Science is real; Science is you.

The words “science” and “research” evoke many different responses from students. Some are energized by the excitement of working to answer important questions. Others are nervous about being overloaded by technical terms and precise measurements. Research is the scientific tool that we use to answer questions about what things are and how they work.

Research will have an important role in your professional practice, no matter what career you end up having. Research provides us with information about typical development, differences and disorders, and evidence for best practices in assessment and intervention. In other words, even if you do not end up conducting research yourself, you will be a consumer of research.

In this class we'll look at the lifecycles of research studies, from their births as questions through their development into productive members of society. As a class, we will examine two studies in depth and hear about other projects that are in progress. As individuals, you will participate in an ongoing research study with one of our faculty members.

By the end of this experience you will:

- understand and remember key concepts and terms that apply to research in communication disorders
- create your own research questions and determine ways to answer them
- identify and give details on questions being asked by individual research studies
- 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

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### Classroom Sessions

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. Prior to each session, I will post the reading and a “preflection” worksheet for you to complete. Preflections are worksheets that focus and guide your reading. They are the opposite of “reflections” because they are done before and during the reading. Each prelection will ensure that you read the target material and guide you towards ideas and questions that you can use during the class discussions.

We will be focusing on two research articles into our discussions across the semester. These are Goberman, Hughes, and Haydock (2011) and Muttiah, Georges, and Brackenbury (2011). Both of these studies were developed and carried out by student researchers at BGSU. The articles are available on Canvas.

For this class to be effective, you must be an active participant. 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.

To facilitate your understanding of why someone becomes a researcher, we will hear research presentations from some of the department’s current doctoral students. These students will do a 20 presentation about a study that they did and then talk with us about the study and their development as researchers.

### Guided Research

You will spend one hour per week, in pairs, as a research assistant with a faculty member in CDIS (your research mentor). You and your mentor will determine your specific duties. 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.

Keep an eye open for all of the opportunities that are available through your guided research. Many students have continued working with their research mentors even after the course is complete. Some of gotten summer grants that pay for their work, others have presented at national conferences, and a few have published articles about their research.
Grading Scale

There are three primary sources that will be used to determine your grade in this course.

I. Preflection
Each preflection will be worth 5 points. There will be ~ 10 preflections during the semester, for a total of 50 points.

II. Guided research review
Your research mentor will be asked to fill out a short review form based on your research participation. You and your mentor will discuss your performance halfway through the semester (to allow for improvement if needed) and at the end of the experience. It is worth 50 points.

III. Paper and presentation
The paper and presentation will bring together your experiences in the classroom and with the guided research. The paper will be 6 to 8 pages long and worth 75 points. The presentation will be 20 minutes long and worth 25 points. Both will be completed with your research partner.

Your final grade will be determined by the percentage of the available points that you earn. Letter grades will be based on the following scale. This scale will be strictly adhered to.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5 - 89.49%</td>
</tr>
<tr>
<td>C</td>
<td>69.5 - 79.49%</td>
</tr>
<tr>
<td>D</td>
<td>59.5 - 69.49%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.5%</td>
</tr>
</tbody>
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About Dr. B.

I’ve been a faculty member at BGSU since 2001. Before that I worked as a clinician at a preschool for children with multiple disabilities. I teach and do research on child language development and disorders. Outside of work, I enjoy playing with my family, competing in endurance events, and raising money for cancer research.

Students with Disabilities

I want nothing to interfere with your ability to perform well in this course. If you have a significant problem that might weaken your performance, please talk to me and/or someone at the Disabilities Services for Students (DSS) Office. The goal of the DSS is to help provide equal access and reasonable accommodations to BGSU students with disabilities. You can contact them by phone at 372-8495, fax 372-8496, TTY 372-0582, or on the web at http://www.bgsu.edu/offices/sa/disability/index.html

Academic Honesty

As stated in the 2013-2014 student handbook: The Code of Academic Conduct (also called the Academic Honesty Policy) is designed to enhance and sustain an environment of ethical and principled intellectual pursuit, consistent with the core values of the University. BGSU does not tolerate cheating, lying or stealing of property or ideas.

See me before doing anything that you suspect may violate these policies.
The information was very informative and expanded my knowledge of research. I feel more comfortable with research now that I have more knowledge of the topic.

I've really enjoyed the research/mentor project because it allowed us to get a hands-on understanding of different aspects of research.

Instruction was energetic and insightful. Dr. Brackenbury opened up a whole new world I had no idea existed.

The preflections made the materials more understandable and gave us a chance to read more research.

I'm seriously considering the bridge program now! I have learned a lot!

"Research is what I'm doing when I don't know what I'm doing.”
- Wernher von Braun

"Somewhere, something incredible is waiting to be known.”
- Carl Sagan
Class Schedule
The class is set up into ten different modules (or units). We will move together through each module, one at a time. The names of the modules and their approximate start dates are listed below. The dates are flexible, depending on the rate at which we move through each module.

<table>
<thead>
<tr>
<th>Module</th>
<th>Approximate start date</th>
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<tbody>
<tr>
<td>Research Questions: The Birth of the Study</td>
<td>01/22/14</td>
</tr>
<tr>
<td>Literature Review: The Family History</td>
<td>01/29/14</td>
</tr>
<tr>
<td>Research Ethics: Society’s Values</td>
<td>02/05/14</td>
</tr>
<tr>
<td>Research Methods: Parenting Approach</td>
<td>03/05/14</td>
</tr>
<tr>
<td>Data Analysis: Child Behaviors</td>
<td>03/26/14</td>
</tr>
<tr>
<td>Interpreting the Results: Parent-Teacher Conferences</td>
<td>04/02/14</td>
</tr>
<tr>
<td>Dissemination: Socialization</td>
<td>04/09/14</td>
</tr>
<tr>
<td>Peer Review: Socialization</td>
<td>04/16/14</td>
</tr>
<tr>
<td>Evidence-Based Practice: Productive Member of Society</td>
<td>04/30/14</td>
</tr>
</tbody>
</table>

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”
- Marie Curie

“Research is formalized curiosity. It is poking and prying with a purpose.”
- Zora Neale Hurston