University of Montana

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University of Montana Course Syllabi, 2021-2025

Fall 9-1-2022

CSD 430.01: Senior Capstone

Danielle K. Fahey
University of Montana, Missoula, danielle.fahey@umontana.edu

CSD 430 - 01: Senior Capstone
Fall 2022 |3 credits | In-Person/Campus – Curry Health 073 |Fridays 10:30 am-1:20 pm| CRN 71007

CONTACT INFO
Danielle Fahey, PhD (she/her)
Email: danielle.fahey@mso.umt
Office Hours: Tuesdays 3:30-5:00 pm (SLHOS Room 027) or by appointment (in-person or Zoom)

Teaching Assistant: Abigail Walker
Email: abigail.walker@umconnect.umt.edu
Office Hours: by appointment

COURSE DESCRIPTION
CSD 430 B01: 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 your Senior Capstone course (CSD 430)! This class is a lecture and workshop in 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 claim-based literature review. Some students will also have a complementary mentored research laboratory experience with a faculty member during their senior year 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.

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 the syllabus & the UM academic calendar: https://www.umt.edu/provost/academiccalendar/ and the final exam schedule before making travel plans. **Vacation plans are not an acceptable reason for rescheduling assignment deadlines or oral presentations.**

COURSE OBJECTIVES

The student will meet the following WRITING COURSE learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy
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The student will meet the following SLHOS 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 and critical analysis 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 an in-class presentation and in writing

MATERIALS

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).
- ✓ *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, 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.

Please use technology during class in a responsible and respectful manner:
- Please silence all electronic devices before class begins
- If you receive an urgent phone call during class (e.g., a family emergency), please exit the classroom (or mute your microphone and stop your video) before initiating your conversation to minimize disruption
- While I won't be looking at your screen, please be mindful that people sitting behind you can be distracted by your screen

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ASSIGNMENTS & GRADING POLICIES

Assessment Information

Please review the following table for details about the course assessment information for CSD 430. All assignments are due prior to the start of class unless otherwise indicated.

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.	Suggested: September 9th
5%	1. Research Topic Summary + 5-7 References	Write a short description of your selected research topic and provide references to support the topic. 1 page max.	First draft due: Sept. 9th Final draft due: Sept 23rd
15%	2. Single Article Summary & Critical Review	Summarize and critically analyze a single peer-reviewed journal article pertaining to your topic. 2-4 pages max.	First draft due: Sept 16th Final draft due: Sept 30th
10%	3. Annotated Bibliography	Cite and concisely summarize and analyze the ~5-7 sources from your topic summary. 5-7 pages	First draft due: Sept 30th Final draft due: Oct 14th
20%	4. Annotated Skeleton	Develop a claim-based annotated skeleton for your research topic. Support with APA style parenthetical citations and bibliography. No page limitations (1-2 pg).	First draft due: Oct. 21st Final draft due: Nov. 4th
30%	5. Mini-Literature Review	Comprehensive literature review of one claim selected from your Annotated Skeleton. Includes cover page, structured abstract (~1 pg), introduction, body & conclusion (~5-10 pg), references. APA style, 7th edition. (introduction + body) + references.	First draft due: Nov. 18th Final draft due: Dec. 16th
15%	5. Oral Presentation	Orally present the findings of your mini-literature review. PowerPoint templates for presentations on Moodle.	First draft due: Nov. 18th Final draft due: Dec. 16th
5%	Participation	Attendance of class meetings, participation in class discussions and workshops, active engagement during class meetings.	Throughout course

Submit Assignments Appropriately and On Time

Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted in other formats 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 the reduction of 2% per day that the assignment is late. Plan in advance for assignment deadlines. Contact your instructor before the deadline if you know you will not meet it.

Use Person-First Language & Format Assignments Appropriately
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*). 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 (.doc or .docx, *not* .pdf or .pages, etc) named using the file-naming convention noted in the assignment description, **"Last Name.First Name.Assignment Title.CSD430.Fall2022"** (Avoid spaces and symbols besides period (.), dash (-) and underscore (_) as these can prevent opening the file on some systems.)

Participation
Students will participate during class meetings and discussions, during class workshops, and during peer review activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Students will not be able to make-up participation points if activities are missed.

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
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COURSE POLICIES
Expectations, Guidelines, & Policies
As in all college courses, attendance in class is expected and will contribute to your final grade. Researchers have found a positive correlation between class attendance and good grades.

Here is what I expect from you during the Fall 2022 term:
1. **Participate & Attend Class**. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. Each student is expected to read assigned material prior to class and participate in class discussions. Students are expected to be present and participate in all discussions and in-class activities.
2. **Notify the Instructor(s) about Absences.** Students 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. 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. from peers who were present during class meetings. If additional assistance is still necessary, an appointment should be scheduled with the instructor(s). Class time will not be used to go over material with students who missed class(es).
3. **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.

4. **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 takes 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.

5. **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 Lommasson Center 154 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. If the class meeting will be recorded, I will notify you of this recording prior to the start of class.
2. I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be submitted to Moodle.
3. I use Powerpoint slides to supplement my lectures and class activities. I share my general slides/lecture notes on Moodle. I highly recommend that you take your own notes during class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I highly recommend taking hand-written notes to increase your learning. I share these general lecture notes to: (1) decrease the amount of in-class note-taking, thereby allowing more time for in-class activities, and (2) provide students who are unable to attend that class with an overview of the content covered.
4. Student work will be returned as scheduled on the syllabus. All work will be returned via Moodle unless otherwise specified.
5. 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).
6. 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.
7. I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

Communicating with the Instructor(s)

Please use class time and 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 ask these questions and have them answered during class so that all students can benefit from the clarification. Please be mindful of the fact that your professors' time is limited, and frequent interruptions are detrimental to completing tasks in a timely fashion. We do truly love talking with you- but don't always have time! **Allow at least 2 business days between the hours of 9:00 am and 5:00 pm 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.

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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 face-to-face discussions and 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.

Campus Safety & Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each

semester or session. **Above all, remember to dial 911 to report all emergencies.** Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructor(s) at the beginning of the semester if you have special needs or will require assistance during an emergency situation. UM's emergency notification system notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000. An online form is also available. You may elect to remain anonymous when making a report. Active shooter preparedness requires that we develop a survival mindset. UM recommends the "Run, Hide, Fight" response for an active shooter incident. Finally, stay current with campus safety information by following UM's Police Department on Twitter @UMPublicSafety.

RUN
- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE
- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT
- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

ACKNOWLEDGEMENTS

Acknowledgments on Language Varieties & Accents
- All language varieties (often called dialects) are equally deserving of respect. All varieties are equally logical, structured and grammatical. No healthy adult speaks their native variety ungrammatically. Most of us speak varieties of English that are not typically considered "Academic English". Sound differences between varieties are represented as accents. Everyone has an accent.
- As a linguist, I will respect and celebrate your variety and accent!
- As language science scholars and future SLPs, you are expected to respect language variations. This includes learning about the variety of your peers, instructors, and future patients in order to have successful interactions and provide appropriate care. This follows current ASHA knowledge standards.
- If you would like to write using your language variety or dialect, you are welcome to do so for this class. We are here to learn to develop your writing skills and ability to craft an argument, but you can develop these skills in any language variety that you are comfortable using.
- Conventions of 'Academicese', a register (way of speaking and writing) at universities, will be discussed. Typical conventions will analyzed overtly, since this way of communicating is often expected in academic settings but is not a native dialect for any speakers.

Land Acknowledgment
The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

COURSE SCHEDULE/CALENDAR

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

Leave Policies

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

COVID-19 Fall 2022 In-Person Class Safety

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the following webpage for additional COVID-related resources for mental health, academic support, and updates: https://www.umt.edu/provost/communications/communications-posts/um-plans-for-fall-2022-vpss.php. You may also visit the Curry Health webpage for symptom and health information related to COVID: https://www.umt.edu/curry-health-center/corona-virus.php

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

Week	Class Date	Lecture and Workshop Content	Readings, Resources, & Deadlines
01	9/2	Lecture Content: Introduction to course & syllabus; introduction to the research process and research approaches; introduction to the literature review process ***Information Literacy: UM Library Workshop with CSD Librarian, Kate Zoellner (11:30am-12:20 pm, Mansfield Library, Buckhous Room 284)*** Guest Lecture Content: Introduction to using the library and internet resources to explore the scientific literature (information literacy). Introduction to Citation Managers (i.e., RefWorks; Endnote) and searching for and tracking/organizing sources. Workshop: Tackling your perceptions of research and scientific writing; topic selection and introduction of ***Research Topic Summary***	Readings: Ch. 1 Writing & Learning (Brookshire & Brundage); Ch. 14 The Writing Process (Brookshire & Brundage); UM Writing Center "Tracking, Organizing, & Using Sources"; Check out RefWorks; Check out the UM CSD Library Guide

Week	Class Date	Lecture and Workshop Content	Readings, Resources, & Deadlines
02	9/9	Lecture Content: The literature review process: how to write a literature review. How to read scientific literature. How to conduct a critical review of the literature (RAW Worksheet). How to cite the literature (APA). Introduction to the **CITI training module assignment**. Introduce **Single Article Summary & Critical Review** Workshop: Refine your topic; Q&A about **Research Topic Summary**; search for relevant literature; Q&A about **Single Article Summary & Critical Review**; select article to review for **Single Article Summary & Critical Review**	Readings: Ch. 10 Literature Reviews (Brookshire & Brundage); Elsevier infographic *"How to Read a Scientific Paper"* (see Moodle for two resources); *"They Say I Say"* templates for citing sources (see Moodle) DUE: 1st draft of **Research Topic Summary**
03	9/16	Lecture Content: Evidence-based practice & research quality; writing arguments and claims (not topics) Workshop: Instructor to return 1st draft of **Research Topic Summary & References**; review revision themes from **Research Topic Summary**; revise **Research Topic Summary**	DUE: 1st draft of **Single Article Summary & Critical Review** Rec'd assignment: **CITI Human Subjects Protection Course Completion Certificate**
04	9/23	Lecture Content: Introduce **Annotated Bibliography**; how to search for evidence Workshop: Instructor to return 1st draft of **Single Article Summary & Critical Review**; review revision themes from **Single Article Summary & Critical Review**; revise **Single Article Summary & Critical Review**	DUE: Final draft of **Research Topic Summary**
05	9/30	Lecture Content: The revision process: technical writing, copy-editing (micro), content (macro) editing. Workshop: Instructor to return edited draft of **Research Topic Summary & References**; search for literature; work on outline	Readings: Ch. 11 Content Editing (Brookshire & Brundage); Ch. 12 Copy Editing (Brookshire & Brundage); *Ten Quick Tips for Improving your Scientific Writing* (Moodle) DUE: Final draft of **Single Article Summary & Critical Review**; 1st draft of **Annotated Bibliography**
06	*10/7* Recorded lecture*	**NO In-person CLASS – DF @ a conference** Lecture Content: 'Academicese', dialects and academic writing styles; critical review of writing; the peer review process **Attend Office Hours as Needed**	Readings: NIH's *"Guiding Principles for Ethical Research"*; APA's *"Five Principles for Research Ethics"*; UM's *"Is It Human Subjects Research?"*; *The Belmont Report* (see Moodle)

Week	Class Date	Lecture and Workshop Content	Readings, Resources, & Deadlines
		<u>Workshop</u>: Instructor to return edited draft of ***Single Article Summary & Critical Review***; Instructor to return 1st draft of ***Annotated Bibliography***; peer-review of ***Annotated Bibliography*** (asynchronous)	
07	10/14	<u>Lecture Content</u>: Introduce ***Annotated Skeleton***; how to structure an argument; start organizing evidence; using a citation manager Workshop: Instructor to return final draft of ***Single Article Summary & Critical Review***; work on outline; compile evidence	<u>DUE</u>: Final draft of ***Annotated Bibliography***
08	10/21	<u>Lecture Content</u>: Synthesizing multiple articles/resources ***Writing Workshop: UM Writing & Public Speaking Center, Catherine Filardi (10:30 am – 12:00 pm)*** <u>Workshop</u>: Instructor to return final draft of ***Annotated Bibliography***	<u>Readings</u>: UM Writing Center "Literature Reviews Defined" <u>DUE</u>: 1st draft of ***Annotated Skeleton***
09	*10/28* Recorded lecture*	**NO In-person CLASS – DF @ a conference** <u>Lecture Content</u>: Introduce ***Mini-Literature Review*** **Attend Office Hours as Needed** <u>Workshop</u>: Instructor to return 1st draft of ***Annotated Skeleton***; peer-review of ***Annotated Skeleton*** (asynchronous)	
10	11/4	<u>Lecture Content:</u> Revisiting the literature review. How to write an abstract. The literature review process and manuscript (overview): purpose, abstracts, introductions, the body, conclusions/clinical implications/future directions <u>Workshop</u>: Q&A of the ***Mini-Literature Review*** manuscript; select section from ***Annotated Skeleton*** to expand for ***Mini-Literature Review***	Readings: Ch. 2 The Introduction (Brookshire & Brundage); Ch. 9 The Abstract (Brookshire & Brundage); UM Writing Center "Writing Research Abstracts" <u>DUE</u>: Final draft of ***Annotated Skeleton***
11	11/11	<u>Lecture Content</u>: How to prepare oral presentations; Introduce ***Oral Presentation*** assignment	Resource: Public Speaking Guide from the UM Writing & Public Speaking Center

Week	Class Date	Lecture and Workshop Content	Readings, Resources, & Deadlines
		Workshop: Instructor to return final draft of **Annotated Skeleton**; work on **Mini-Literature Review** & **Oral Presentation**	
12	11/18	Lecture Content: Future development of your literature review Workshop: work on **Mini-Literature Review** & **Oral Presentation**; Wikipedia edit-a-thon	DUE: 1st draft of **Mini-Literature Review** & **Oral Presentation** (PowerPoint file)
13	11/25	**NO CLASS – THANKSGIVING HOLIDAY** (Instructor to return 1st draft of **Mini-Literature Review** & **Oral Presentations**)	
14	12/2	Workshop: Review revision from **Mini-Literature Review** drafts; Q&A about revisions; peer-review **Mini-Literature Review**; work on **Oral Presentations**	
15	12/9	**Oral Presentations** – In Class	
16	Finals Week	**Friday, December 16th 8:00-10:00 am** Continue Oral Presentations (if needed)	DUE: Final draft of **Mini-Literature Review** & final draft of **Oral Presentation** (PowerPoint file)

TBA: ***Guest Speaker: Paula Baker, Research Ethics and the IRB Process (10:30-11:30 am)***
Guest Lecture Content: Research ethics & human subjects protection

Accompanying Readings: NIH's "*Guiding Principles for Ethical Research*"; APA's "*Five Principles for Research Ethics*"; UM's "*Is It Human Subjects Research?*"; *The Belmont Report* (see Moodle)