Instructor:
Name: Edward L. Goshorn, Ph.D., CCC-A/SLP
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Phone: 601-266-5218 (OFFICE)
601-467-7205 (CELLULAR)
Fax: 601-266-5224 (OFFICE)

Office Hours: 9:00 – 11:00 MTWTF. My office is located in room 207, jb George Bldg; students may contact me by email, telephone, or in person prior to or following class meetings to arrange appointments.

Prerequisites: Acceptance into the graduate program in Speech and Hearing Sciences.

Credit Hours: 3 SCH

Catalog Description: This course is designed for graduate students pursuing a degree in the Department of Speech and Hearing Sciences. Students will learn the nature of research design and how to critically evaluate research in the field. They will develop a research proposal.

I. Course Objectives:
   a. This course is intended to develop students to become qualified consumers of the published research in their professional area. This objective will be pursued by developing the student’s ability to evaluate research articles published in peer reviewed journals. A second objective is to develop the student’s ability to incorporate evidenced based practice into their work environment. Both objectives will be pursued by instructor-led group (classroom) discussion of research articles that have been read, reviewed, and summarized (in writing) by students prior to the discussion.
      i. Also, each student will demonstrate their progress toward the objectives listed above by accomplishing (under the guidance of the instructor) the following tasks:
         ii. Develop a research hypothesis and proposal. The format for the proposal will be assigned by the instructor but will include, as a minimum, a literature review, and a methods section.
      iii. Describe levels of scholarship.
iv. Demonstrate knowledge of Evidentiary Guidelines for Evaluating Evidence
v. Present critically evaluated reviews of peer-reviewed research literature.
vi. Carry out lab exercises assigned by the instructor

II. Course Content

   a. CH 1: What is Statistics? Descriptive and Inferential Statistics
   b. CH 2: Organizing and Graphing Data
   c. CH 3: Descriptive Methods
   d. CH 4: Foundation of Standard Normal Distribution
   e. CH 5: Correlation
   f. CH 6: Regression
   g. CH 7: The Standard Normal Distribution
   h. CH 8: Probability

B. EXAMS: An exam will be given each week that will review the text chapter reviewed for that week.

C. LAB Assignments: TBA as needed

D. Classroom Discussion (Led by Instructor)
   a. At selected class meetings each student will present and discuss an assigned article in adherence to an assigned format and discuss associated projects or assignments that are part of the course requirements. Also, the instructor and all students will participate in a discussion of any and all assigned text or chapter material. The instructor will guide the students by means of a traditional seminar type experience in the classroom.
   b. Each article review will be assigned a grade of Excellent, Satisfactory, or Unsatisfactory. A grade of excellent carries a numerical value of 100%, Satisfactory a numerical value of 91% and Unsatisfactory a numerical value of 59%. Only exemplary presentations that are deemed to be truly exceptional will be awarded a grade of excellent.

E. Maintain a notebook of articles reviewed consisting of a paper copy of the article and a copy of the article review. The notebook will be graded on a pass/fail basis with pass earning a grade of 91% and fail a grade of 59%.

F. Develop a research plan for a tentative research project. The instructor will give students a formal guide to use in developing this research plan. The research plan will be graded on a pass/fail basis with pass earning a grade of 91% and fail a grade of 59%.
III. Methods of Instruction
   A. Lectures and group discussion
   B. Lab Projects
   C. Reading assignments and handouts
   D. Individual and small group meetings with instructor
   E. Student presentations
   F. On-line research

IV. Methods of Evaluation
   A. Attendance
   B. Quality and quantity of class participation
   C. Written examinations and quizzes
   D. Research presentation
   E. Research paper
   F. Completion of assigned projects (handout)

V. Course Format
   This course will be taught as a seminar with class discussion, research, student presentations, invited presentations and demonstrations.

VII. Academic Conduct
   A. Academic Honesty

   When cheating is discovered, the instructor may assign the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student will be reported to the dean of students. In addition to being in violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. (Taken from Student Handbook).

   B. Plagiarism

   Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

   Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another’s facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

   Plagiarism is committed in a number ways:
   1. Reproducing another author’s writing as if it were one’s own.
   2. Paraphrasing another author’s work without citing the original.
   3. Borrowing from another author’s ideas, even though those ideas are reworded, without giving credit.
   4. Copying another author’s organization without giving credit.

   (Taken from Student Handbook)
VIII. Administrative Requirements

In a seminar type course, class participation is essential to optimize learning. Each student will be encouraged to engage in positive constructive critical analysis of the articles that are reviewed as well as editorial stances taken by presenters. Class participation will be graded by the instructor after each class meeting. The instructor may assign a value ranging from -1 to +1 for each class meeting. A zero would represent appropriate graduate level participation in class discussions, questions asked, etc., for a graduate student. At the end of the semester, the total number of points for class participation is added to the student’s semi-final numerical grade. The instructor will inform students each time a -1 grade is awarded for class participation.

ABSENCES: Each unexcused absence will count as -5% points from the final average.
TARDINESS: Each unexcused late arrival (> 5 minutes) will count as -1% points from the final average.

1. Students are expected to attend and be prepared to participate in each class session.
2. Students are expected to participate in all related field experiences.
3. Students are expected to take examinations and quizzes when they are scheduled and to submit assignments on the date these assignments are due during the class period.
4. Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
5. If one quiz is missed, the next quiz will count twice. If additional quizzes are missed a grade of “0” will be given.
6. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
7. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

Course Schedule: TBA

IX. Grading Scale

The total number of points earned will be divided by the total number of possible points. Scores earned on exams, projects or papers as well as the average daily class participation grade will have equal weighting. The average percentage will be used to determine the final grade according to the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-90</td>
<td>B</td>
</tr>
<tr>
<td>70-80</td>
<td>C</td>
</tr>
<tr>
<td>65-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;65</td>
<td>F</td>
</tr>
</tbody>
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X. **ADA STATEMENT**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

**Address:**
The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS  39406-0001  
Voice Telephone:  (601) 266-5024 or  
(228) 214-3232  
Fax:  (601) 266-6035  
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu
Student’s Name: Date: GRADE: ____

I. Author’s full name(s)

II. Journal name, volume, issue, page numbers, year of publication.

III. Title of Article.

IV. Abstract [must be verbatim].

V. Method
   A. Describe the subjects or objects that were studied.
      1. quantity
      2. categories
   B. Describe the experiment:
      1. null hypothesis
      2. instructions to subjects
      3. dependent variable(s)
      4. independent variable(s)

VI. Results/findings
   A. Brief summary
   B. List each statistical procedure used
   C. Outcome of each statistical procedure (significant effects, etc)
   D. Relate statistical procedure(s) to null hypothesis

VII. Brief Summary of author(s)’s Discussion/Conclusions

VIII. Your comments
   A. List three important facts/findings from this article (could be something you learned or something you knew already).
   B. Could the findings of this article affect clinical practice? If so, how?
   C. Are there any concerns you have with the design that was not addressed by the author(s)?
   D. Was there a special or creative aspect to the study’s design or author’s interpretation of the results? What were they?
   E. List the statistical procedures that were used.
   F. Were the author’s objective? Is there a reason for authors to be biased?
UNIVERSITY OF SOUTHERN MISSISSIPPI ● COLLEGE OF HEALTH ● DEPARTMENT OF SPEECH AND HEARING SCIENCES

SHS 601 – Research Design
Format for journal article review: **NOT an Experimental Design**

Student’s Name: Date: GRADE: ____

I. Author’s full name(s)

II. Journal name, volume, issue, page numbers, year of publication.

III. Title of Article.

IV. Abstract [must be verbatim] or brief introduction.

VI. Brief description of content area (what is this paper about?):

VII. Brief Summary of author(s)’s Discussion/Conclusions

VIII. Your comments and perspectives
   A. List three **important** facts/findings from this article (could be something you learned or something you knew already).
   B. Could the results of this article change current clinical practices? If so, how?
   C. Were the author(s) objective?