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CSD 430.50: Senior Capstone

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CSD 430 - 50: Senior Capstone

Fall 2022 | 3 credits | Online | CRN 73801

Contact Information

Instructor's name: Sarah Conkle, M.A., M.S., CCC-SLP

Email: sarah.conkle@mso.umt.edu

Remote Office Hours: Friday 11:00am – 12:00pm or by appointment (Zoom) (subject to change)

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom are within our community today. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

CSD 430 B50: Senior Capstone. Offered autumn. Prerequisites, senior status. Students research and write about a topic and present their findings at the end of the semester. Level: Undergraduate. Gen Ed Attributes: Writing Course – Advanced.

Course Format

Welcome to CSD 430 - 50, Senior Capstone! This course is a compressed 8-week course offered fully online in an asynchronous learning environment. Student learning is supported by Moodle, an online learning platform. The course content is divided into 14 topic units over the course of the 8-weeks. Expected learning for all 8-weeks will take place between the scheduled dates of this specific course (10/24/22 - 12/16/22). **Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in the syllabus and course calendar.**

This course will be delivered entirely online through the course management system, Moodle. The class is organized in weekly units. In Moodle, you will access online lectures, course materials, resources, and assignments. All assignments will be submitted via Moodle. As this course is asynchronous, there will be no live lectures for which you must log in at an exact time. There are no examinations in this course, so it will not be necessary to arrange proctor services.

Weekly lectures will be provided via Moodle relating to advanced college writing, with a focus on scientific research methods and professional/technical writing designed for healthcare. Topics include research ethics required for scientific proposal writing and professional and scientific-technical writing that is designed for healthcare specialties. The SLHOS 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 researching scientific topics. All students enrolled in the CSD 430 course are required to complete an extensive and comprehensive literature review. Some students will also have a complementary mentored research laboratory experience with a faculty member and so their topic(s) for the literature review may be guided by their faculty research mentor. Students who are not engaged in a mentored research laboratory experience will work with the instructor(s) of the CSD 430 course to develop a topic.

Course Objectives

The student will meet the following learning objectives and outcomes after participating in CSD 430:

- Demonstrate the ability to access appropriate and on-topic scientific literature/research using the library systems, databases, and search terms
- Demonstrate the ability to summarize scientific research in terms of study design, research methods (i.e., participants, procedures, and data collection approaches), data analysis, results, research conclusions, and discussion
- Demonstrate the ability to critically analyze and interpret scientific research in terms of study quality and levels of evidence
- Demonstrate professional scientific writing including: APA style, abstract, summary of the evidence base, and discussion including conclusions, clinical implications, and future directions
- Demonstrate the ability to discuss results and outcomes of a literature review, both orally as a recorded presentation and in writing

Course Expectations, Guidelines, & Policies

Although there will be no attendance taken in this asynchronous class, it is expected that you access Moodle on a weekly basis. Researchers have found a positive correlation between class attendance (i.e., regular Moodle check-ins) and good grades.

Here is what I expect from you during the Fall 2022 term:

- 1. Participate in Forum Posts and Short Answer Activities.** Participation in an online course entails forum posts. Interaction through Advanced Forums helps build a positive online community and supports learning. Also, forum post responses inform the instructor about student engagement with the assigned material and with other class members. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class through forum posts and individual communication. Each student is expected to read assigned material and participate in all assigned tasks and Advanced Forum posts.
- 2. Notify the Instructor(s) about Absences.** While there is no class “attendance”, students are expected to complete all work on time and must notify the instructor(s) of serious circumstances that result in missed deadlines to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a deadline, students must consult with the instructor(s) regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.
- 3. Submit Assignments Appropriately and On Time.** Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted via email will not be graded. If the student is unable to submit an assignment electronically to the appropriate assignment drop box, it is the student’s responsibility to contact UM Online technical support (243-4999) and resolve the issue. Work submitted late will result in a reduction of 2% per day that the assignment is late. Students are encouraged to turn assignments in on time.
- 4. Format Assignments Appropriately and Use Person-First Language.** Unless otherwise specified in the assignment description, all typed assignments must be
 - double-spaced, using APA-approved fonts and font sizes
 - submitted as **Word** documents (not PDF, not JPG, etc.)
 - named using the file-naming convention noted in the assignment description, **“Last Name, First Initial_Assignment Title_CSD 430 Fall 2022”**

In ALL work, use *person-first language* to be consistent with IDEA. Emphasize the person more than the disability (e.g., *a person with aphasia*, NOT *an aphasic*).

- 5. Avoid Plagiarism.** Plagiarism is defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own”. Students must acknowledge the work of others using appropriate referencing procedures as described in the APA (7th Edition) Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. Submission of work taken directly from another source (e.g., copied from a book, the Internet, or material developed

by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged to use a variety of resources in obtaining ideas that will help complete assignments. See *the APA Guide (7th edition)* for the correct method to cite other authors' work.

- 6. Have Academic Honesty.** The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behaviour for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code took effect on August 1, 2020: [Student Conduct Code](#) (PDF Format). [Student Conduct Code](#) (Word Format). Questions regarding general conduct or concerns about student misconduct may be directed to the UM Housing Office at (406) 243-2611, or by email at kelly.magnuson@umontana.edu. If you wish to report an incident, please fill out the form below: https://cm.maxient.com/reportingform.php?UnivofMontana&layout_id=1 Questions regarding academic conduct can also be directed to the Office of the Provost and Vice President for Academic Affairs at (406) 243-4689.
- 7. Access Disability Modifications (if needed).** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equity, please contact the Office of Disability Equity in Aber Hall, 1st floor or call 406.243.2243. The faculty of the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) are committed to working with you and the Office of Disability Equity to provide an appropriate modification.

Here is what you can expect from me this fall:

1. I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be submitted to Moodle. All student work will be returned via Moodle unless otherwise specified.
2. I use PowerPoint slides within a video format to provide online lectures. I highly recommend that you take your own notes while viewing the lectures as they include information that may not be given in the PowerPoint outlines. Research shows that taking handwritten notes increases learning. I share these general lecture notes so you may have a visual representation of the material and support while completing assignments.
3. I will make every effort to create a learning environment in which students will feel comfortable asking questions, engaging in respectful debates, and discussing potentially sensitive issues without fearing judgment, ridicule, or backlash (from the instructor or classmates).
4. I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I will gladly honor your request to address you by an alternate name or gender pronoun.
5. I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due to attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

Required Textbooks

The primary required course texts include:

- ✓ Brookshire, R.H., and Brundage, S.B. (2016). *Writing Scientific Research in Communication Sciences and Disorders*. Plural Publishing, San Diego. ISBN: 978-1-59756-614-8
- ✓ *Publication Manual of the American Psychology Association, The Official Guide to APA Style - 7th edition* (2020). American Psychological Association, Washington, DC. ISBN 978-1-4338-3215-4 (hardcover); ISBN 978-1-4338-3216-1 (paperback); ISBN 978-1-4338-3217-8 (spiral)

Recommended Textbooks

- ✓ Greene, Anne E. (2013). *Writing Science in Plain English*. The University of Chicago Press, Chicago, IL.

Additional Course Resources

- ✓ Additional readings, podcasts, and video materials will be posted on the course website (Moodle). Please follow the detailed instructions that will be released each week on Moodle.
- ✓ *The UM Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit early. Visit often. They're ready when you are. www.umt.edu/writingcenter.*

Technology

You should have independent knowledge of and access to the following: sufficient internet speed/bandwidth, Word processing, UMBox, PPT, PDF converter, video recording, screen recording, and Zoom. When facing difficulty using technology (and Google can't help), please contact IT Help (406) 243-4357.

Here is information about the minimum system requirements for this course:

[Basic Minimum System Requirements for Moodle](#)

Communicating with the Instructor(s)

Please use email, the "Questions for the Instructor" section in the Moodle shell, and virtual office hours for communicating with the instructor. If you have a question about something, chances are, so do your classmates. It is far more efficient to post these questions on the Moodle shell so that all students can benefit from the clarification. Please use the University of Montana system for all correspondence via email. This means use your UMConnect email to communicate. **Allow at least 2 business days for your instructor to respond to emails.** Make sure that the message in the subject line of the email reflects the content in the message being sent.

Questions for the Instructor and the Student Lounge

Any questions regarding this course should first be posted to the instructor via the Moodle forum entitled "Questions for the Instructor." Before you submit a question, however, please check to be sure your question has not already been answered in this forum. Questions posted in "Questions for the Instructor" will be addressed within a 48-hour period.

You will also notice a Moodle discussion forum entitled "Student Lounge." You may use this forum to communicate with your classmates. Feel free to share tips, techniques, and resources you find useful for writing your literature review. The instructor will not monitor this forum.

Course Grading Procedures

Assessment Information

Please review the following table for details about the course assessment information for CSD 430. All assignments are due at 5:00 pm on Friday unless otherwise indicated.

Contribution to Course Grade	Assessment Item	Description of Assessment Item	Due Dates
Optional	Human Subjects Protection Course	Complete CITI online human subjects protection course . Online module takes about 2 hours to complete.	NA
5%	Research Topic Summary + 3-5 References	Write a short description of your selected research topic and provide references to support the topic.	First draft: October 29th Final draft: November 5th
10%	Single Article Summary & Critical Review	Summarize and critically analyze a single peer-reviewed journal article pertaining to your topic. 2-4 pages.	Only draft: November 5th
10%	Annotated Bibliography	Write an annotated bibliography using the articles you found in the literature search. 5-7 pages.	First draft: November 12th Final draft: November 19th
20%	Annotated Skeleton	Develop a claim-based annotated skeleton for your research topic. Support with APA-style parenthetical citations and bibliography. 1-2 pages.	First draft: November 19th Final draft: November 26th
30%	Mini-Literature Review	Mini-literature review of three claims from your Annotated Skeleton. Includes cover page, structured	First draft abstract: November 26th

Contribution to Course Grade	Assessment Item	Description of Assessment Item	Due Dates
		abstract (1 page), body (5-7 pages), and references. APA style, 7 th edition.	Final draft abstract: December 3rd First draft: December 6th Final draft: December 16th
15%	Oral Presentation	Orally present the findings of your mini-literature review. PowerPoint templates for presentations on Moodle.	First draft PPT only: December 10th Video and Final draft PPT: December 16th
10%	Participation	View and engage with online lectures, complete assignments, and actively participate in forum discussions.	Throughout course

Participation

To ensure that you receive a high-quality educational experience, regular participation is a requirement of this class. Participation includes completing required readings, viewing PowerPoint lectures, participating in discussion forums, and occasionally, other tasks such as providing short answers to questions or completing online tutorials. These activities will occur throughout the term, will be embedded in the course content, and will be graded. You are expected to complete all reading assignments, written work, and other coursework independently. Participation points cannot be made up if activities are missed.

Discussion Forums

Discussion forums will be used during this course as a virtual class discussion. Each post will be aligned with an assignment. Each person must reply to each Advanced Forum prompt provided by the instructor and comment thoughtfully on at least one other contribution unless otherwise noted. Participation in Advanced Forum discussions will be graded using the following rubric:

0 points	Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all.
5 point	Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion.
10 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.

Please treat your classmates with respect and remember that important social cues can be missing in online exchanges. Please take time to review your work before posting and ask clarifying questions when possible.

Grading Criteria

Traditional grading only. Rubrics for all assignments will accompany assignment descriptions on Moodle. Revision may be required. The grading scale is as follows: A = 93% or higher; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 59% or lower

Place of Course in SLHOS Undergraduate Program

Purpose

The SLHOS 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 School of Speech, Language, Hearing, & Occupational Sciences offers a unique Senior Capstone experience during which students learn about technical and scientific research and writing processes. All students enrolled in the CSD 430 course are required to complete an extensive and comprehensive literature review. Some students will also have a research laboratory experience with a faculty member and so their topics for the literature review may be guided by their faculty research mentor. Students who are not engaged in a research laboratory experience will work with the instructor(s) of the CSD 430 course to develop a topic to research. As such, the Capstone experience may vary across students and faculty mentors.

Conceptual Framework for Learning Community and Diversity

As part of the [College of Health](#), this course provides 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 scientific writing; b) participating in online forums during which students will interact with each other to apply course concepts; c) using person-first language and accessible, non-biased scientific writing. This course provides an authentic experience that allows students to integrate their academic, research, clinical, and professional knowledge.

Mission of Speech, Language, Hearing, & Occupational Sciences Program

The mission of the communicative sciences and disorders degree in the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) 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.

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Course Schedule/Calendar

Although I make every effort to adhere to the schedule as outlined, it is tentative and subject to change. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule. Any changes to the schedule or additional readings will be posted to “Announcements” in Moodle - it is advantageous to receive (“turn on”) email notifications of any new announcements.

Consult your course syllabi and the [UM academic calendar](https://www.umt.edu/provost/academiccalendar/): <https://www.umt.edu/provost/academiccalendar/> before making travel plans.

Due to the compressed format and fast-paced online learning environment, fully online SLHOS courses do not follow the traditional on-campus UM academic calendar. Students are responsible for all deadlines described in the syllabus and course calendar. Vacation plans are not an acceptable reason for rescheduling assignment deadlines.

Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 430 Fall 2022: Tentative Class Calendar - subject to change as needed

Week	Date	Lecture Content and Writing Focus	Readings, Resources, & Deadlines
01	10/24 - 10/30	<p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> • Introduction to course & syllabus • Introduction to the research process and research approaches • Introduction to the literature review process <ul style="list-style-type: none"> ○ how to write a literature review ○ how to read scientific literature 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Brookshire & Brundage Ch. 1 Writing & Learning • Brookshire & Brundage Ch. 10 Literature Reviews • Brookshire & Brundage Ch. 14 The Writing Process • Moodle Resources

Week	Date	Lecture Content and Writing Focus	Readings, Resources, & Deadlines
		<ul style="list-style-type: none"> ○ how to conduct a critical review of the literature (RAW Worksheet) ○ how to cite the literature (APA) <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> ● Tackling your perceptions of research and scientific writing ● Introduction of Research Topic Summary ● Topic selection/Refine topic ● Search for relevant literature 	<p>Assignments (Due Saturday 10/29 by 11:59pm):</p> <ul style="list-style-type: none"> ● Forum 1: Introductions ● First Draft: Research Topic Summary with 3-5 references ● Title of research article for Single Article Summary & Critical Review
02	10/31 - 11/06	<p>Information from Maureen and Mike Mansfield Librarian, CSD Librarian; Kate Zoellner Check out the UM CSD Library Guide</p> <p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> ● Introduction to using the library and internet resources to explore the scientific literature. Introduction to Citation Managers (i.e., RefWorks; Endnote) and tracking/organizing sources ● Technical Writing: The process: technical writing, copy-editing, content editing <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> ● Single Article Summary & Critical Review ● Instructor to provide feedback on Research Topic Summary 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> ● Brookshire & Brundage Ch. 11 Content Editing ● Brookshire & Brundage Ch. 12 Copy Editing ● Moodle Resources <p>Assignments (DUE Saturday 11/05 by 11:59pm):</p> <ul style="list-style-type: none"> ● DUE: Single Article Summary & Critical Review ● Final Draft: Research Topic Summary if needed ● Forum 2: Q and A
03	11/07 – 11/13	<p>Information from Paula Baker; Research Ethics and the IRB Process</p> <p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> ● Evidence-based practice & research quality ● Research ethics & human subjects protection ● Writing arguments and claims instead of topics ● Introduce Annotated Bibliography <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> ● Instructor to return first draft of Single Article Summary & Critical Review ● Review revision themes/ Q and A ● Students revise Single Article Summary & Critical Review ● Search for literature ● Work on Annotated Bibliography 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> ● Moodle Resources <p>Assignments (DUE Saturday 11/12 by 11:59 pm)</p> <ul style="list-style-type: none"> ● First draft: Annotated Bibliography
04	11/14 - 11/20	<p>Information from UM Writing & Public Speaking Center; Catherine Filardi</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> ● Moodle resources

Week	Date	Lecture Content and Writing Focus	Readings, Resources, & Deadlines
		<p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> • Synthesizing multiple articles in a single review • Review of big picture arguments, claims, and persuasive writing for work on Annotated Skeleton assignment • Introduce Mini-Literature Review <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • Instructor to return final draft of Single Article Summary & Critical Review • Instructor to return first draft of Annotated Bibliography • Work on Annotated Skeleton 	<p>Assignments (DUE Saturday 11/19 by 11:59 pm)</p> <ul style="list-style-type: none"> • Final draft: Annotated Bibliography • First draft: Annotated Skeleton • Forum 3: Q and A
05	11/21 - 11/27	<p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> • Mini-Literature Review manuscript • The literature review process and manuscript (overview): purpose, abstracts, introductions, the body, conclusions/clinical implications/future directions • How to write an abstract <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • Instructor to return final draft of Annotated Bibliography • Instructor to return first draft of Annotated Skeleton • Review revision themes from Annotated Skeleton Q and A • Revise Annotated Skeleton • Select section from Annotated Skeleton to expand for Mini-Literature Review • Work on Structured abstract • Work on Mini-Literature Review 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Brookshire & Brundage Ch. 2 The Introduction • Brookshire & Brundage Ch. 9 The Abstract • Moodle Resources <p>Assignments (DUE Saturday 11/26 by 11:59 pm)</p> <ul style="list-style-type: none"> • Final draft: Annotated Skeleton • First draft: Structured Abstract
06	11/28 - 12/04	<p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> • Presenting your research: how to prepare oral presentations • Review revision themes from Structured Abstract <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • Instructor to return final draft of Annotated Skeleton • Instructor to return first draft of Structured Abstract • Work on Mini-Literature Review 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Moodle Resources <p>Assignments (DUE Saturday 12/03 by 11:59 pm)</p> <ul style="list-style-type: none"> • Final draft: Structured Abstract • Forum 4 <p>(DUE Tuesday 12/06 by 11:59 pm)</p> <ul style="list-style-type: none"> • First draft: Mini Literature Review

Week	Date	Lecture Content and Writing Focus	Readings, Resources, & Deadlines
07	12/05 - 12/11	<p><u>Lecture Content:</u></p> <ul style="list-style-type: none"> • Wrapping up: formatting and finalizing your manuscripts • Preparing your oral presentations • Review revision themes from Mini Literature Review <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • Peer review/edits • Instructor to return first draft of Mini Literature Review • Review revision themes for Mini Literature Review • Work on Mini Literature Review and Oral Presentation 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Moodle Resources <p><u>Assignments (DUE SATURDAY 12/10 by 11:59 pm)</u></p> <ul style="list-style-type: none"> • First Draft: Oral Presentation (PowerPoint file) <p>Forum 5 DUE Saturday 12/10 by 11:59 pm</p>
08	12/12 - 12/16	<p>Finals Week</p>	<p><u>Finals Week</u></p> <p><u>FINAL (DUE FRIDAY 12/16 by 11:59 pm):</u></p> <ul style="list-style-type: none"> • Final draft: Structured Abstract and Mini-Literature Review • Final draft: Oral Presentation (PowerPoint file) • Video presentation