Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology  
College: College of Education

Current course catalog listing: (for modifications or deletions)  
Prefix SLPA Course 6784  Title Seminar: Research in Speech-Language Pathology  
Hours: Lecture/Lab/Total 3 / 0 / 3

<table>
<thead>
<tr>
<th>Action</th>
<th>Credit</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>☑ Course  ☐ Program</td>
<td>☑ Undergraduate</td>
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<td>☑ Modify</td>
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<tr>
<td>☐ Credit</td>
<td>☐ Other*</td>
<td>☐ Other</td>
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<tr>
<td>☑ Number</td>
<td>☑ *Variable credit must be explained</td>
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<tr>
<td>☑ Title</td>
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<tr>
<td>☑ Description</td>
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<td>☑ Syllabus</td>
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<td>☑ Prerequisites</td>
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Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate  ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)
Prefix SLPA 6784  Title Research Seminar in Speech-Language Pathology  
Hours: Lecture/Lab/Total 3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This seminar course covers the fundamentals of behavioral statistics, scientific research as it relates to issues and trends in the area of speech-language patholoogy, and the design and development of a scientific research project in communication disorders.

Prerequisite(s) Admission to Teacher Education; advisor permission.

Present or Projected Enrollment: 25 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall 2005

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
All courses in the SLPA program are being modified, added, or deleted in response to requirements of the American Speech-Language Hearing Association’s (ASHA) application process. For purposes of the ASHA application process, all courses will contain Learning Outcomes that are linked to ASHA’s Knowledge and Skills (KASAs). This course was changed in the following manner:

- Learning Outcomes linked to ASHA’s Knowledge and Skills (KASA)
- Title is being changed from “Seminar: Research in Speech-Language Pathology” to “Research Seminar in Speech-Language Pathology” to more clearly reflect course format.
- Course description is being changed to more accurately reflect course content.
- Prerequisites are being added to include Admission to Teacher Education and advisor permission.

Old Description (2004-05 Catalog)

Current problems and research in the field of speech-language pathology.

New Description: (Proposed)

Prerequisites: Admission to Teacher Education; advisor permission
This seminar course covers the fundamentals of behavioral statistics, scientific research as it relates to issues and trends in the area of speech-language pathology, and the design and development of a scientific research project in communication disorders.
SLPA 6784

RESEARCH SEMINAR IN SPEECH-LANGUAGE PATHOLOGY

Semester Hours:  3
Semester/Year:  Fall / 2005
Instructor:  Dan Sisterhen, Ph.D.
Contact:  Department of Special Education and Speech-Language Pathology
         114 Education Annex
         State University of West Georgia
         Carrollton, GA 30118
Office Location:  114 Education Annex
Office Hours:  By appointment
Telephone:  Office: 678-839-6165
            Home: 770-751-8807
            Cell: 770-241-8060
Website:  www.westga.edu/~dsisterh
Fax:  678-839-6162

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission
This seminar course covers the fundamentals of behavioral statistics, scientific research
as it relates to issues and trends in the area of speech-language pathology, and the design
and development of a scientific research project in communication disorders.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which
programs, courses, experiences and outcomes are created. By incorporating the theme
"Developing Educators for School Improvement", the College assumes responsibility for
preparing educators who can positively influence school improvement through altering
classrooms, schools, and school systems (transformational systemic change). Ten
descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally
sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components
of the conceptual framework and provide the basis for developing educators who are
prepared to improve schools through strategic change. National principles (INTASC,
propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the KASA standards in tracking and documenting the student’s achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also are noted and discussed in more detail below.

Students will:

1. define the fundamentals of the scientific method and behavioral statistics as applied to research in the field of speech-language-pathology (Schiavetti, 2001; Silverman, 1997);  
   *(Lifelong Learner; Adaptive; Knowledgeable; NBPTS 1 - 3; ASHA KASA Standard III-A)*

2. manipulate research evaluation procedures for analyzing and critiquing published research in the field of speech-language pathology (Schiavetti, 2001; Silverman, 1997);  
   *(Decision Makers; Lifelong Learners; Adaptive; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 1 - 4; ASHA KASA Standard III-A)*

3. identify the cultural considerations in evaluating and designing research related to speech-language pathology (Schiavetti, 2001; Silverman, 1997);
(Culturally Sensitive; Empathetic; Knowledgeable; NBPTS 1 - 3; ASHA KASA Standards III-B, III-C, III-D)

4. identify and use current APA style in the evaluation and development of research in the field of speech-language pathology (APA, 2001); and
(Lifelong Learners; Knowledgeable; NBPTS 1 - 4; ASHA KASA Standards III-B, III-C, III-D)

5. compose a specimen research project related to the field of speech-language pathology including topic / hypotheses, review of the literature, and methodology (Schiavetti, 2001; Silverman, 1997).
(Lifelong Learners; Adaptive; Knowledgeable; Proactive; NBPTS 1 - 3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


References:


Handouts as needed.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to conceptual Framework
The focus of the course is to help candidates learn to critically review and determine value of current research in all aspects of the profession. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession (Assignments 1, 3) lifelong-learning: promoting skills for continual scrutiny of professional trends (Assignments 1 - 4), adaptive performances: changing trends and directions as dictated by research-based findings (Assignments 1 - 4), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (Assignments 1 - 4), empathetic: understanding and accepting the individual and group needs related to treatment (Assignments 1 - 4), knowledgeable: versed in the
theories, and practical applications of research-based techniques (Assignments 1 - 4), and proactive: able to accurately predict implications for the future of the profession (Assignments 1 - 4).

Assignments:

1. **Class Participation**: Each student will read assigned material prior to class and participate in class discussions. Class discussions will include individual question/answer format, small and large group participation and small group presentation. This assignment is graded on a ‘satisfactory’ / ‘unsatisfactory’ basis. An ‘unsatisfactory’ grade will result in the loss of this portion of the final grade. Absenteeism and lack of class discussion may result in an ‘unsatisfactory’ grade. (10 points)
   Learning Outcomes 1 – 5.

2. **Examination**: Students will take one exam near mid term to assess knowledge of basic scientific research concepts and statistical procedures. (40 points)
   Learning Outcomes 1 - 4.

3. **Specimen research paper**: Students will complete a 5-10 page research paper designed to showcase skills in developing and exhibiting the major components of a full-length, publishable research paper. Topics / research questions / hypotheses related to the field of speech-language pathology will be selected early in the semester. Papers will be double-spaced, word processed in MS Word™ in accordance with current APA style. Further details will be covered in handouts. (35 points)
   Learning Outcomes 1 – 5.

4. **Presentation of research paper**: Students will conduct presentations of their research papers to the class. Presentations are expected to be formal in nature, resembling a presentation to a scholarly body. The use of multimedia technology is expected such as computer-projected MS PowerPoint™ or Excel™. Further details will be covered in handouts. (15 points)
   Learning Outcomes 1 – 5.

**Evaluation Procedures:**

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<th>Component</th>
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<tr>
<td>Participation</td>
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<td>Exams</td>
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<tr>
<td>Specimen paper</td>
<td>35</td>
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<tr>
<td>Research paper</td>
<td>15</td>
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**Grading Policy:**

<table>
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<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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F = below 70 points

CLASS POLICIES

1. All written work is expected to be correct with respect to spelling, punctuation, typography, grammar, syntax, and citations. Points will be deducted for obvious errors.

2. All written work must be double-spaced, using size 12 Times, Times New Roman, or Arial font. Font size less than 12 will be returned to the student for re-processing.

3. Consistent with IDEA, use person-first language.

4. Student work will be returned as promptly as possible. If you are absent when the work is returned, you must pick it up via an appointment.

5. Students who miss class (or any portion of class) are responsible for the content. Students who miss class have the responsibility for obtaining copies of notes, handouts, assignments, etc. If assistance from the instructor is necessary, an appointment should be scheduled. Class time will not be used to cover material with students who have missed class.

6. Submission of work taken directly from another source should be referenced. Students are encouraged to use a variety of resources to help them complete assignments, however, references for scholarly papers must include more than internet sites. The majority of references should be from textbooks and scholarly journals. See the APA Guide for the correct method to cite references.

7. Students are encouraged to submit all assignments on time. Work submitted late will receive an automatic 10-point reduction from the earned grade.

8. As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), Section 504 of the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

9. As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities that may impact negatively academic performance. Students with disabilities should discuss the need for adaptations or accommodations at the beginning of the semester.
### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction / orientation / expectations</td>
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<td>Databases / Scientific Method</td>
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<td>Week 2</td>
<td>Behavioral research and statistical fundamentals</td>
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<td></td>
<td>Scientific Method / Statistical Terminology</td>
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<tr>
<td>Week 3</td>
<td>Behavioral research and statistical fundamentals</td>
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<td></td>
<td>Statistical Terminology / Review of the Literature</td>
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<td></td>
<td>Choosing a topic / research question (s)</td>
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<td>Week 4</td>
<td>Behavioral research and statistical fundamentals</td>
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<td></td>
<td>Review of the Literature / Methodology &amp; Design</td>
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<td>Fine tuning topic / research question (s)</td>
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<td>Week 5</td>
<td>Behavioral research and statistical fundamentals</td>
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<td>Methodology &amp; Design / Descriptive Statistics</td>
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<td>Week 6</td>
<td>Behavioral research and statistical fundamentals</td>
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<td>Descriptive Statistics / Correlational Statistics</td>
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<td>Week 7</td>
<td>Behavioral research and statistical fundamentals</td>
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<td>Inferential Statistics / Single-subject Designs</td>
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<td>Week 8</td>
<td>Exam</td>
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<td>Week 9</td>
<td>Research paper development</td>
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<td>Week 10</td>
<td>Research paper development</td>
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<td>Week 11</td>
<td>Research paper drafts due</td>
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<td>Week 12</td>
<td>Research paper development</td>
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<td>Week 13</td>
<td>Research paper development</td>
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<td>Week 14</td>
<td>Specimen research papers due</td>
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<td>Week 15</td>
<td>Research paper presentations</td>
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<td>Week 16</td>
<td>Research paper presentations</td>
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ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *Student Handbook, Undergraduate Catalog*, and *Graduate Catalog*. 
SLPA 6784 SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY: RESEARCH

Semester/Year: Fall, 2003
Instructor: Debra M. Dwight, Ed.D., C.C.C. - SLP
Contact: Department of Special Education and Speech-Language Pathology
128 Education Annex
State University of West Georgia
Carrollton, GA 30118

Office Location: 128 Education Annex
Office Hours: M 2:30-5:00; T 4:00-5:15; W 2:30-5:00; TR 9:30-1:30;
F By appointment
Telephone: (770) 836-6567 (O); (770) 502-1632 (H)
FAX: 770-836-4644

COURSE DESCRIPTION

Students in this course will investigate the research relevant to issues and trends in the areas of speech/language pathology and audiology.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC, propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions and Learned Society standards are
identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**COURSE OBJECTIVES**

Students will:

1. develop research methodology skills that are adequate for evaluating answers to speech-language pathology questions (Silverman, 1998); *(D1 Decision Makers; D2 Leaders, D3 Lifelong Learners; D4 Adaptive; D5 Collaborative; D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)*

2. assess the impacts of intervention strategies on clients (Silverman, 1998); *(D1 Decision Makers; D2 Leaders, D3 Lifelong Learners; D4 Adaptive; D5 Collaborative; D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)*

3. address cultural considerations in evaluating and designing research related to speech-language pathology (Silverman, 1998); and *(D6 Culturally Sensitive; D7 Empathetic; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3)*

4. use computers for measurement and analysis of data related to speech-language pathology (Silverman, 1998) *(D1 Decision Makers; D2 Leaders, D3 Lifelong Learners; D4 Adaptive; D5 Collaborative; D8 Knowledgeable; D9 Proactive; D10 Reflective; NBPTS 1, 2, 3, 4, 5)*

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** None required

**References:**


ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to conceptual Framework
The focus of the course is to help candidates learn to critically review and determine value of current research in all aspects of the profession. At the end of this course, candidates will demonstrate skills for decision-making: determining the direction of current trends in the profession (assignment 1, 3), leadership: guiding directions of investigations in the profession (assignment 1, 2, 3), lifelong-learning: promoting skills for continual scrutiny of professional trends (assignment 1, 2, 3), adaptive performances: changing trends and directions as dictated by research-based findings (assignment 1, 2, 3), collaboration: working with peers to help determine best practices and trends for the profession (assignment 1, 2, 3), cultural sensitivity: considering the impacts of cultural backgrounds on intervention needs (assignment 1, 2, 3), empathetic: understanding and accepting the individual and group needs related to treatment (assignment 1, 2, 3), knowledgeable: versed in the theories, and practical applications of research-based techniques (assignment 1, 2, 3), proactive: able to accurately predict implications for the future of the profession (assignment 1, 2, 3), and reflexive: using research findings to appropriately guide daily practice (assignment 1, 2, 3).

Activities and Assessments:

1. Specimen research paper. Students will complete a 3-5 page research paper designed to showcase skills in using the major components of a full-length research paper, using APA publication format. Paper will be graded for format as a precursor to later assignment. Design of the paper will be discussed in class. (Objectives 1-3; assessment of written paper)

2. Exam. Students will take a mid-term examination designed to assess knowledge of basic research concepts. (Objectives 1-3; assessment of written exam)

4. Research and publication drafts. Students will complete a mini-research study addressing an approved area of interest. Students will receive grade for this effort based on the following rudimentary rubric for performance: (Objectives 1-3; assessment rubric of written and oral presentation below):
PRIOR SLPA 6784

GRADE DESIRED

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<thead>
<tr>
<th>A</th>
<th>B</th>
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<tr>
<td>(100-90)</td>
<td>(89-80)</td>
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1. Conduct research; Items 1, 2, 3*
2. Write well-prepared article detailing findings;
3. Present findings to selected audience;

PERFORMANCES

* Audience will vary from more to less formal per rubric. Less formal equates to a presentation to the class.

Evaluation Procedures:

Student’s grades will be obtained based on the following criteria:

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<tbody>
<tr>
<td>Specimen paper</td>
<td>10%</td>
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<tr>
<td>Mid-term exam</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation of research findings</td>
<td>30%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

100% of final grade

Grading Policy:

A $= 90-100\%$  for final grade
B $= 80-89\%$  for final grade
C $= 70-79\%$  for final grade
D $= 60-69\%$  for final grade
F $= Below 60$  for final grade

CLASS POLICIES

1. Participation. Each student is expected to read assigned material prior to class and participate in class discussions.

2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations.

3. Work done outside of class must be reasonably correct (not distract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

4. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments
must be size 12. Any font size less than 12 will be returned for re-typing to required font size.

5. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more that the disability (i.e., a child with mental retardation NOT a mentally retarded child).

6. Student work will be returned as promptly as possible, but if you are absent when the work is handed back, you must pick up your work at the instructor’s office.

7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.

8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments. See the APA Guide for the correct method to cite other authors’ work.

9. Work submitted late will receive an automatic 10-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

CLASS SCHEDULE

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<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, orientation,</td>
<td>Lecture</td>
</tr>
<tr>
<td>8/19/03</td>
<td>expectations, APA</td>
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<tr>
<td>Week 2</td>
<td>Personal investment in Research; empirical research</td>
<td>Lecture, discussion</td>
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<tr>
<td>8/26/03</td>
<td></td>
<td>Handouts</td>
</tr>
<tr>
<td>Week 3</td>
<td>Legal/ethical issues in research</td>
<td>Lecture, discussion, activity</td>
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<tr>
<td>9/2/03</td>
<td>Cultural considerations</td>
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<tr>
<td>Week 4</td>
<td>Questioning and answering Choosing a specific question</td>
<td>Lecture, activity</td>
</tr>
<tr>
<td>9/16/03</td>
<td>Sampling; a specimen paper</td>
<td>Lecture; handout</td>
</tr>
<tr>
<td>Week 5</td>
<td>Review of the literature</td>
<td>Lecture, discussion</td>
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<tr>
<td>9/23/03</td>
<td>Scales of measurement</td>
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Week 6  Single-subject design  Lecture, discussion, activity
  9/30/03  Descriptive and inferential statistics
SPECIMEN PAPER DUE

Week 7  Types of data and strategies  Lecture, activity
  10/7/03  for generating data

Week 8  Descriptive and inferential  Lecture, discussion,
  10/14/03  data collection techniques  activity
  MID-TERM EXAM  Lectures, handouts, classroom activities

Week 9  Descriptive and inferential  Lecture, discussion,
  10/21/03  data collection techniques  activity (continued)

Week 10  Descriptive and inferential  Lecture, discussion,
  10/28/03  data collection techniques  activity (continued)
  (continued)

Week 11  Interpreting information  Lecture, activity, discussion
  11/4/03  Standard error of measurement

Week 12  Communicating information  Lecture, activity,
  11/11/03  discussion

Week 13  Writing the report  Lecture, handouts, discussion,
  11/18/03

Week 14  Writing the report
  11/25/03

Week 15  PRESENTATIONS  Format to be discussed
  12/2/03  ALL RESEARCH PAPERS DUE

FINAL EXAM AS PUBLISHED  COMPREHENSIVE

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses purchased ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.