

# Introduction to APA and Research Writing in Speech Language Pathology

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COMD 2310 Syllabus

Summer II 2023 (asynchronous, online) July 3-August 5

## Instructor

Tina Melamed, PhD,  
CCC-SLP

## Email

tmelamed@uttyler.edu

## Office Location

HPR 108

## Office Hours

Online by appointment

## Course Overview

Why should you care about APA-style research writing? Research in our field is a vital tenet of evidence-based practice in speech-language pathology. In this course, we'll explore answers to these questions, and many more:

What are the different ways researchers can study speech and language disorders? How do researchers conduct those experiments? What do researchers do with the information they glean from their experiments? How do you prepare a paper for submission in a peer-reviewed journal?

You might think this course is only for future researchers, but you'd be wrong. Every clinician (SLP, SLPA, AuD, MD, RN...) has to understand how to read and analyze research for quality. You will use the skills you learn in this class to write papers in many of the courses you take as a COMD major, and you will apply them long after you've graduated.

## Required Text

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition). American Psychological Association.

## Course Materials

UT Tyler Canvas

- All of your assignments and tests will be hosted within Canvas

## Resources

<https://asha.org/students>

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)

Dr. Melamed! If you are having trouble with any course content, please contact me ASAP. The semester is short! Act fast.

# Why are you here?

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## Course Learning Objectives

This course is designed to introduce you, a communication sciences and disorders student, to basic research methods and research writing skills and style as prescribed by the American Psychological Association (APA). You will learn about the foundations and phases of research writing from selecting a research topic to editing and submitting a research paper. You will use these skills in almost every class for the rest of your undergraduate program in communication sciences and disorders, and beyond when you go to graduate school!

### By the end of this course, you will be able to...

1. Explain basic research design, and discuss major differences among quantitative, qualitative, and mixed methods research approaches.
2. Describe the importance of APA style for research writing in speech-language pathology
3. Demonstrate effective summarizing and paraphrasing skills through class assignments
4. Differentiate between main and secondary ideas, and integrate multiple ideas into cohesive paragraphs
5. Demonstrate research writing knowledge and skills through peer reviews and editing
6. Implement the process of research writing by developing a research paper
  - a. Identify a research topic
  - b. Identify potential sources
  - c. Synthesize information from those sources
    - i. Utilize text summarizing, paraphrasing, and synthesis to prepare your research review article
  - d. Write a research review article
    - i. Write an abstract, title, appropriate subsections in the body of the text, and references
    - ii. Format paper appropriately in APA style
    - iii. Apply APA-style in-text citations and reference list formatting for various types of sources
7. Practice APA recommendations for avoiding bias in research, using ethical decision making, and maintaining professional standards.

# ASHA Standards for Knowledge Outcomes

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If you are hoping to become a speech-language pathologist or SLP-assistant, you will be required to meet these minimum standards to demonstrate your knowledge. We will address parts of each of these standards in our class:

1. Standard IV-F: The [student] must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
  - a. Implementation: The [student] must have demonstrated knowledge of the principles of basic and applied research and research design.
  - b. In addition, the applicant must have demonstrated knowledge of how to assess sources of research information and must have demonstrated the ability to relate research to clinical practice.
2. Standard V-A: The [student] must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
  - a. Implementation: The [student] must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others.
  - b. The applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

# How This Course Works

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## Each week you will

Watch 2 lecture videos

- Posted in canvas modules

Complete assigned homeworks (there will be at least 2 per lecture video, one small and one substantial)  
Please budget your time accordingly

- Assigned in canvas, either as assignments to turn in or in discussion board post format

## Pacing

This is a summer class, so we are working at an accelerated pace. We only have 5 weeks!

This is also a 3-credit-hour class, so expect to do the same amount of work you would do in a normal semester.

## Assignments

Your final product in this class is an APA-style research review article (30% of your grade)

There will be two phases of submission for each sub-section of your paper:

**First** you will submit your paper as a discussion board post for peer-review. Another classmate will edit your submission, and you will edit someone else's. (25% of your grade)

- This gives you a chance to avoid careless mistakes or APA-style errors, both of which will cost you points!
  - Give your peer feedback on grammar, spelling, and other general writing skills
  - Make sure your peer has not attempted to present ideas from sources as their own (this is plagiarism, and results in a 0 on the assignment)

You will implement that feedback, and then submit your edited draft to the appropriate assignment folder on its due date. (25% of your grade)

- At that point, I'll grade it with the expectation that you have met:
  - all of APA's mechanics requirements
  - you have avoided grammar and spelling mistakes
  - you have cited your sources appropriately and not attempted to present non-original information as your own

## Quizzes

You will also take a few quizzes to ensure you are retaining important information from your lectures and are able to apply them to your practical assignments. (20% of your grade).

# Course Schedule

As with all plans, the calendar below is subject to change depending upon how we are progressing in class. Any changes or modifications will be discussed in class and sent in writing to students.

Since this class is online and asynchronous, I have provided you with a date outline to follow so that you will not fall behind. You can be flexible within the week as to when you do your readings and watch the lecture videos, but **the assignment due-dates are strict and will be enforced.**

Week	Course calendar & content guide		Notes
1	Lecture 1 7/3-7/6	<u>Assigned Reading (due before lecture):</u> Chapter 1  <u>Lecture topic:</u> Intro to APA & Publication Ethics  <u>Homework (due 7/6)</u> Homework 1: Pseudoscience: Facilitated Communication Discussion board post 1: Class 1 Intros	See Week 1 Lecture 1 module in canvas for extra links & materials
	Lecture 2 7/6-7/9	<u>Assigned reading (due before lecture):</u> Chapter 2  <u>Lecture topic:</u> Formatting  <u>Homework (due 7/9)</u> Homework 2: Topic Selection Discussion board post 2: Formatting & Style question thread	See week 1 lecture 2 module in canvas for extra links & materials
2	Lecture 3 7/10-7/13	<u>Assigned reading (due before lecture):</u> Chapter 4  <u>Lecture topic:</u> Writing Style & Grammar  <u>Homework (due 7/13)</u> Homework 3: Discussion board post 3:	
	Lecture 4 7/13-7/16	<u>Assigned reading (due before lecture):</u> Chapter 6  <u>Lecture topic:</u> Mechanics of Style  <u>Homework (due 7/16)</u> Homework 4: Discussion board post 4:	
3	Lecture 5 7/17-7/20	<u>Assigned reading (due before lecture):</u> Chapter 8  <u>Lecture topic:</u>	

		<p>Works credited in the text</p> <p><u>Homework</u> (due 7/20) Homework 5: Discussion board post 5:</p>	
	Lecture 6 7/20-7/23	<p><u>Assigned reading (due before lecture):</u> Chapters 9 &amp; 10</p> <p><u>Lecture topic:</u> Reference List &amp; Reference Examples</p> <p><u>Homework</u> (due 7/23) Homework 6: Discussion board post 6:</p>	
4	Lecture 7 7/24-7/27	<p><u>Assigned reading (due before lecture):</u> TBD</p> <p><u>Lecture topic:</u> Summarizing and paraphrasing</p> <p><u>Homework</u> (due 7/27) Homework 7: Discussion board post 7:</p>	
	Lecture 8 7/28-7/30	<p><u>Assigned reading (due before lecture):</u> TBD</p> <p><u>Lecture topic:</u> Integrating ideas from multiple sources</p> <p><u>Homework</u> (due 7/30) Homework 8: Discussion board post 8:</p>	
5	Lecture 9 7/31-8/3	<p><u>Assigned reading (due before lecture):</u> Chapter 5</p> <p><u>Lecture topic:</u> Bais-free language guidelines</p> <p><u>Homework</u> (due 8/3) Homework 9: Discussion board post 9:</p>	
	Lecture 10 8/3-8/5	<p><u>Assigned Reading (due before lecture):</u> TBD</p> <p><u>Lecture topic:</u> Preparing your final draft, reading like a professor</p> <p><u>Homework</u> (due 8/5) <b>SUBMIT YOUR FINAL PAPER!</b></p>	

# Policies and Procedures

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## Course Grading

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Discussion board posts	25%
Homework assignments	25%
Quizzes	20%
APA-style research review paper	30%

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Note: You can check in with your grade progress any time on the canvas grades section.

## Grades Assigned

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**A = 90-100**      **B = 80-89**      **C = 70-79**      **D = 60-69**      **F = <60**

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Reminder: You must receive a course grade of at least a C to progress to the next course in the COMD program. You can do this! You will earn the grade you work for.

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I will round up to the next point for grades that end with .5 or higher.

I will not round up to the next point for grades ending in .4 or lower.

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## Late Work Policy

I encourage you to avoid submitting late work, as you will end up behind schedule and have a difficult time making up for lost time. If you submit your work fewer than three days late, you can still qualify for 80% of the original points. If you submit your work more than three days late, you can still qualify for 60% of the original points.

Each class prepares you to succeed on each assignment. Doing your assignments in a timely manner will help you learn the most efficiently and effectively. It will also prevent you from falling behind in class.

## Accommodations

If you need accommodations, please let me know as soon as possible. You have the right to have your needs met in a timely manner.

# Additional Information

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## UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. **Campus Carry:** 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. **UT Tyler a Tobacco-Free University:** 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

D. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. **Student Standards of Academic Conduct** 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination;
- viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not



to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;  
x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;  
xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and  
xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

**2. The UT Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

### **3. Disability/Accessibility Services:**

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **4. Grade Replacement/Forgiveness and Census Date Policies:**

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

2. UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)
5. For more information about grading, academic policies, and add/drop, see here:  
<https://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Undergraduate-Academic-Policies/Grading-System>