a literature review spreadsheet that details the search process including the full reference citation, key words used to find the references, and a brief summary/key topics of the references found. Students are also introduced to online citation managers (e.g., RefWorks and Endnote). Demonstrations of these citation managers are provided in class. Once sources have been located and obtained, the students participate in **four** in-class writing tutorials through the Writing Center’s Sidecar Project. The sequence of the tutorials is as follows: (1) summarize information from one peer-reviewed journal article relating to the student’s topic, (2) summarize/integrate information from multiple (i.e., 2-3) peer-reviewed journal articles relating to the student’s topic, (3) summarize, synthesize, and analyze information from 2-3 peer-reviewed journal articles relating to the student’s topic, (4) further an argument relating to the student’s topic using multiple peer-reviewed journal articles. Each of these in-class, small-group tutorials requires the student to submit a written product and then revise the written product following in-class feedback.

Most research relating to CSD uses human subjects. Students are also required to complete one of the online human subjects training courses for social and behavioral sciences at the start of the semester. Paula Baker from the IRB guest lectures early in the semester to discuss research ethics. The instructor also provides follow up instructional lectures about research ethics, including topics about ethical scientific writing.

<table>
<thead>
<tr>
<th>Manage multiple perspectives as appropriate</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>If no, course may not be eligible</td>
<td></td>
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</tbody>
</table>

See above description of the Sidecar Project tutorials. Additionally, students must submit a lengthy literature review to the instructor that incorporates a comprehensive review of multiple perspectives relative to the student’s scientific research topic. Students are instructed in-class about how to judge the appropriateness and scientific weight of references found and then are required to incorporate their analysis in their literature review. The students have the opportunity to review feedback and revise this literature once during the course.

| □ No                                      |     |
| If no, course may not be eligible         |     |
| Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline | ✓ Yes  
If yes, how will student learning be supported?  
Students are instructed to write using a scientific technical writing style and APA format. Academic voice is explicitly instructed during lectures about scientific writing and in-class workshops/activities that focus on scientific writing and micro/macro-editing. The instructor provides written feedback for all sections of the scientific proposal (i.e., abstract, literature review, methods, data collection and analysis, results, discussion/conclusions/clinical implications/future directions) that the student submits. Students have the opportunity to revise.  
Students also have the opportunity at the end of the semester to orally present their research proposal. The instructor provides formal instruction about how to create their oral presentation that is appropriate for a scientific audience. The instructor and peers then provide written feedback about the quality of the oral presentation. |
| Use multiple drafts, revision, and editing in conducting inquiry and preparing written work | ✓ Yes  
If yes, how will student learning be supported?  
All sections of the written research proposal are reviewed by the instructor. The student has the opportunity for revision after the first draft is submitted. The literature review is also peer-reviewed in-class. Students are required to provide critical written feedback for their peers’ literature review drafts. The Sidecar Project in-class group-based tutorials are timed throughout the semester to adequately include revision and editing with help from tutors. |
| Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline | ✓ Yes  
If yes, how will student learning be supported?  
The instructor provides explicit in-class instruction and activities about APA format and scientific writing. One of the required textbooks for the course is the APA Manual, 6th edition. The students’ final manuscript must follow strict APA format guidelines to achieve full credit. Students are required to present their proposal orally using a scientific approach. |

### VI. Writing Course Requirements

Enrollment is capped at 25 students. If not, list maximum course enrollment. Explain how outcomes will be adequately  
Yes. Enrollment is capped at 25 students. We offer this course in the fall and spring semesters to meet this requirement.
| met for this number of students. Justify the request for variance. | Library resources instruction by UM librarian and instructor; explicit in-class instruction and workshop activities about scientific technical writing and revising techniques (micro and macro-editing); four in-class tutorials by Writing Center that have revision opportunities; and peer-review activities during class time. |
| Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. | Literature review assignment. Four in-class Sidecar project tutorial assignments. |
| Which written assignment(s) includes revision in response to instructor’s feedback? |  |

**VII. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

### Formal Graded Assignments

**Written Assignments** (70% of grade)

1. Research topic summary (1 page maximum with 3 references)
2. Literature review (10-15 pages)
3. Research questions (1-2 pages)
4. Methods section & data collection/analysis sections (2-5 pages)
5. Final complete and revised manuscript using APA format, including cover page, table of contents, abstract, body of text (literature review; proposed purpose/research design, methods, data collection/analysis, results; summary/conclusions); bibliography per APA format (total of 20-40 pages).
6. Sidecar Project assignments (single article summary; multiple article summary, multiple article summary, synthesis, and analysis; further argument using multiple articles).

**Oral Assignment** (10% of grade)

Oral presentation of research proposal/project (5-10 minutes).

### Informal Ungraded Assignments

Human subjects training course (online); literature review spreadsheet; oral presentation reflections

Paste or attach a sample writing assignment, including instructions for students.

See attached, CSD 430 Capstone Literature Review

**VIII. Syllabus:** Paste syllabus below or attach and send digital copy with form.

The syllabus must include the list of Writing Course learning outcomes above.

See attached digital copy. CSD 430 Syllabus Fall 2014.
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INTRODUCTION

UM MISSION STATEMENTS

THE UNIVERSITY OF MONTANA
The University of Montana capitalizes on its unique strengths to create knowledge, provide an active learning environment for students, and offer programs and services responsive to the needs of Montanans. The University delivers education and training on its four campuses and through telecommunications to sites inside and outside of Montana. With public expectations on the rise, the University asks its students, faculty, and staff to do and accomplish even more than they have in the past. The dedication to education for and throughout life reflects the commitment to service learning and community building on and off the campuses. The University enhances its programs through continuous quality review for improvement and remains fully accountable to the citizenry through annual audits and performance evaluations.

THE UNIVERSITY OF MONTANA-MISSOULA
The University of Montana-Missoula pursues academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.
COMMUNICATIVE SCIENCES AND DISORDERS PROGRAM
The mission of the Department of Communicative Sciences and Disorders is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

WELCOME
Welcome to CSD 430, Senior Capstone. My hope is that you will find this Capstone course innovative, informative, and interactive. I am passionate about the research and writing topics we cover in this course and hope that you will find aspects of the course that inspire you as a developing health care professional. I strongly request active class participation, questions, and discussion – the more you actively engage during class time the better you will absorb and ultimately learn the material. Please do not hesitate to contact me at any time if you have questions or concerns about your obligations in this course. If you are struggling, please don’t delay to contact me. If you have an honest desire to learn the material and are willing to put in the necessary work, I will do all that I can to ensure that you succeed. I ask that your primary goal be to become a better researcher and professional writer. — Catherine Off, Ph.D., CCC-SLP

INSTRUCTOR INFORMATION
Catherine Off obtained her Bachelor of Arts in Linguistics at the University of California – Berkeley in 1996 and her Masters of Science in Communication Disorders and Sciences at the University of Wyoming in 1999. She worked as a speech language pathologist at the Veteran’s Affairs Medical Center in Philadelphia, PA for two years in acute, sub-acute, and outpatient rehabilitation units as well as at the VAMC’s nursing home. Catherine received her doctoral degree in Speech and Hearing Sciences with emphasis on aphasia and word retrieval impairments in individuals recovering from stroke from the University of Washington in Seattle in 2008. After completing her doctoral degree, Catherine joined the clinical faculty at California State University, Northridge as a lecturer and supervisor for the practicum of neurogenic communication disorders.

Currently, Catherine is Assistant Professor in the Department of Communicative Sciences and Disorders at the University of Montana. She is also Director of Adult Services at The University of Montana RiteCare Speech, Language, and Hearing Clinic, Director of the UM Big Sky Aphasia Laboratory, and co-director of the Big Sky Aphasia Program. Her areas of special interest include rehabilitation of neurogenic communication disorders stemming from stroke, degenerative diseases, and traumatic brain injury (TBI). Her research investigates: (1) the relative contribution of components of intensive therapy on rehabilitation of aphasia and apraxia of speech across the course of recovery, (2) the reliability between caregivers and persons with aphasia relative to a measure of communicative participation, and (3) consumer perceptions of telepractice. Catherine is certified by the American Speech-Language and Hearing Association (ASHA) and licensed in the state
of Montana. She is an active member of the Academy of Neurogenic Communication Disorders and Sciences (ANCDs).

Contact details are listed below:
Office Hours: TBA
Phone: (406) 243-2104
Email: catherine.off@umontana.edu
Postal: Catherine Off, Ph.D., CCC-SLP
Department of Communicative Sciences and Disorders
Curry Health Center (LL) 028
The University of Montana
Missoula, MT 59812-6695

COURSE ORGANIZATION

This class is a lecture and seminar in research methods and professional/technical writing. Topics include research methods, research ethics, and professional and technical writing. A number of class sessions will be dedicated to improving your technical writing through the University of Montana’s Writing Center Sidecar Project. The Sidecar Project involves in-class tutoring and structured writing assignments. Please familiarize yourself with the UM Writing Center.

The Capstone experience, completed at the end of the student’s undergraduate career, integrates liberal learning with specialized knowledge. Each Capstone experience emphasizes sharing of ideas, synthesis, and critical, informed reflection as significant precursors to action, and each includes student initiative in defining and investigating problems or projects. The Department of Communicative Sciences and Disorders offers a unique Senior Capstone experience during which students learn about clinical and research processes in speech-language pathology and audiology through guided faculty interaction. Students engage in independent research through their Capstone papers and poster presentations.

Some students will have a research laboratory experience with a faculty member. Others may be responsible for extensive and comprehensive literature reviews. The Capstone experience will vary across students and faculty mentors. Students may also be asked by their faculty mentor to submit their projects to the Montana Speech-Language-Hearing Association’s Annual Convention student poster session and/or The University of Montana Conference on Undergraduate Research (UMCUR).

COURSE CATALOG DESCRIPTION

CSD 430 – Sr. Capstone I. Offered autumn and spring. Prereq., senior status. Students research and write about a topic and present their findings at the end of the semester.

LEARNING OBJECTIVES AND OUTCOMES

- Demonstrate a basic knowledge of research methods including:
  - Demonstrate a basic knowledge of research ethics as they pertain to humans
  - Select an appropriate research topic
  - Review the literature
- Demonstrate a basic knowledge of research design including research approaches, data collection, and data analysis.
- Orally present the project
- Demonstrate a basic understanding of professional scientific writing including: APA style, abstract, literature review, methods, data collection and analysis, discussion/conclusions/future directions
- Demonstrate the ability to discuss results/outcomes both orally and in writing
- If recommended by faculty research mentor, submit research project to Montana Speech-Language-Hearing Association (MSHA) Student Poster Session at the MSHA annual convention and/or the University of Montana Conference on Undergraduate Research (UMCUR).

CONCEPTUAL FRAMEWORK FOR LEARNING COMMUNITY AND DIVERSITY

As part of the Phyllis J. Washington College of Education and Human Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the following course-specific experiences: a) learning technical writing that provides applications for research in the health sciences; b) participating in face-to-face discussions and online forums during which students will interact with each other to apply course concepts; and c) writing assignments using a culturally unbiased manner and participating in course content related to research involving individuals from diverse backgrounds. Additional information is available regarding our Conceptual Framework.

CLASS ATTENDANCE POLICY

Students are expected to attend all sessions, in-person, and are responsible for any content that is missed because of absence. Students are expected to participate during all class meetings and complete all assessments on time.

Students must notify Dr. Off of serious circumstances that result in a missed assessment or participation to be considered for rescheduling. Students may be asked to provide written verification of the circumstances. The instructor may excuse brief and occasional absences for reasons of illness, injury, family emergency, or participation in a University sponsored activity (e.g., field trips, ASUM service, music or drama performances, and intercollegiate athletics). The instructor shall excuse absences for reasons of military service or mandatory public service.

STUDY COMMITMENTS

This is a 3-credit class. Conventional wisdom dictates that during a regular semester, one should spend 3-4 hours of time outside class for every credit. That works out to about a 12- to 15-hour weekly commitment (i.e., 3 hours in class, 9-12 hours outside class). Obviously, there is some variation between students. Some will need to spend more time, while others will be able to complete their work in less. The time you put into this course should be spent completing the required reading, reflecting on your reading, engaging in guided research, writing a professional manuscript, editing, and preparing oral presentations.
OCCUPATIONAL HEALTH AND SAFETY

There are no out of the ordinary risks associated with this unit.

LEARNING APPROACHES

Classroom lectures and demonstration, reading assignments, video presentations, class discussion, in-class tutoring, and group assignments. Online learning may include online discussion forums, video demonstrations, reading assignments, and collaborative assignments.

Moodle is The University of Montana’s on-line learning system. You MUST maintain an accurate email address with The University of Montana.

Moodle will be used to deliver much of the content of your CSD 430 Fall 2014 course. Specifically Moodle will:

- Provide the syllabus for the course
- Provide access to some of the content of the course including PowerPoint slides
- Provide important announcements regarding your course
- Provide discussion questions and response forums
- Provide assignment documents and digital drop boxes
- Provide assessment instructions
- Provide supplemental readings/materials/videos
- Provide access to many online resources

SUPPORT SERVICES AND RESOURCES

STUDENT RESOURCES

UM WRITING CENTER

The Writing Center is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. I highly recommend that you set up at least one appointment with the Writing Center. For more information, visit the Writing Center online at: http://www.umt.edu/writingcenter/. You may also email growl@mso.umt.edu or call (406) 243-2266.

UM TUTORING PROGRAMS

Two tutoring programs are available to students, one administered by the TRIO and the other by the Undergraduate Advising Center; both are located in Corbin Hall. More information on TRIO, visit TRIO at Lommasson Center 154, call 406-243-5032, or log on to www.umt.edu/trioss/. The Undergraduate Advising Center is located in the Lommasson Center 269, http://www.umt.edu/uac/.

DISABILITY-RELATED MODIFICATIONS

Students who experience disability-related barriers should contact Disability Services for Students (DSS). If students elect to use approved academic adjustments, they must provide, in advance, formal notification from Disability Services to the instructor. For additional information, contact DSS.
Director Amy Capolupo, Lommasson Center 154 or (406) 243-4584 (Voice/Text) or amy.capolupo@umontana.edu.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

FOREIGN EXCHANGE STUDENTS AND SCHOLARS

The office of Foreign Student and Scholar Services (FSSS) is available for general counseling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. The FSSS office is in the Lommasson Center, Room 219. For more information about FSSS, contact fsss@umontana.edu or visit http://life.umt.edu/fsss/.

DIRECTORY OF ASSISTANCE

<table>
<thead>
<tr>
<th>Concern</th>
<th>Contact</th>
<th>Contact details</th>
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<tbody>
<tr>
<td>Matters concerning the course</td>
<td>Instructor</td>
<td>Refer to the Introduction in this Course Information</td>
</tr>
<tr>
<td>General academic issues relating to your course</td>
<td>Department Chair: Dr. Amy Glaspey</td>
<td>Refer to the UM website at <a href="http://www.umt.edu">http://www.umt.edu</a> &amp; click the link to academics.</td>
</tr>
<tr>
<td>Moodle difficulties</td>
<td>UM Online</td>
<td>Ph: (406) 243-4999 Email: <a href="mailto:umonline-help@umontana.edu">umonline-help@umontana.edu</a> Website: <a href="http://umonline.umt.edu/">http://umonline.umt.edu/</a></td>
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<tr>
<td>Difficulties accessing your Student Computer account</td>
<td>IT Helpdesk</td>
<td>Ph: (406) 243-4357 Email: <a href="mailto:italk@umontana.edu">italk@umontana.edu</a> Website: <a href="http://www.umt.edu/it/support">www.umt.edu/it/support</a></td>
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<tr>
<td>Technical difficulties in PC Labs</td>
<td>UM Library</td>
<td>Ph: (406) 243-6866 Website: <a href="http://www.lib.umt.edu/contact">http://www.lib.umt.edu/contact</a></td>
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<td>Library enquiries</td>
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<td>Help with library databases, Internet searching and</td>
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<tr>
<td>Reference queries</td>
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<tr>
<td>Purchasing of text books and stationery Hours:</td>
<td>UM Bookstore</td>
<td>Ph: (406) 243-1234 Fax: (406) 243-2001 Email: <a href="mailto:contact@umontbookstore.com">contact@umontbookstore.com</a> Website: <a href="http://www.umptbookstore.com">http://www.umptbookstore.com</a> University Center, 1st &amp; 2nd Floor</td>
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<tr>
<td>M-F 8:00 am – 6:00 pm; Sat 10:00 am – 4:00 pm; Sun CLOSED</td>
<td>Ph: 406-243-2107</td>
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<td>General administration enquiries</td>
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<td>Concern</td>
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<td>(e.g. admissions/ enrolments, course information, graduation)</td>
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**COURSE CONTENT**

**REQUIRED TEXTBOOKS**

**RECOMMENDED TEXTS**

**COURSE MATERIALS**
Additional required handouts, readings, and videos will be posted on the CSD 430 Moodle Shell.

**SELECTING YOUR PROJECT**

Students enrolled in the fall 2014 Sr. Capstone course have been awarded the opportunity to work under the guidance of a faculty research mentor in the Department of Communicative Sciences and Disorders. Students accepted for this mentorship opportunity will work on a topic selected by the faculty mentor. Students who participate in this experience will have the opportunity to be part of an ongoing research project or may have the opportunity to develop their own research project that fits in with the faculty mentor’s current research program.

**TENTATIVE COURSE SCHEDULE** Note: *SYLLABUS IS SUBJECT TO CHANGE.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture Topic/Project Timeline/Readings</th>
<th>READINGS</th>
<th>DEADLINES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Lecture: introduction to course; timeline for research manuscript; literature reviews</td>
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<tr>
<td>August 25</td>
<td>Workshop: Writing fears, positive aspects of writing, goals, specific skills needed</td>
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<td>Week 2</td>
<td>No class meeting – LABOR DAY HOLIDAY</td>
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<tr>
<td>September 1</td>
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CSD-430 Fall 2014 - Catherine Off, Ph.D., CCC-SLP
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<thead>
<tr>
<th>Dates</th>
<th>Lecture Topic/Project Timeline/Readings</th>
<th>READINGS</th>
<th>DEADLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td><strong>Guest Speaker: Paula Baker, IRB</strong> Lecture: Ethical Considerations, Ethical Review and Approval</td>
<td>Goldfarb &amp; Serpanos Ch. 4 (PDF)</td>
<td>DUE: Human Subjects Training; Research Topic Summary &amp; References</td>
</tr>
<tr>
<td>September 8</td>
<td>Lecture: Housekeeping &amp; Prepare for Sidecar Project; discuss literature review spread sheet assignment</td>
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<td></td>
<td><strong>Sidecar Workshop #1: Summarize ONE article</strong></td>
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<td>Week 4</td>
<td>Lecture: Housekeeping &amp; Prepare for Sidecar Project; discuss literature review spread sheet assignment</td>
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<tr>
<td>September 15</td>
<td>Lecture: Housekeeping &amp; Prepare for Sidecar Project; discuss literature review spread sheet assignment</td>
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<tr>
<td></td>
<td><strong>Sidecar Workshop #1: Summarize ONE article</strong></td>
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<td>Week 5</td>
<td><strong>Workshop at Library: Kate Zoellner, Librarian</strong></td>
<td>Creswell Ch. 2</td>
<td>DUE: Revised Sidecar Assignment #1</td>
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<td>September 22</td>
<td>Lecture: Reviewing the Literature; Using Library &amp; Internet Resources</td>
<td>Goldfarb &amp; Serpanos Ch. 5 &amp; 6 (PDF)</td>
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<tr>
<td></td>
<td>Lecture: Focusing Your Research Question; Peer Review; Revising Your Work</td>
<td>Creswell Ch. 6 &amp; 7</td>
<td>DUE: Literature Review Spread Sheet</td>
</tr>
<tr>
<td></td>
<td>Workshop: Activities to help you narrow your topic and refine your research questions; revision techniques.</td>
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<td>Week 6</td>
<td>Lecture: Submitting a MSHA Student Poster Session Application; Creating MSHA Posters; review literature review assignment</td>
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<tr>
<td>September 29</td>
<td><strong>Sidecar Workshop #2: Summarize multiple articles</strong></td>
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<tr>
<td>Week 7</td>
<td>Lecture: Overview of Research Approaches; review literature review assignment details</td>
<td>Creswell Ch. 1 &amp; 3</td>
<td>DUE: Revised Sidecar Assignment #2</td>
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<tr>
<td>October 6</td>
<td>Workshop: Revise MSHA Posters</td>
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<td></td>
<td><strong>Week 8</strong></td>
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<tr>
<td>October 13</td>
<td>Lecture: Overview of Research Approaches; review literature review assignment details</td>
<td>Creswell Ch. 8</td>
<td>DUE: Literature Review (Draft)</td>
</tr>
<tr>
<td></td>
<td>Workshop: Revise a peer’s literature review</td>
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<tr>
<td></td>
<td>Lecture: Prepare for Sidecar Project/Housekeeping</td>
<td></td>
<td>DUE: Research Questions</td>
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<tr>
<td>Week 9</td>
<td>Lecture: Quantitative Methods</td>
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<tr>
<td>October 20</td>
<td>Workshop: Revise a peer’s literature review</td>
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<td></td>
<td>Lecture: Prepare for Sidecar Project/Housekeeping</td>
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<tr>
<td>Week 10</td>
<td><strong>Sidecar Workshop #3: Summarize and analyze multiple articles</strong></td>
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<tr>
<td>October 27</td>
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<tr>
<td>Dates</td>
<td>Lecture Topic/Project Timeline/Readings</td>
<td>READINGS</td>
<td>DEADLINES</td>
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<tr>
<td>Week 11</td>
<td>Lecture: Qualitative Methods &amp; Mixed Methods</td>
<td>Creswell Ch. 9 &amp;10</td>
<td>DUE: Revised Sidecar Assignment #3</td>
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<tr>
<td>November 3</td>
<td>Workshop: Revise Sidecar Assignment</td>
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<tr>
<td>Week 12</td>
<td>Lecture: Writing your Research Proposal &amp; Preparing Your Oral Presentations</td>
<td>Creswell Ch. 4 &amp; 5 Goldfarb &amp; Serpanos Ch. 7 (PDF)</td>
<td>DUE: Research Methods &amp; Data Collection/Analysis Sections</td>
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<tr>
<td>November 10</td>
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<td></td>
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<tr>
<td>Week 13</td>
<td>Lecture: Prepare for Sidecar Project, Housekeeping</td>
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<tr>
<td>November 17</td>
<td>Sidecar Workshop #4: TBA</td>
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<tr>
<td>Week 14</td>
<td>Lecture: TBA/Catch-Up</td>
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<tr>
<td>November 24</td>
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<tr>
<td>Week 15</td>
<td>Oral Presentations</td>
<td></td>
<td>DUE: Final Draft Research Proposal Manuscript (in-class)</td>
</tr>
<tr>
<td>December 1</td>
<td></td>
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<tr>
<td>FINALS WEEK</td>
<td>Oral Presentations</td>
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</table>

**ASSESSMENT INFORMATION**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Description</th>
<th>Percent Value</th>
<th>Length</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Training</td>
<td>Complete CITI Online Human Subjects Training</td>
<td>5%</td>
<td>CITI Online Program</td>
<td>September 8</td>
</tr>
<tr>
<td>Literature Review Spreadsheet</td>
<td>Create a spreadsheet using Excel or an equivalent program to keep track of your literature searches</td>
<td>5%</td>
<td>N/A</td>
<td>September 29</td>
</tr>
<tr>
<td>Research Manuscript</td>
<td>Research Topic Summary + 3 References</td>
<td>5%</td>
<td>1 page max</td>
<td>September 8</td>
</tr>
<tr>
<td></td>
<td>Literature Review</td>
<td>10%</td>
<td>10-12 pages</td>
<td>October 6</td>
</tr>
<tr>
<td></td>
<td>Research Questions</td>
<td>5%</td>
<td>1-2 pages</td>
<td>October 13</td>
</tr>
<tr>
<td></td>
<td>Methods Section &amp; Data Collection/Analysis Sections</td>
<td>10%</td>
<td>2-5 pages</td>
<td>November 3</td>
</tr>
<tr>
<td></td>
<td>Final Draft Research Proposal with Revised Literature Review</td>
<td>20%</td>
<td>20-40 pages</td>
<td>December 1</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Orally present a summary of your research manuscript; respond to attendees questions</td>
<td>10%</td>
<td>5-10 min presentation</td>
<td>December 1 or finals week</td>
</tr>
<tr>
<td>Presentation Reflections</td>
<td>Complete and submit 3 Reflection forms after watching your peers' oral presentations</td>
<td>5%</td>
<td>See template</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Writing Center Sidecar Project</td>
<td>You will participate in in-class writing tutoring from the UM Writing Center. A variety of writing tasks will be assigned.</td>
<td>20%</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

CSD-430 Fall 2014 - Catherine Off., Ph.D., CCC-SLP
<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Description</th>
<th>Percent Value</th>
<th>Length</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Attendance &amp; participation during in-class workshops.</td>
<td>5%</td>
<td>N/A</td>
<td>Throughout course</td>
</tr>
</tbody>
</table>

**LATE WORK AND MAKE-UP POLICY**

Assignments must be completed on time to earn full credit. *(Late assignments will earn 50% credit).*

Note: Apply for extensions before the due date.

You must apply for extensions at least 2 university business days before the due date. All extension requests must be in writing to the Instructor.

If you do not follow these procedures and have an extension formally approved, your assessment will be considered late if it arrives after the due date.

Extenuating circumstances do arise from time to time such as illness or a family crisis. In such circumstances, you are required to contact your instructor to discuss your options. Poor time management is not considered an extenuating circumstance and is not grounds for an extension. Work commitments will not be sufficient grounds for an extension.

**RESUBMISSION**

In this course, you cannot resubmit your work for reassessment.

**PLAGIARISM POLICY**

Plagiarism is the presentation of the work of another without acknowledgement. As defined by the University of Montana's Student Conduct Code, plagiarism is "Representing another person's words, ideas, data, or materials as one's own." Staff and students may use information and ideas expressed by others, but this use must be identified by appropriate referencing. Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. Information about plagiarism is available through the Mansfield Library. Students who plagiarize may fail the course and may be remanded to Academic Court for a possible suspension or expulsion from the University.

**STUDENT CODE OF CONDUCT**

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at the University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. You are expected to complete all assignments and readings.
“Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

**GRADING SCALE**

**ONLY the traditional grade option is available for this course.**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grading Scale by Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
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<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 %</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76 %</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72 %</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 68 %</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 %</td>
</tr>
<tr>
<td>F</td>
<td>59 % or lower</td>
</tr>
</tbody>
</table>
CSD 430 LITERATURE REVIEW

ASSIGNMENT DETAILS

- Search the literature for your topic. Find appropriate articles and resources per class discussion/instruction. The bulk of your references should be peer-reviewed journal articles. You should use the literature review spreadsheet that you created to help you while you write your paper.
- Using the skills you learned during the in-class writing instruction and tutorials, write a **10-12 page review of the literature**. Summarize, synthesize, and analyze the literature to provide a strong argument for your proposed research project.
- Use APA format throughout.
- Use in-text citations with references at the end of the document (APA format). If you use a citation manager, you can have it automatically generate an APA bibliography as you insert in-text citations.
- You will be graded on your **technical writing style** (e.g., organization, grammar/spelling, professional voice, APA format) and **technical writing content** (e.g., developed thesis, developed themes from literature, studies are summarized and linked together with your argument, differing perspectives in literature are reviewed, critical analysis of literature, appropriate use of resources).
- You will receive a graded rubric with feedback from the instructor of the course. You may also submit your literature review to your research mentor (if you are working in a lab) for their feedback. Grades will be assigned by the instructor of the course. This assignment is worth 10% of your overall grade for the course.

WHAT IS A LITERATURE REVIEW?

- A literature review is a scientific document that is intended to summarize the research that has been conducted (to date) by several other researchers for a given topic
- A literature review is NOT:
  - an opinion piece
  - a summary of a website
  - creative writing
  - a reflection
- In a literature review, you do the following:
  - read, summarize, and analyze studies done by others
  - evaluate: techniques used, the study design used, results obtained, conclusions drawn, any errors present
  - apply your evaluation of the research to your topic
- Do not introduce a topic without any research to back it up
- Use multiple sources to support each topic
- Provide a complete analysis of the studies you reference
- Use a professional voice – do not use casual language – this is scientific writing, not an op-ed piece or newspaper article
• Avoid plagiarism:
  - any phrase longer than 2 words needs to go in quotes
  - do not try to just reword an article or source sentence by sentence
  - read an entire article (maybe multiple times) and take notes, write out your summary/analysis in your own words

**WRITING A LITERATURE REVIEW: STRUCTURE & WRITING**


• Your whole article should revolve around your thesis/research question/position/argument
• **Introduction.** Introduce the topic and your thesis, and discuss why this topic is significant
• **Body.** Depends on your topic. For example, if your topic discusses and evaluates three different methodologies, you might divide the body of the article into three sections, each discussing one of the methods. In these sections, be sure to describe and evaluate the studies in detail, comparing them and discussing their implications.
• **Discussion and Conclusions.** You should conclude your review by restating your thesis and the purpose, then discuss the conclusions you have drawn. You should also discuss the implications of your study/proposed study and where you think research in this field should go from here.
• **References.** Literature reviews published in professional journals usually cite 50 to 100 studies. A short literature review usually requires 20 or more. You may have fewer references if your area of study is particularly narrow or new.
• **Length.** A short literature review is usually 7 to 10 pages long. Most reviews, however, need to be longer to address all the material that needs to be discussed. Writing a good review is not about quantity, though—it's about quality. Weed out the unimportant information and make your writing and logic tight. When you evaluate studies: describe/introduce them briefly, then discuss the relevant areas (e.g., research assumptions, theories tested, hypotheses stated, methodology, variables examined, results, interpretations, speculations, etc.). All studies have strengths and weaknesses. Identify them and discuss how they are relevant to your thesis/problem/argument/study. Be sure to compare the study with others that you have discussed. Be sure that you provide evidence for and against your argument.

**QUESTIONS TO ASK YOURSELF ABOUT YOUR LITERATURE REVIEW**

As you write your review, keep the following questions in mind. When you have finished, go through and make sure you answer each of these questions for yourself:

1. Do I present a specific thesis, problem, or research question? Make sure you’re not just summarizing a field of study!
2. Who is my audience? Will readers find my literature review relevant and useful?
3. What is the scope of my review? What types of publications did I use (e.g., journals, books, popular media, government documents, or person communication)?
4. What am I reviewing? Is my issue addressing theory, methodology, policy, quantitative research, or qualitative research? A combination? Make sure this is clear in your review!
5. Has my search for studies been broad enough to contain all the relevant studies?
6. Has my search been narrow enough to exclude irrelevant studies?
7. Have I included enough sources? (Usually, anything less than a dozen sources is far too few for a literature review.)
8. Is the literature I've chosen actually relevant to my thesis? Does every study I've chosen to include shed some light on the problem my article/paper is addressing?
9. Have I critically analyzed the studies or do I just summarize the articles?
10. Have I discussed the strengths and weaknesses of the studies?
11. Have I cited and discussed studies that contradict my perspective?
12. Is my review more than just a descriptive summary? Is it organized into useful, informative sections that present different ideas revolving around my thesis?