

**Course Syllabus**  
**CDIS 476**  
**Introduction to Research in Speech, Language, & Hearing**  
**Tuesdays & Thursdays, 1:00 – 1:50**  
**184 Health Center**

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**Office Hours**

Mondays 1:30 – 2:30 pm, Thursdays 4:00 – 5:00 pm, or by appointment

**Text and Readings**

There is no textbook for this course. ☺  
Readings will be posted on Blackboard.

**Course Objectives**

Whatever your future career in speech-language pathology or audiology will be, research will play important roles in what you do. Research provides us with information about normal development, differences and disorders, and best practices for assessment and intervention. Without research we would be nearly clueless in regards to helping people with communication problems.

Despite the importance of research, it is often seen as complicated, confusing, and/or intimidating. This doesn't need to be the case. At its heart, research is simply a matter of trying to answer questions. This class will examine how those questions are developed, various manners in which they can be answered, and the interpretations that can be made from the answers.

By the end of this class, you will

- understand and remember key concepts and terms that apply to research in communication disorders
- identify and give details on questions being asked by individual research studies
- create your own research questions and determine ways to answer them
- be able to read and evaluate research articles and presentations
- understand how research in communication disorders is conducted and how it relates to clinical practice
- gain hands-on experience with research in communication disorders.

## Course Methods

This course is divided into two experiences: classroom and guided research.

### *Classroom*

The individual class sessions are designed around a discussion format. Each week we will have a set topic to talk about. Some sessions will include an associated reading, and others will not. I will provide an outline for each session's discussion (although the actual conversation may flow in and out of the outline).

To facilitate your learning, we will be incorporating two research articles into our discussions across the semester. These articles are Plexico, Manning, and DiLollo (2005) and Rice, Wexler, and Hershberger (1998). Both are available on Blackboard.

For this class to be effective, **you must be an active participant**. Participation begins with the reading assignments. Be an active reader. This means takes notes on what you are reading and consider how the reading relates to what has been and might be discussed in class. Your notes should include the information that you think is relevant, the information that is unclear to you, and the questions that you continue to have after the reading. The "Active Reading Worksheet" that you have used for my class(es) before is available for you on Blackboard. This worksheet isn't required (and will not be collected), but you may find it helpful.

Bring the readings, notes, and your active reading worksheets to class. Within the class discussion you can use your notes and worksheets as a script. In other words, they can help you in answering questions, asking questions, and making relevant points.

You are expected to contribute to each class session. This includes asking questions, answering others questions, and adding relevant information. The more spontaneous you can be with your contributions, the better. I will periodically call on people to find out what they are thinking and to bring them into the conversation.

Another part of being an active participant is how you react to others. There are things that we can all learn from each other, so we must treat each other with respect and dignity. This means allowing everyone to share their ideas and carefully considering their input. No one should ever be put down for his/her contributions.

### *Guided Research*

You will spend one hour per week as a research assistant with one of the faculty members in CDIS (your research mentor). Your specific duties will be determined by your mentor. Some activities that students in the past have worked on included searching for articles, developing stimuli, participating in data collection, scoring/coding data, and analyzing data. Depending on the project and its current status, you may be working on one or more of these activities. Likewise, you may be contributing to one or multiple studies.

### *Interaction*

Throughout the semester we will be working to integrate the classroom and guided research experiences. The most obvious ways that we will be doing this will be through classroom discussion and the summative paper. During the first 15 minutes (or so) of each session, we will revisit the topic of the previous session and talk about how that relates to your guided research.

Obviously, we won't be able to cover everyone's guided research in each class session, but this should help you to integrate the two experiences. Likewise, the summative paper will direct you to describe your guided research experience in a manner that integrates the topics that we discussed in class.

### **Grading & Assignment Overview**

Your final grade will be determined by the percentage of points that you earn. Letter grades will be assigned as follows:

A = 89.5% and above	B = 79.5 to 89.49%	C = 69.5 to 79.49%
D = 59.5 to 69.49%	F < 59.5%	

There are approximately 250 points to be earned in the following manners:

Homework	100 points
Guided Research Review	50 points
Summative Paper	100 points

**Homework:** There will be approximately 10 homework assignments across the semester. These assignments will primarily be based on the course objectives listed above.

**Guided Research Review:** Your research mentor will be asked to fill out a short review form based on your research participation. A copy of this form will be available for you to review on Blackboard. You and your mentor will discuss your performance half way through the semester (to allow for improvement if needed) and at the end of the experience.

**Summative Paper:** The summative paper will bring together your experiences in the classroom and with the guided research. The paper will be 4 to 6 pages long (typed, double-spaced). It will be due during the last week of classes. Specific details on the paper will be posted later on Blackboard.

### **Students with Disabilities**

The goal of the Disability Services for Students Office is to help provide equal access and reasonable accommodations to BGSU students with disabilities. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office.  
Phone (419) 372-8495, Fax: (419) 372-8496, TTY: (419) 372-0582

### **Academic Honesty**

The Department of Communication Disorders and I support a **zero tolerance** for any violation of academic honesty and/or academic misconduct. If you are found to be guilty of a violation of the Academic Honesty Policy (cheating, fabrication, plagiarism...), you will be reported to the Dean of your college and assigned a grade of "WF" for the course. Consult the "Codes of Conduct" section of your Student Affairs Handbook for a complete explanation of these policies. It is **your** responsibility to understand these policies.

**Statement of Implied Limited License**

The classroom discussions that we will have and the materials that I will provide are considered to be my intellectual property. *They are protected by state and federal regulations.* Included in this intellectual property are the notes that you take and assignments that you complete. You are **not** authorized to provide your notes or completed assignments to anyone outside of the class, sell them to anyone, post them on a web site, and/or make any commercial use of them without express prior permission from me. See me **before** you do anything that may possibly violate this policy.

**Schedule**

We will attempt to maintain the following schedule. Be mindful, however, that some topics may require further discussion than planned and result in changes to the schedule.

<u>Week</u>	<u>Topic</u>	
August 28	Class introduction and interest in research	
September 4	Scientific method & Research questions	
September 11	The extant literature	
September 18	Methods and their selection	
September 25	Quantitative and Qualitative research	
October 2	Analyzing the data	
October 9	Mystery session	
October 16	Interpreting the results	
October 23	Dissemination of research	
October 30	Evaluating research	
November 6	Research conference review	
November 13	Research ethics	
November 20	Mystery session	
November 27	Research and clinical work	
December 4	Summative discussion	
December 11	Summative discussion	Tuesday 1:15 – 3:15