CSD 6150: Research and Writing
Thursdays 11:00 a.m. - 1:30 p.m.

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Swaid 208; Office hours are posted on my door.
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Catalog description:
This course will present specific aspects of technical writings and oral presentations, as well as an introduction to evidence-based practice, applied clinical research, and interpretation of research data in the field of speech-language pathology.

Course goals/objectives/method of delivery:
1. Students will learn the professional writing standards appropriate for speech-language pathology practice.
2. Students will learn standards of evidence-based practice in speech-language pathology, including interpreting and applying current research.
3. Students will demonstrate competencies in professional communication through technical writing and oral presentations.
4. Students will demonstrate foundational competency in applied clinical research, evidence-based practice, and interpretation of research data for clinical practice in speech-language pathology.

Content will be delivered through in-class lectures to supplement required readings.

Course content will contribute to the completion of these ASHA Standards:
1. CAA Standard 3.1.1B – Students will demonstrate professional practice competencies of effective communication skills, clinical reasoning, and evidence-based practice.
2. CFCC Standard IV-F – Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
3. CFCC Standard V-A – Students will demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.

Required texts:


Additional resources:
Required and supplemental readings, as indicated in this syllabus or posted on Canvas
Purdue Online Writing Laboratory – https://owl.english.purdue.edu
Grammar Girl Quick and Dirty Tips for Better Writing – iTunes podcasts
Grammarly – www.grammarly.com, also on Facebook
The Harding University Writing Lab, 1st floor of HU Brackett Library

Assignments:
Annotated bibliographies – Students will complete annotated bibliographies with 5 of the peer-reviewed sources from their evidence-based research. The annotated bibs should include a
description of the study and its findings, comments on your evaluation of the article/study, and a brief PICO outline.

Research guides – Students will complete 5 research guides (available on Canvas) At least one must be a qualitative research article, and at least one must be a quantitative research article.

EBP research paper – Students will write a systematic review regarding the evidence-based intervention for one of their own therapy clients. The body of the paper should be 10-12 pages in length. The paper (e.g., title page, abstract, citations, formatting, and references) should follow APA guidelines. Students should use a minimum of 10 peer-reviewed sources; other sources which are not peer-reviewed may also be included.

EBP research presentation – Students will present their evidence-based research to their peers and faculty. Students should wear professional dress and incorporate media (e.g., PowerPoint, Prezi, videos, handouts) as appropriate to support their presentations.

Exams – Students will take a midterm and a final exam.

Course grading
Research paper – 30% Research guides – 15%
Research presentation – 15% Annotated bibliographies – 10%
Exams (midterm and final) – 30%

A = 90-100  B = 80-89.9  C = 70-79.9  D = 60-69.9  F = < 60

Remediation: I will offer any additional support, explanation, or practice that any student requests or that I believe a student may need in order to meet the ASHA Standards and course objectives outlined. Please refer to the CSD department’s policy on formal academic recovery plans.

Performance Expectations: Professors can expect student performance at varying levels, depending on the level of education and prior class work that builds toward higher levels of knowledge and skill. These levels include:
1. Knowledge: Describe, name, find, list, relate, write
2. Comprehension: Explain, compare, discuss, predict, outline, restate
3. Application: Complete, use, examine, illustrate, clarify, solve
4. Analysis: Compare/Contrast, examine, explain, identify, categorize, investigate
5. Evaluation: Justify, assess, prioritize, recommend, rate, decide/choose
6. Creation: Plan, invent, compose, design, construct, imagine

This course will have expectations across all levels. Please consider what those levels mean in relationship to the type of participation you will be expected to demonstrate in class and in the type of work you present.

Course Policies and Professional Conduct:
- Students are expected to attend all class meetings.
- You are expected to be an active learner in this course. This is not a strictly lecture-based course. You should come to class prepared to discuss the topic for the day, stay current on your reading assignments, and seek additional outside references to further your
understanding and mastery of a topic when necessary rather than depend solely on the readings assigned or on the information explicitly discussed in class.

- You are expected to be **fully engaged** in class discussions and make comments and ask questions that demonstrate appropriate application and internalization of the discussion topics. Toward this, you should plan to take **hand-written notes** during class. Resources are available on Canvas if you need note-taking support.

- **Laptops may be used only for certain in-class assignments**, not for email or other Internet use during class time. Please do not text during class. If you have an urgent situation that requires your attention, just let me know.

- Exams and assignments will be in ExamSoft. Students are expected to attend Exam Reviews.

- You are responsible for your own assignments and knowledge. Students who share assignments with students taking the course in a subsequent semester may be subject to academic integrity sanctions. Please refer to the University’s definitions and guidelines regarding plagiarism and academic integrity.

- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. Take advantage of the Writing Lab in the Brackett Library if you need additional support beyond what is available through your textbooks and classwork.

- No audio/video records of class may be made without the instructor’s consent.

- If you have any situation or problem that does or may affect your participation in class or completion of a class assignment, you should discuss the situation with me as soon as possible, preferably **prior to** the class or assignment deadline affected.

- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for Harding University Speech Clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

- If you have any questions or concerns regarding your grades, assignments, or understanding of topics from this course, you should arrange a meeting with me as soon as possible. Please be respectful of the chain of authority; discuss any concerns or questions with me first, and give me sufficient opportunity to resolve the issues.

**Academic Integrity Policy:**

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Assessment:**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. All academic units are assessed in reference to student learning outcomes, program learning outcomes, and university learning outcomes.

**Students with Disabilities:**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a **documented disability** condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the at the **beginning** of each semester. (If the diagnosis of the disability occurs during the academic year, the student
must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in the Center for Student Success, telephone, (501) 279-4019.

The Writing Center
Help with writing assignments is always available free of charge at the Writing Center, located in the back of Brackett Library. The Writing Center is staffed by trained undergraduate and graduate consultants for 50+ hours per week. These consultants work collaboratively with their clients at every stage of the writing process to address issues of content, organization, clarity, style, and documentation. To schedule an appointment, go to harding.mywconline.com and create a free account.

Time Management Expectations:
For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Dress Code:
All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain professional and graduate programs, and will be stated in each program’s policies.

Changes to the syllabus:
The instructor reserves the right to change course assignments and/or testing procedures; however, the instructor will announce any changes during class meetings or on Canvas so that the students have sufficient notice.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity/ Assignment</th>
<th>Readings</th>
<th>Learning Objectives</th>
<th>ASHA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-22</td>
<td>Introduction; Syllabus; Confidentiality; Ethical considerations; Writing for different settings; Editing practice</td>
<td>Lecture Group discussion Editing</td>
<td>H &amp; J, Ch 1-2; Locke, Part 1</td>
<td>Understand conventions of professional writing. Understand confidentiality and ethical considerations regarding professional writing.</td>
<td>V-A; 3.1.1B</td>
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<td>8-29</td>
<td>Clinical writing</td>
<td>Lecture Hands-on practice</td>
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<td>9-5</td>
<td>EBP; Treatment rationales; PICO</td>
<td></td>
<td>H &amp; J, Ch 11-15</td>
<td>Understand and apply PICO to clinical situations</td>
<td>3.1.1B, IV-F</td>
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<td>9-12</td>
<td>EBP; Treatment rationales</td>
<td>Bring annotated bibliographies for 2 articles</td>
<td>The Writing Center</td>
<td>Understand purpose of EBP. Understand research techniques for locating and evaluating evidence to support clinical decisions</td>
<td>3.1.1B, IV-F</td>
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<td>9-19</td>
<td>Understanding quantitative research</td>
<td>Completed research guide for quantitative article due (9/23, 9 a.m.)</td>
<td>H &amp; J, Ch 3-10; Locke, Part 2</td>
<td>Define and discriminate types of research and types of analysis</td>
<td>3.1.1B, IV-F</td>
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<td>9-26</td>
<td>Understanding qualitative research</td>
<td>Completed research guide for qualitative article due (9/30, 9 a.m.)</td>
<td>H &amp; J, Ch 3-10; Locke, Part 3</td>
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<td>10-3</td>
<td>ArkSHA</td>
<td>Remaining 3 research guides due 10/7, 9 a.m.</td>
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<td>IV-G</td>
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<tr>
<td>10-10</td>
<td>APA; Style</td>
<td>Remaining 3 annotated bibliographies due 10/10</td>
<td>APA, Ch 1, 4, 6</td>
<td>Remember and apply APA guidelines to professional writing</td>
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<tr>
<td>10-17</td>
<td>APA; Writing without bias</td>
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<td>APA, Ch 3</td>
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<td>10-24</td>
<td>APA</td>
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<td>10-31</td>
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<td>11-7</td>
<td>EBP presentations</td>
<td>Student presentations</td>
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<td>Demonstrate competency in understanding, analyzing, and reporting EBP</td>
<td>IV-F; V-A; 3.1.1B</td>
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<td>11-14</td>
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<td>11-21</td>
<td>No class – ASHA</td>
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<td>11-28</td>
<td>No class -- Thanksgiving break</td>
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<td>12-5</td>
<td>Medical terminology; Commonly misused words</td>
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<td>Define and discriminate commonly used terminology</td>
<td>V-A; 3.1.1B</td>
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<td>12-11</td>
<td>Final exam, 10:30-12:30</td>
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