



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 199 Independent Study	Section: 13
Meeting Days: Wednesdays	Meeting Times: 2:00 – 2:50 PM	Location: Folsom Hall 2206A
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: patterson@csus.edu	Phone: 916-278-7341
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesdays 10:30AM – 12:00PM / Wednesdays 3:00PM – 4:30PM or by appointment	

#### Catalogue Course Description:

**CSAD 199 Independent Study 1 Unit**

**Prerequisite(s):** Instructor permission.

**Term Typically Offered:** Fall, Spring

Guided, individual student research of physiological, emotional, linguistic, and/or behavioral factors associated with fluency disorders.

#### Place of Course in Program:

CSAD 199 Independent Study in the S.P.I.T. lab is offered to undergraduate students in year 4 of the B.S. degree program, corresponding to concurrent or previous enrollment in CSAD 123 Voice and Fluency.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
<b>Intellectual and Practical Skills, including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
<b>Personal and Social Responsibility, including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
<b>Integrative Learning**, including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress toward meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 199 SPECIFIC STUDENT LEARNING OUTCOMES

During the course of this semester, the student will:

1. Identify a topic of interest related to physiological, emotional, linguistic, and/or behavioral factors associated with stuttering.
2. Conduct a review of the literature utilizing electronic databases.
3. Analyze the literature to generate an appropriate reference list using APA formatting.
4. Generate tables to organize and summarize literature.
5. Develop an outline of the literature review.
6. Create a literature review for chosen research topic.
7. Disseminate research in written and oral formats.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 2, 3	Class Participation/Discussion, Literature Review	
3	Reference Page	
4	Summary Table	
5, 6, 7	Literature Review Draft, Class Participation/Discussion	

### Textbooks and Materials:

There is no required text for this course. Assigned reading material will be made available online via Canvas.

## Online Resources:

<http://canvas.csus.edu>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements, and grades. Additional assistance with Canvas is available through the Academic Technology Center (ATC) at <https://www.csus.edu/atc/students.html>.

In-person support is available at the AIRC Computer Lab, room 2004 (Monday – Friday, 7:30am – 4:00pm). Need help? Phone (916) 278-2450 or email [academictechcenter@csus.edu](mailto:academictechcenter@csus.edu).

## Course Requirements/Components:

Participation in this course will minimally require the completion of step-by-step written components leading to the construction of a literature review in the area fluency. At the end of the term, students will disseminate their research in oral and written formats.

## Grading Policy:

Participation in this course will minimally require the completion of the following deliverables:

Source	Points	% of Grade
Topic Selection	20	6%
APA Reference List	30	8%
Summary Tables	50	14%
Literature Review Outline	50	14%
Literature Review	100	29%
Oral and Written Dissemination	100	29%
<b>Total</b>	<b>350</b>	<b>100%</b>

Letter grades are assigned according to the following points:

Percent	Letter
100 – 93%	A
92 – 90%	A-
89 – 87%	B+
86 – 83%	B
82 – 80%	B-
79 – 77%	C+
76 – 73%	C
72 – 70%	C-
69 – 67%	D+
66 – 63%	D
62 – 60%	D-
≤ 59%	F

## Course Policies/Procedures:

CSAD 199 (Section 13) will meet on Wednesdays from 2:00 - 2:50pm in Folsom Hall (FLS), room 2206A. Meetings will consist of group discussions, research activities in and out of class, demonstrations, oral/written reporting, and invited speakers (to be arranged).

### Office Hours:

Office hours are established weekly on Tuesdays from 10:30am – 12:00pm and Wednesdays from 3:00pm – 4:30pm, beginning on the first day of classes (8/26/19) and running until the last day of classes (12/6/19). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted on Canvas. If students are **unable** to attend regular office hours (Folsom Hall, 2404B), they are welcome to email the instructor to set up a separate appointment time for an *in-person* meeting or meeting via *virtual office hours*. The instructor will respond to the email to confirm the appointment day and time. If the student is unable to keep the scheduled appointment time, a courtesy email is requested to cancel and/or reschedule the appointment.

### Student Responsibilities:

- **Attendance** Classroom attendance is mandatory. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to acquire all materials and information covered during their absence from *peers*. Per university policy, children and non-registered guests are not allowed to attend class sessions.
- **Professionalism** Classroom participation during discussions and demonstrations should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cell phone use for non-academic purposes is not permitted during the class period.
- **Participation** Classroom participation is mandatory. Students are expected to actively participate in all group discussions and oral/written reporting. These are designed to facilitate investigative acumen.

### Work Habits:

- The penalty for **late** assignments is a 3-point deduction per day. Assignments and oral/written reporting are supplied with a grading rubric. It is the student's responsibility to double check online submission of assignments. Uploads that are empty, the wrong document, or otherwise unretrievable, will receive 0 points.

## TENTATIVE Course Schedule/Outline

Date	Topic/Class Content	Readings	Assignment/Activities	Week
8/28/19 Wed	Introduction & Course Overview		<b>Assign:</b> 199 Application Process	1
9/4/19 Wed	Topic Exploration	Resources via Canvas	Discuss current topics in fluency disorders; explore student interest in topics	2
9/11/19 Wed	Guest Speaker <i>tentative date</i> Rachel Stark, Health Sciences Library		Utilizing online databases and resources to conduct a review of literature	3
9/18/19 Wed	Topics Exploration continued	Resources via Canvas	<b>Due by 5:00pm:</b> Declaration of Research Topic	4
9/25/19 Wed	Developing references in APA formatting	<i>"Crediting Sources"</i> <i>"Reference Examples"</i> <i>"Preparing a Reference List"</i>		5
10/2/19 Wed	Generating summary tables of literature	<i>"Building Tables to Summarize Literature"</i>	<b>Due by 5:00pm:</b> References in APA format	6
10/9/19 Wed	Generating summary tables of literature continued			7
10/16/19 Wed	Generating outline of literature review		<b>Due by 5:00pm:</b> Summary Tables	8
10/23/19 Wed			Feedback Session 1	9
10/30/19 Wed	Guided Development of Literature Review	<i>Review literature review samples/models</i>	Feedback session 2 <b>Due by 5:00pm:</b> Literature Review Outline	10
11/6/19 Wed			Feedback session 3	11
11/13/19 Wed			Feedback session 4	12
11/20/19 Wed	<b><i>ASHA Convention</i></b> <i>No in-class meeting</i>		<b>Due by 5pm:</b> 1 <sup>st</sup> Draft of Literature Review	13
11/27/19 Wed	Thanksgiving Week		Review written feedback/ edits	14
12/4/19 Wed	Oral Dissemination of Student Research			15
12/13/19 Fri	<b>Final Written Submission</b>		<b>Due by 5:00pm:</b> Final Literature Review	16

# Additional Information

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, as well as integrity in your behavior in and out of the classroom.

## Sacramento State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sacramento State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sacramento State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sacramento State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she needs to consider disenrolling from a course. Refer to the Sacramento State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University, Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umanual/>.

### Basic Needs Support:

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about options and resources available. <https://www.csus.edu/basicneeds/>

### Other Resources:

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities (SSWD): <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>