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THE COLLEGE OF WOOSTER

AUGUST 2023

Please refer to the table of deadlines provided by your academic advisor.

THE COLLEGE OF WOOSTER

INDEPENDENT STUDY GUIDE

To be used in the preparation of:

JUNIOR INDEPENDENT STUDY
COMD 401

and

SENIOR INDEPENDENT STUDY
COMD 451 & COMD 452

August 2023

ABSTRACT

See page 20 and APPENDIX A (page 29) for further information on writing the abstract.

ACKNOWLEDGMENTS

See page 21 for further information on writing your Acknowledgments.

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<p>Note: The Department of CSD faculty reserves the right to amend the I.S. Guide. Previous editions of this document are obsolete. The faculty also wishes to thank those students whose studies serve as examples in this I.S. Guide.</p>

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
THE COLLEGE OF WOOSTER**

INDEPENDENT STUDY PHILOSOPHY

The Department of Communication Sciences and Disorders' Independent Study Guide complements the general regulations governing Independent Study as stated in the College's Handbook for Independent Study. This study guide specifies the procedures for conducting Independent Study and provides guidance by the faculty of the Department of CSD on the content, method, and form of Independent Study (I.S.) projects.

I.S. encourages the student to design a project that will explore a topic beyond the limits of a course, and often across several disciplines, demonstrating how the boundaries of knowledge can be extended. Thus, Independent Study at Wooster is simultaneously a challenge and an opportunity. It is unfortunate that the former aspect often dominates attitudes toward I.S. and can generate negative feelings toward what can be an exciting and rewarding experience. I.S. can also carry a utility that extends beyond your academic experience.

Your Independent Study can be designed to provide an introduction to graduate school or an entree into the professional world. Wooster graduates who have matriculated to graduate programs have found that their writing has improved significantly and that arguably the most difficult aspect of their graduate program (writing the thesis) has already been practiced at Wooster. Potential employers are duly impressed by the scope and magnitude of I.S. projects and frequently consider them as valuable evidence of the potential employee's ability to organize, execute, analyze, and present complex ideas. A number of characteristics unique to I.S. make this true.

√ I.S. presents you with the intellectual challenge of your choice. From the breadth of communication inquiry, you select the research question that intrigues you and a method for achieving your end results.

√ You will bring to bear your ability to think critically about a research problem. It is an important opportunity to consolidate your knowledge about human communication, gained in the classroom and from life experiences, with information from scholars who have preceded you. Issues in human communication will surface throughout your life, and although you may not analyze them with the detail you will apply here, you will certainly be capable of doing so as a result of the I.S. experience.

√ You will draw upon your own creativity and insight, gained from your liberal arts education, to explore new worlds of understanding. You will use the tools that you have developed—a strong and curious mind, self-discipline, library and scholarly research skills—in ways that are normally only suggested in regular coursework.

√ You will sharpen your analytic skills, while solving an intellectual problem, through the application of a scientific method.

√ You must communicate your analysis and results; therefore, you will improve your organizational and expository skills for thinking, writing, and speaking.

Independent Study is the capstone to your formal academic experience at Wooster. Nationwide, very few schools require all their students to write a senior thesis. This makes both you and Wooster very special.

GENERAL OVERVIEW

In pursuing Independent Study, the word “independent” should not be interpreted to mean that the student does not seek or receive support or counsel. Quite the contrary, learning to be an effective independent scholar requires faculty mentoring. Independent Study is an evolving apprenticeship whereby the student develops and refines analytic thinking, writing, and oral communication skills. The faculty in the Department of CSD will assist, encourage, and challenge you to seize the opportunities that I.S. affords.

Independent Study Advisors

Junior I.S. Advisors

The faculty who teach Junior Independent Study (COMD 401) will divide the students based upon faculty workload. The advising format will be explained to all COMD 401 students in the Junior Independent Study syllabus for that semester.

Senior I.S. Advisors

Due to the year-long requirements of Senior Independent Study, the Department of CSD faculty will divide Senior Independent Study candidates among the existing faculty based upon: (1) The stated interests and desires of senior majors; and (2) An equitable balance of I.S. advisees among the existing Department faculty. NOTE: Your Senior I.S. advisor may not be the same as your Junior I.S. advisor. The I.S. advising workload is an important part of faculty responsibilities at Wooster and thus plays a prominent role in the teaching load for faculty. Mandatory weekly meetings with your Senior I.S. advisor will be initiated early in the semester.

Independent Study Requirements and Deadlines

College Standards and Policies

The entire Independent Study program “belongs” to the Dean for Curriculum and Academic Engagement. Each individual department merely administers I.S. for the Dean for Curriculum and Academic Engagement (DCAE). In this fashion, the DCAE can exert a desirable degree of control over the consistency of I.S. from department to department, especially regarding deadlines for the submission of I.S.

All requests for extensions, or special considerations due to subject content, can only be approved by the DCAE through written application. No individual department is authorized to deviate beyond the DCAE’s established deadlines.

Junior I.S. Requirements and Deadlines: COMD 401

The deadline for submission of Junior Independent Study and the source and length requirements are specified in the syllabus. Disregard for these requirements will result in a failing grade in COMD 401.

Senior I.S. Requirements and Deadlines: COMD 451

The DCAE authorizes individual departments to set their own internal requirements for the completion of 451, the portion of Independent Study that is typically completed in the fall semester of the senior year. Specifically, **in order to pass COMD 451, you must submit an HSRC application (if applicable to your study), complete Chapter I (including the incorporation of feedback from**

401), complete Chapter II (including the incorporation of feedback from 401), and draft of Chapter III (the details of which will vary by project). You must submit a minimum of two drafts of Chapters I and II to your advisor during the semester in which you are enrolled for COMD 451. Chapter II must be a minimum of 20 full pages in length and draw upon a minimum of 30 scholarly sources. Unless you have approval from the Department to do otherwise, failure to meet these requirements will result in a failure in COMD 451. Note: Your advisor may ask you to write additional pages to cover relevant literature prior to the final submission of your I.S. for COMD 452.

Consult with your advisor about a second reader and the scheduling of a meeting with him or her no later than the third week of classes (see page 22). Do **not** approach a potential second reader prior to consulting with your advisor. The second reader meeting must take place no later than the sixth week of the semester in which you are enrolled in COMD 451. This meeting will allow you to get input from your second reader about the completion of your Chapter II and the procedures for your study. Additional second reader meetings may be required at the discretion of your advisor.

If the study involves human participants, students may collect data only if they have received approval from the HSRC. Note: The HSRC does not meet between semesters or during the summer. **Collecting data without obtaining approval of the HSRC will result in failure of Senior I.S.** HSRC approval must be reported in Chapter III.

Senior I.S. Requirements and Deadlines: COMD 452

No student may be registered for both COMD 451 and COMD 452 in the same semester.

Students who do not meet the Department of CSD's standards for minimal performance in COMD 451 will fail and *may not take COMD 452 in the subsequent semester of their senior year*. Students who fail COMD 451 must re-enroll in COMD 451 regardless of the amount of work remaining in COMD 451. Once COMD 451 has been completed, students may enroll in COMD 452. The Department of CSD is authorized only to hold orals for those students who are enrolled in COMD 452.

In the Department of CSD, we require students enrolled in COMD 452 to submit a complete version of Chapter III, a minimum of two drafts of Chapter IV, and one draft of Chapter V.

It is the prerogative of your advisor to require a minimum number of pages per chapter in order to strengthen the document and ensure the scholarly merits of the thesis. Your advisor may also require you to utilize the Writing and/or Academic Resource Center.

You must submit your I.S. to the Registrar's Office by 5:00 p.m. on the first day of classes following Spring Break. For Senior I.S. theses completed in the fall semester, the due date is four weeks prior to the end of classes. Information concerning how to submit your I.S. electronically can be viewed at <https://inside.wooster.edu/registrar/is-submission/>

THE CONTENT, METHOD, AND SCHOLARLY WRITING OF INDEPENDENT STUDY

The Content of Independent Study

Selecting a Topic

Year in and year out, perhaps the hardest task that many students face is selecting a topic for Independent Study. This frequently is the result of a healthy desire on the part of the students to conduct a brilliant piece of research. While we applaud those lofty intentions, students can incapacitate themselves by struggling to identify the absolutely “perfect” topic for this long-term research project. This hesitation is understandable, even admirable, but it also can lead to unnecessary delays in beginning the project which can hinder the completion of I.S.

It is probably safe to say that your research efforts will not result in a cure for cancer, a Nobel Prize, or an invitation to present your research results on *The Today Show*. After all, this is your first major piece of formal research. Through Independent Study, you will complete a solid piece of scholarship that demonstrates how research should be conducted and how every research project must make compromises between what is ideal and what is pragmatic.

Although students differ in their interests, a well-selected project is one that *advances the student's individual interests* (e.g., working with children with autism), *furtheres scholarly understanding* (e.g., further support for the finding that children with autism have general impairment in emotional identification through auditory cues), and *responds to the needs of society* (e.g., children with autism perform better on emotional tasks if they are mainstreamed). When selecting your I.S. topic, you should remember that your advisor will provide you with guidance but will **NOT** select your topic for you. Instead, you should keep the above criteria in mind and consider how you will translate your general topic into a research project with a specific purpose or research question.

Selecting Either a Research Question or a Purpose Statement

In addition to a topic, every Independent Study has either a research question or a purpose statement that guides the project. *A research question provides a clearly-articulated question* that your project will attempt to answer. For instance, the following are research questions that CSD students have used to guide their studies:

- What are the spectral characteristics of the cries of an infant considered at risk for Sudden Infant Death Syndrome (SIDS) and how do those characteristics relate to his/her subsequent spoken language characteristics? [Amy Hayward, 1997]
- Two specific research questions will be addressed. First, what socioemotional difficulties do parents report for children who are deaf or hard of hearing who attend schools for the Deaf in Jamaica? Second, how do the types and numbers of socio-emotional difficulties experienced by children who are deaf or hard of hearing compare to those reported by parents of children who are hearing who attend traditional elementary schools in Jamaica? [Nikitta Chin-See, 2011]
- What are the clinical practices of monolingual, English-speaking clinical audiologists for the administration of speech audiometry tests, along with how results and counseling are provided to patient(s)/client(s) whose primary language is not English? [Carlos Mejia, 2019]

A purpose statement is the precisely-stated goal of your project. The purpose statements of CSD research projects completed by students have included:

- The purpose of this study is to investigate the means by which young children best learn ASL vocabulary. By comparing two teaching methods, one which emphasizes semantic categories, or vocabulary groups, and one which emphasizes handshapes, this investigation will evaluate each method's effects on initial learning and eventual retention of signs by young children. [Sarah King, 1997]
- The purpose of this study is to determine whether or not teachers' techniques to promote language use during circle time vary across different types of preschools. [Larissa Kortis, 2009]
- The purpose of this study is to determine if the presence of a therapy dog influences the reading skills of first-grade students. This study will specifically assess the participants' reading rate, accuracy, fluency, and comprehension across two conditions, reading with a dog present and reading without a dog. [Chelsea Addison, 2014]
- The purpose of this study is to determine if word learning and retention are different when words are presented to children in a traditional book format as compared to presenting them through an iPad app. In addition, this research will examine whether there is a difference in word learning by type of word (e.g., verbs, nouns, adjectives). [Samantha Murdock, 2015]

In deciding whether you should develop a purpose statement or articulate a research question, you should consult with your advisor to see which alternative he or she recommends. Regardless of the approach you take, a purpose statement or research question is extremely important because it narrows the scope of your project and provides the foundation on which your entire Independent Study will be built. You should not, in other words, take such matters lightly, for a thoughtfully-articulated purpose statement or research question can provide the basis for a well-constructed project, while a sloppy or hastily- selected one will lead to problems as you proceed to the later stages of your Independent Study. In addition to conferring with your advisor, here is a checklist of points you will want to consider in choosing a purpose statement or research question:

Is your purpose statement or research question too broad?

For example, “to study lexical development” (purpose) or “How do children learn words?” (research question) are much too broad for any single research project, let alone your first formal research study. Instead, aim for depth rather than breadth: “to determine if word learning and retention are different when words are presented to children in a traditional book format as compared to presenting them through an iPad app” (purpose) or “How does word learning and retention differ when words are presented to children in a traditional book format as compared to presenting them through an iPad app?” (research question) are much better choices.

When evaluating whether your proposed purpose statement or research question can be investigated and its relevant data analyzed, consider such issues as:

- whether the purpose statement or research question can be answered by a CSD study
- whether you can locate subjects who fit the population description
- whether you can operationalize all key terms

- whether the data can be analyzed with reliability and validity
- whether you will have adequate time to complete the study
- whether there are monetary costs
- how familiar you are with the statistical methods you will need to analyze the data

Does the purpose statement or research question make your study a significant one?

A study should have scholarly value because it contributes to the communication discipline's understanding of a concept or provides knowledge about communication in a context that has not previously been examined or at least not examined in much detail.

A study should also have practical value because it contributes to a need in society in some way. For example, you might examine the effectiveness of a particular clinical practice.

Will the pursuit of your purpose statement or research question lead to a study that is ethical?

It is often necessary in research that involves human subjects not to provide participants with complete information about the purpose or research question guiding your study. This is because knowledge of your interests may lead people to react differently in the experimental setting or to answer questions that are part of a survey or interview differently than they normally would, hence leading to invalid results. Nonetheless, researchers must carefully balance the need to get honest reactions with the need to treat the participants in their studies ethically. Even if you are conducting qualitative research, you must consider what the impact of your research may be on others. The following are just a few of the ethical issues one should ponder before settling upon a purpose statement or research question:

- Will the purpose statement or research question of your study lead you to mistreat people?
- Is it necessary to debrief participants in your study?
- What will be the impact of your research on society?
- Do you need to maintain confidentiality and, if so, what steps will you take to do so?
- Will your study provide benefit to a treatment group that is not available to a control group?
- Do you need to get approval for using human participants? Students completing I.S. theses involving research with human participants must first read carefully The College of Wooster Policy on Protection of Human Subjects < <https://inside.wooster.edu/hsrc/> > and then complete *The College of Wooster Human Subjects Research Review Application* in compliance with federal policy for the protection of human participants (Department of Health and Human Services Policy for Protection of Human Research Subjects). The College of Wooster's Human Subjects Research Committee (HSRC), or "Institutional Review Board (IRB)" for federal purposes, is a specially constituted review body established or designated to protect the welfare of human subjects recruited to participate in research studies or assessment projects. Any member of The College of Wooster community planning to conduct research using human participants (this includes student projects such as Independent Study and other research projects involving human participants.). Information about how to apply can be found

at <https://inside.wooster.edu/hsrc> . Please contact your advisor concerning the timely and accurate completion of these forms. Completed applications should be submitted electronically to the Human Subjects Research Committee. **Note: The collection of data without HSRC approval will result in the failure of I.S.**

Finding Relevant Scholarly Literature

As you explore possible purpose statements or research questions, you will survey scholarly literature related to your chosen topic in order to find out what type of research has been done previously and what its conclusions were. A thorough literature review becomes even more important once you have committed yourself to a particular purpose statement or research question. Not only will your Independent Study include an entire chapter that summarizes the research relevant to your topic, but also you will need to be familiar with this research in order to conduct your project in a competent, professional manner.

One of the first questions that students often ask about literature reviews is: “Where do I find more scholarly research beyond what I already have?” There are several answers to this question. First, check the Department of CSD link on the library’s web page. Second, the *CINAHL* database is particularly helpful for finding resources on CSD topics. Third, consult with librarians who can alert you to other sources for the information that you may need and who will be happy to show you how to access that information if you only ask. Fourth, consult Google Scholar. Fifth, solicit your advisor’s input on particular books or articles that he/she thinks you should examine. Sixth, check the references of the scholarly research you already have collected. What sources do the authors cite? By following the trail of references and endnotes, you may be able to gather a great deal of material with maximum efficiency. Seventh, use the reverse citation search explained on the Department of CSD Wiki page. Finally, remember that no one expects you to familiarize yourself with everything that has ever been written on your topic (unless, that is, only a handful of relevant scholarly studies exists). Instead, what we want you to do is at minimum to exhaust the resources available to you on The College of Wooster’s campus and in the library system.

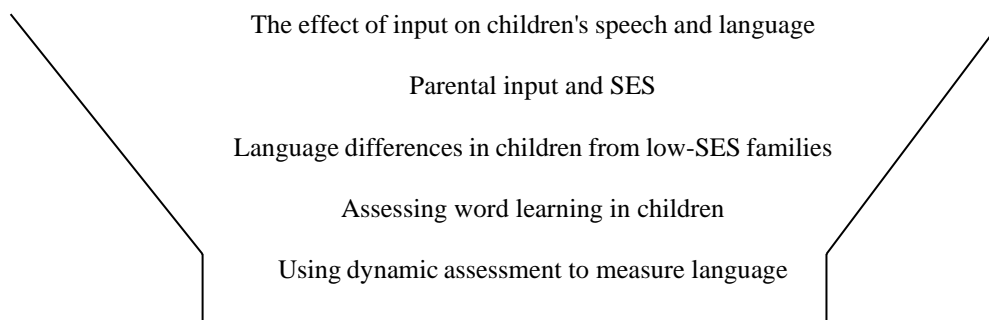
A second question that students frequently ask about literature reviews is: “How many sources should I have?” The answer is that Senior I.S. Chapter II must draw upon at least 30 scholarly sources. In the end, the total number of sources may vary greatly since one topic may have a great deal written about it, whereas another topic may be quite obscure. But the above minimum requirements must be met. The key to keep in mind here is that your sources should be scholarly. Newspaper stories, articles from trade magazines, and some websites, for example, may be helpful to your I.S.—and we certainly encourage you to use them when they are applicable—but they are not scholarly sources arising from academic study that have undergone peer review. If you are in doubt as to whether you have drawn upon the required number of sources and/or the appropriate type of sources, be sure to consult your advisor—before you submit your literature review.

Organizing the Literature Review

Of all the chapters students must write for Independent Study, the literature review chapter usually proves the most challenging. This is because students must digest the sometimes overwhelming amount of research they have gathered and then organize and explain that research in an easily-understood way. When deciding how to organize your literature review, you should choose the format that works best for you, given the breadth and depth of the studies you wish to summarize. CSD faculty members strongly recommend that you confer with your advisor about this matter and that you submit a detailed outline of your literature review for your advisor’s approval. If there are problems in the way in which you have organized your literature review, it will be better to correct them before you have spent huge amounts of time and energy writing the actual chapter itself. The following are two typical ways in which literature reviews can be organized.

The Funnel Concept

The “funnel” starts with a broad, theoretical concept and, through a deductive process, subdivides it into more specific domains until the author finally reaches research that deals with the specific purpose statement or question he/she has raised. For example, the research question—“Do preschoolers from low socio-economic status (SES) backgrounds perform comparably on static versus dynamic measures of language?”—led to a literature review organized around the following funnel concept:



Topical Organizing Scheme

The topical organizing scheme simply “sorts” the scholarly literature that has been gathered into groupings based upon their subject matter.

For instance, the research question—“How does a social movement group with limited resources, in this case the United Farm Workers of America, use persuasive means to advocate for changes in policy?”—led to a literature review organized topically:

1. Historical studies on the United Farm Workers
2. Research on self-esteem among minority group members
3. Research on leadership in minority group social movements
4. Discussion of symbolic convergence theory
5. Research on public policy rhetoric and social movements
6. Research on strikes as a form of rhetoric

In this particular study, the student found that previous research could not be neatly organized according to the funnel concept because she was drawing together research done in contexts that were quite disparate. Therefore, it made more sense for her to organize her literature review topically.

Methodological Considerations

Implicit in any inquiry is the method or research tool that you will employ to carry out your study; that is, the method is the means by which you will fulfill your project’s purpose or answer the research question that you have posed. Keep in mind these guidelines:

The purpose statement or research question you select will suggest the method most appropriate to your investigation.

Choose the method that will work best for your study, not the method that seems most convenient or is already familiar to you.

Choose a method of investigation that you can learn adequately in the period of time available to you.

The method you choose should be clearly stated and followed in your Independent Study.

Regardless of which methodological approach you use, do not attempt to collect your data or conduct your analysis without your advisor's approval.

Results and Discussion Chapter

- This chapter should not merely include the reporting of your results (i.e., your data), but also the interpretation of your results (i.e., explain what the numbers mean).

The Conclusion Chapter

The final chapter is the payday for your work – do not lose focus before you finish. Please leave enough time in your schedule to write a thoughtful, organized final chapter. This chapter demands a great deal of thought on your part so that you may examine your study critically and synthesize its various parts. In addition, a poorly written final chapter leaves readers with a negative final impression even if the remaining document is well-written.

The last chapter takes a macroscopic perspective on your study. You need to synthesize your smaller results from your I.S. in order to answer your research question or fulfill your overall purpose. This chapter also should consider how scholars could extend this line of research. The five major components of this chapter include: major conclusions, implications, limitations, recommendations for future research, and final thoughts.

▪ **Major Conclusions**

- This section should articulate the **broad patterns** in your study. It does not simply reiterate the individual results but rather synthesizes those results to form higher order answers to your research question. In other words, what is the big picture? This section is about reporting the overall pattern of your individual results. How do those individual results come together?

▪ **Implications of the Research Findings**

- What is the significance or importance of your major conclusions? (not restating conclusions)
- Your implications may be scholarly and/or practical.
 - Do the results have theoretical implications?
 - Are there implications for the field or discipline?
 - How can the findings be used?
 - What significance or importance do the findings have to people?
 - How can your results be applied in the real world?

▪ **Limitations**

- Any study has weaknesses or shortcomings. Limitations may stem from the method used, the procedures followed, the amount/type of data collected, or the purpose of the study.
- It is your ethical responsibility to articulate the weaknesses of your study.
- Each limitation will go in a separate paragraph, and the paragraphs follow this “formula”:
 - State what the limitation is.
 - Explain why the limitation exists in your study.
 - Describe the consequence(s) of that limitation for the reporting and interpretation of your results.

▪ **Recommendations for Future Research**

- The recommendations should indicate how future research can overcome the limitations of your study but should not be restricted to these. They should also identify ways in which scholars can extend this line of research.
- These should be specific and clearly articulated. For example, do not just state that a different method should be used without identifying a recommended method. Why should a different method be employed? What would be the rationale for this alternate method?

▪ **Final Thoughts**

- This is a conclusion for the study as a whole.
- It is also an opportunity for the student to reflect on his or her study.

The Scholarly Writing of Independent Study

General Guidelines

Although we come to know and understand one another in many different ways, the formal written expression of your ideas is valued most highly in the Independent Study process. Your writing constitutes your academic identity, your scholarly calling card, your *intellectual credentials*. Through your academic writing, you are expected to express yourself clearly, argue effectively, examine critically, and report accurately. Learning to write as a scholar can be a daunting task, but one that can be made much easier if you keep the following guidelines in mind:

- **Write for others as you would have them write for you.**
- **Strive for clarity in your structure.**

Each of your chapters should have an introduction that eases the reader into the topic at hand and provides an organizational preview of the structure that your chapter will follow.

Within the body of each chapter, you should follow the structure you have set forth in your introduction.

Finally, where appropriate (see page 18), your chapters should have a definite conclusion.

- **Avoid unnecessary jargon and acronyms; when specialized terms need to be employed, be sure to explain them.**

▪ **Find and use your own “voice,” even when citing the work of others.**

Although you are drawing on the voices of previous scholars, it is crucial that you use your own voice to explain, interpret, and contextualize what other researchers have said. This does not mean that you should write in the same style as you talk. Rather, you need to discover what your “scholarly voice” or writing style is and to use it. This can be a difficult process—and you may not feel that you have settled upon a comfortable and consistent scholarly writing style until the end of your Independent Study—but the following guidelines can help:

- When you quote an authority, make clear in your own words how his/her statement relates to the topic at hand in your study; what is obvious to you may not be obvious to your audience.
- If the idea of an established scholar can be expressed in another way—that is, if his/her exact words do not make a significant contribution to the comprehension of his/her idea—then paraphrase rather than quote directly. You still need to document the source of the idea. Nonetheless, explaining others’ concepts in your own words—and interpreting them within the context of your research project—helps your writing flow in a way that says, “This is my study.”
- Provide examples to clarify concepts and support claims whenever possible. In your literature review, you may find that an example paraphrased—and documented—from a previous study or a hypothetical example that you provide will suffice. As you analyze your data and begin to make arguments about it, however, you will want to provide examples from your data—e.g., summarizing statistics or quotations from artifacts, etc.—to illustrate. Examples not only serve as evidence that lend credibility to your claims, but also they personalize your study by helping you to convey a consistent style, rather than writing an Independent Study that is nothing but a series of disjointed quotations from others.

Proper Spelling

Even the best-written, most illuminating study will lose credibility if the manuscript includes errors in spelling, grammar, and punctuation. To avoid such mistakes:

- Make use of a dictionary and thesaurus, as well as grammar and punctuation resources, whether in hard copy or electronic format.
- Go to the Writing Center to get help with any special grammatical or punctuation problems you may have. Note: Some students may be required by their advisor to utilize this campus resource.
- Make use of the spelling and grammar checks on your computer. Do not, however, rely upon those tools alone as they will not catch every error. (For instance, the spelling check may pass over “their” because it is correctly spelled, even though you meant to write “there” instead. In addition, unless you set it to do so, spell check does not automatically indicate errors in words that are in all caps).
- Carefully proof your writing. You will do a better job if you plan in advance and can set aside your work for a while before you proof. It also may help if you read the pages in reverse order.

- If you are notoriously bad at proofing, do all of the above and also find someone on whom you can rely to check your work before you give it to your advisor.

Grammar and Punctuation Guidelines: A Few Basics

Use active voice, rather than passive voice.

- passive: It was found that most communication studies considered male communication patterns to be the norm (Spitzack & Carter, 1987). (in passive voice, the subject—in this case, “It”—is acted upon, rather than performing the action).
- active: Spitzack and Carter (1987) found most communication studies considered male communication patterns to be the norm. (In active voice, the subject—in this case, “Spitzack and Carter”—performs the action).

Avoid shifts in tense.

- Incorrect: Smith argued that the experiment failed to support the hypothesis, but says it generated useful information nonetheless. (tense shift)
- Correct: Smith argued that the experiment failed to support the hypotheses, but said it generated useful information nonetheless.

Do not end sentences with prepositions.

- Incorrect: Political rhetoric in the 2012 presidential election campaign is what this study will deal with.
- Correct: This study will deal with political rhetoric in the 2012 presidential election campaign.

Avoid fragments or portions of sentences that cannot stand on their own as complete sentences.

- Incorrect: This study examining communication in families who have experienced divorce. Because divorce is a significant problem today.
- Correct: Because divorce is such a significant problem today, this study examines communication within the context of families who have experienced divorce.

Avoid run-on sentences.

- Incorrect: The participants read the questionnaire, many did not complete it, though, because it was too long.
- Correct: The participants read the questionnaire, but many did not complete it because it was too long.

Avoid split infinitives.

Incorrect: The participants were asked to thoroughly examine the photograph.

Correct: The participants were asked to examine the photograph thoroughly.

Strive for subject-verb agreement.

Incorrect: The handful of existing studies are insufficient in both depth and scope.

Correct: The handful of existing studies is insufficient in both depth and scope.

Avoid dangling participial phrases.

Incorrect: Frustrated by the difficulty in locating archival documents, changing the nature of the study was necessary.

Correct: Frustrated by the difficulty in locating archival documents, I decided that a change in the nature of the study was necessary.

Use Non-Sexist Language.

Sexist: The human being is, by nature, a symbol user; he is also the only animal who can use the negative to discuss matters of morality.

Non-Sexist: Human beings are, by nature, symbol users; they also are the only animals who can use the negative to discuss matters of morality.

Note: Another way to strive for non-sexist language is to alternate between the use of she/her/hers and he/him/his. That is, one sentence might refer to the listener of a radio program as “she,” whereas the next paragraph might refer to an individual listener as “he.” Of course, if your study deals only with male views of situation comedies or only with female leaders of sports teams, then you should use the appropriate sex identifiers.

Avoid the use of contractions.

Incorrect: The study wasn’t a complete success.

Correct: The study was not a complete success.

APA require you to italicize the titles of books, magazines, scholarly journals, movies, plays, and television shows; you should place the titles of magazine articles, poems, journal articles, songs, and particular episodes of television programs in quotation marks.

The “Rachel’s New Hair” episode of *Friends* aired in April 1996.

The “Skinny on Fat” article appeared in *Newsweek*.

Its = possessive, but it's = it is.

The computer was worthless to me because its hard drive had crashed.

It's time to go.

Use a comma before a coordinating conjunction (and, for, nor, or, yet, so, but) that joins independent clauses in a sentence.

The study was completed, and Smith published it in 2015.

Use commas to separate items in a series. (Note: In scholarly writing, a comma does typically appear before “and” in a series).

The discourse examined in this study came from speeches, television ads, public service announcements, and print advertisements.

Use semicolons when the items in a series have internal commas.

Members of the committee included Rachel Wisely from Vanlue, Ohio; David Goldzwig from Milwaukee, Wisconsin; and Rowan Dionisopoulos from San Diego, California.

Use a semicolon between independent clauses not linked by a conjunction.

The survey included a number of ambiguous phrases; thus, the survey's result may not be valid.

Use a colon to introduce a list, an elaboration of what was just said, or the expression of a rule or principle.

The surveys were not randomly distributed: the researcher asked people he knew to complete the questionnaires.

Students enrolled in Independent Study would have more success if they remembered this important rule: One must manage one's time carefully. (Note: A rule or principle after a colon must begin with a capital letter).

Periods and commas go inside quotation marks.

“We will,” he said, “emerge triumphant.”

Colons and semicolons go outside quotation marks.

He murmured, “The wind is howling”; however, I could hear only silence.

When she came in, she whispered hoarsely, “All is lost”: the enemy had broken through the city's barricades.

Question marks and exclamation marks go outside quotation marks unless they are part of the quotation.

She asked, “What is plagiarism?”

What is meant by “objectivity”?

They chanted, “Tell us what happened!”

Stop whistling “Don’t Worry, Be Happy”!

If a work is singular, add an apostrophe and s for the possessive.

somebody’s research Carol’s essay an hour’s work Chris’s book

For a plural noun that ends in s, add an apostrophe for the possessive.

trees’ leaves Browns’ party

For a plural noun that does not end in s, add an apostrophe and s for the possessive.

men’s hats women’s clothing

Use “person-first” language whenever appropriate [See pp. 136-137 of the APA (7th ed.)].

Children with hearing impairments versus hearing-impaired children

Use parallel structure whenever possible.

Incorrect: We tried to get in shape through aerobic exercise and eating healthy meals.

Correct: We tried to get in shape through aerobic exercise and healthy meals.

Correct: We tried to get in shape by exercising aerobically and eating healthfully.

Affect vs. Effect

Affect is usually a verb meaning “to influence.” Effect is usually a noun meaning

“result.” The drug did not affect the disease, and it had several adverse side effects.

When referring to people, use the word “who” instead of “that.”

Incorrect: All the participants that filled out my survey were female.

Correct: All the participants who filled out my survey were female.

Plagiarism

Perhaps the greatest sin that one can commit in scholarly research is plagiarism or taking the ideas of others and passing them off as one’s own. When writing your Independent Study, you should

remember that it is possible to plagiarize the substance of a scholar's ideas, the style or way in which that writer expressed those ideas, or both. Hence, you should be very careful that you not plagiarize, even unintentionally.

Be wary of plagiarism, whether intentional or unintentional.

For example, Peggy Yuhas Byers and Carolyn Secord Weber wrote an essay, "The Timing of Speech Anxiety Reduction Treatments in the Public Speaking Classroom," which was published in *The Southern Communication Journal* in Spring 1995. In their conclusions, they stated, "more intense scrutiny with regard to the effect of treatment on different levels of initial apprehension would be useful." If you use their suggestion to justify your own study on how treatment affects speech anxiety, plagiarism may occur in one of four basic ways.

- Plagiarism Form #1: You use their idea, exactly as they have expressed it, but do not use quotation marks and do not cite the authors. You have robbed the authors of both the substance and the form of their idea.
- Plagiarism Form #2: You thoroughly paraphrase their idea, but do not cite the authors. You have robbed the authors of the substance of their idea.
- Plagiarism Form #3: A) You cite the authors, but you use their idea exactly as they have expressed it and fail to put quotation marks around the excerpt. B) You cite the authors and paraphrase their idea somewhat but not thoroughly (for example, you write that more attention with regard to the effect of treatment on different degrees of initial apprehension would be useful). In either case, you have robbed the authors of the form of their idea.
- Plagiarism Form #4: You paraphrase carefully or quote accurately, but you use the wrong authors when you attribute the source. This is an inappropriate citation.

To avoid such instances of plagiarism, you have two options available to you:

- Option #1: Quote the authors and cite them.

Ex. According to Byers and Weber (1995), "more intense scrutiny with regard to the effect of treatment on different levels of initial apprehension would be useful" (p. 255).

Ex. Previous research (Byers & Weber, 1995) on speech anxiety suggested that "more intense scrutiny with regard to the effect of treatment on different levels of initial apprehension would be useful" (p. 255).

- Option #2: Thoroughly paraphrase the authors and cite them.

Ex. Past research (Byers & Weber, 1995, p. 255) indicated that scholarship needs to pay more attention to the impact that remedies for speech anxiety have on students with varying levels of initial apprehension.

Ex. At least one previous study (Byers & Weber, 1995, p. 255) indicated that researchers need to turn their attention to the effectiveness of speech anxiety treatments relative to the degree to which individuals initially suffer from this problem.

Following either of these two options (demonstrated here with APA format) when using the ideas of others will allow you to avoid plagiarism, along with the loss of credibility and potential legal ramifications that it can bring. You also should feel free to consult with your advisor if you are unsure as to how to represent another's ideas in any particular case. As a reminder of The College of Wooster's policy on plagiarism, you should refer to *The Scot's Key*. The College of Wooster's *Academic Integrity* booklet, and the Library website are good sources for ethics in writing.

Department Policy on Plagiarism

Plagiarism is the sole responsibility of the author of the Junior or Senior Independent Study document. At no time during the Junior or Senior Independent Study process is plagiarism the responsibility of the I.S. advisor. Failure of the I.S. advisor to detect plagiarism in the preliminary drafts of I.S. chapters does not relieve the student from the responsibility for his or her actions, intentional or otherwise. If questions of impropriety arise during the normal exchange of chapter drafts between the student and the advisor, those questions regarding plagiarized material will be addressed immediately, and corrective action will be taken to revise the document. If questions of impropriety arise in the final submission of the document for completion of COMD 401, COMD 451, or COMD 452, you will, as a minimum penalty, fail the course.

Second readers have the right to raise questions about plagiarism that may have gone undetected by I.S. advisors. In instances where the second reader suspects that plagiarism may have occurred, the second reader will confer with the I.S. advisor. If the I.S. advisor and the second reader agree that the student has failed to meet the standards for academic integrity, the student's I.S. orals will be cancelled and The College of Wooster's policy on plagiarism will be followed.

Academic Integrity from the Scot's Key

An atmosphere in which each student does their own work, except when the instructor indicates that additional aid is legitimate and profitable, is necessary for genuine academic mastery. It is each student's responsibility to be mindful of the difference between appropriate academic resources and support (such as services offered through the Academic Resource Center, Writing Center, and Math Center, as examples), versus inappropriate or unauthorized academic aid (such as plagiarism of another's work). It also places on each student an obligation not to offer or make available unauthorized sources of aid to other students, knowing that such aid is detrimental to those students and to the college community. Finally, each student must be responsible for the maintenance of an atmosphere of academic integrity by confronting violators or reporting any actions that violate its principles, since such violations ultimately harm all members of the community. These principles merely carry out the general purpose of the college to be a community in which the members find it right and necessary to promote the fullest learning by everyone. In other words, a violation of the Code of Academic Integrity conflicts with the values, work, and purpose of the entire college community and is not merely a private matter between an individual faculty member and a student.








Principles of Academic Integrity

A student will not:

- give, offer, or receive aid other than that specifically allowed by the professor on any course work or examination
- knowingly represent the work of others, including materials from electronic sources, as their own
- falsify or fabricate data
- submit an assignment produced for a course to a second course without the authorization of all the instructors involved
- deny other students access to necessary documents/materials by stealing, misplacing, or destroying those materials
- give false reasoning to a faculty member or Dean when requesting an exam change or an extension on a paper/project
- violate the spirit of the code

Common Proofreader's Marks

Use the following as a key to understanding some of the editing marks your advisor may make.

Act.	Use active voice		Close up; print as one word
Agr.	Agreement problems (e.g., subject-verb)		Delete; take it out
APA	APA style error		insert
AWK	Awkward sentence structure		Transpose; change the order
PFL	Person first language		or << Begin a new paragraph
Rep.	Unnecessary repetition/redundancy		Insert a period
R.O.	Run-on sentence	/	Set in Lowercase (lower case)
SP	Spelling error		Set in capitals (Capitals)
WC	Word choice (i.e., find a better word or phrase)	Z	insert space
FSQ	Free standing quote	// or \\\	double space
SVA	subject-verb agreement		
Referent	pronoun doesn't indicate the referent		Unspecified "it"

THE GENERAL STRUCTURE OF INDEPENDENT STUDY

The Format of the Written Document

Style Manual

All Junior and Senior Independent Studies will be expected to follow the format of the APA (American Psychological Association).

Academic writing employs a rather formal style that not only pertains to Independent Study, but also has great application in other realms, as well. Familiarizing yourself with a style manual is an important part of the Independent Study process that you will use in the future to present your ideas and/or the results of your inquiries.

When using a style manual:

- Read the manual for guidance.
- Use the entire manual. Even though some of the rules for things like margins and quotations may seem petty, do not “invent” your way of presenting this information.
- Be consistent in everything that you do.

Format Requirements

In this section, we provide additional information or amend the APA style guide in specific ways that you are required to follow. Formatting is to be consistent in all documents and pages.

Chapter Configurations

QUANTITATIVE RESEARCH STUDIES		
<p>Communication research should always be conducted in a systematic way. The five basic steps in research (outlined below) may be followed as a <u>general</u> guideline when a quantitative study is planned, conducted, and reported.</p> <p>Consult with your I.S. advisor to determine which specific chapters and subheadings you will need.</p>		
1. SPECIFY THE RESEARCH PROBLEM	CHAPTER I	INTRODUCTION <ul style="list-style-type: none"> - Introduction (no header) - Purpose Statement or Research Question and Research Hypotheses (if any) - Rationales - Definitions - Background - Description of Method - Conclusion
2. REVIEW PREVIOUS CRITICAL STUDIES	CHAPTER II	LITERATURE REVIEW <ul style="list-style-type: none"> - Introduction (no header) - Body Material - Conclusion
3. DESCRIBE THE METHOD	CHAPTER III	METHOD <ul style="list-style-type: none"> - Introduction (no header) - Justification of Method - Participants - Instrument(s) (frequently this is a survey) - Experimental Materials (If applicable) - Procedures
4. PROCESS AND ANALYZE DATA	CHAPTER IV	RESULTS AND DISCUSSION <ul style="list-style-type: none"> - Introduction (no header) - Results - Discussion - Tables (as needed) - Figures (as needed)
5. SUMMARIZE FINDINGS	CHAPTER V	CONCLUSION <ul style="list-style-type: none"> - Introduction (no header) - Major Conclusions - Implications of the Research Findings - Limitations - Recommendations for Future Research - Final Thoughts

Headings

APA provides information on the use of headings. Follow its guidelines for establishing sections and subsections of each chapter and verify the form with your advisor. You will find the levels of heading on the inside cover of the 7th edition of the APA manual.

Appendices

Appendices are important support documents such as copies of instruments, consent forms, excerpts of artifacts, interview questions, stimulus materials, etc. The location of appendices should be referenced in the body of your study, and then paginated and attached to your document after your References.

Tables and Graphs or Figures

Tables and graphs or figures are visual references that you add to your study to help organize or explain information for your reader. Tables and graphs should be located close to the body of copy that supports them. In all instances, copy should flow around these items. If a table is a half-page in length, the rest of the page should be filled with copy. Follow APA for labeling tables and graphs or figures.

Pagination

Pagination must conform to The Department of CSD's standards. All chapters that are submitted to your advisor for review are required to have pagination.

- With the exception of your title page, everything in your preface (all material leading up to page #1 of your study) is paginated in lower case Roman numerals that are centered at the bottom of the page. See the Department Wiki for instructions.
- Everything in the body of your study is paginated in regular numerals that are located in the upper right-hand corner of the page. See the Department Wiki for instructions.

Title Page (see APPENDIX B)

Import the watermark of the college. The title of your I.S. is capitalized. Everything else on the title sheet is upper and lower case. All elements are equally spaced on the page. The title page is considered to be page i of the study, but no lowercase Roman numeral appears. Use the template on the Department of CSD Wiki page.

Abstract (see APPENDIX A)

An abstract is a concise description of a scholarly paper that allows the reader to get a general overview of the study. An abstract should include the purpose of the study, as well as a brief description of the method, results, and conclusions. These 150-200 word paragraphs appear at the beginning of the paper and should be understandable independent of the study itself. Finally, a list of 3-4 "Key Words" should appear at the end of the abstract. Key Words serve as search terms that allow other scholars to find your study and similar research.

Acknowledgments

The acknowledgments page should appear before the Table of Contents. Acknowledgments are not necessary; however, many Wooster students use them. Keep in mind that this is something that you will probably look back on 20 years from now, so keep your acknowledgments significant and appropriate.

Table of Contents

APA does not indicate how a Table of Contents is to be constructed. The Department of CSD uses an “outline-style” format (See the Table of Contents for this document). When creating a Table of Contents, the following formatting procedure should be used:

1. Create a separate Table of Contents document with 1" margins.
2. Under "Home" heading on your toolbar, find and click "Paragraph," and then click "Tabs."
3. Enter Tab stops at 5.88—Alignment Right—and Leader #2. Then close.
4. After you type in a chapter title and hit the "tab" key, the computer will create a right justified, dotted line, with your page numbers neatly lined up on the right.

Note: The Table of Contents should appear in 12-point Times New Roman font without bolding or italics.

- Table of Tables.
If you use tables, a “Table of Tables” goes on a separate page.

TABLE OF TABLES	
Table 1: Table for the Comparison of Means and Standard Deviation of the Pre-test Data	57
Table 2: Table for the Comparison of Means and Standard Deviation of the Post-test Data.....	62

- Table of Figures
If you use a “Table of Figures,” it goes on a separate page.

TABLE OF FIGURES	
Figure 1: Bar Graph of Age Ranges of Subjects	63

Note: If you have tables and/or figures, Table of Tables and Table of Figures do not appear on the Table of Contents.

References

Only cite works that you used in your I.S. You should not have a source in the body of your study that does not appear in your **REFERENCES** section, or a source in your References section that does not appear in the body of your work.

APA internal citations (within the body of the text)

In APA, one typically cites sources internally in one of several ways:

- (1) Most commonly, one uses the author's name, the year of publication, and the page number.

Example:

Through her research project, Walsh (2009) discovered that apes could communicate emotional content (p. 24).

OR

Research with animals indicates that apes can communicate (Walsh, 2009, p. 24).

- (2) If your study has drawn on two works by the same author in the same year, you should include letter subscripts with the date whenever you cite either source.

Example:

In its recruitment appeals, the KKK has shifted away from expressing hatred of minority groups and toward articulating claims of "white pride" (Kindig, 1991a, p. 217; Kindig, 1991b, p. 34).

- (3) If the source has no author, you should cite the first few words of the reference (usually the title), the year, and the page number.

Example:

George W. Bush repeatedly referred to his accomplishments as the Governor of Texas during his 2000 presidential race ("Bush Lauds Record," 2001, p. 2).

Special Note: While APA requires page numbers with in-text quotations only, the Department of CSD requires the inclusion of page numbers with in-text paraphrasing as well. In effect, each in-text citation should include a page number.

The Sequencing of I.S. Components

1. Title Page
2. ABSTRACT
3. ACKNOWLEDGMENTS
4. TABLE OF CONTENTS
5. TABLE OF TABLES
6. TABLE OF FIGURES
7. Body of the Independent Study
8. REFERENCES
9. APPENDICES

Final Document Requirements

Font

The Department has a specific font that you must use in the Independent Study document that you submit for Junior or Senior Independent Study. The 12 Point Times New Roman font is required, and the following guidelines are recommended:

- Do not use shadowed or highlighted type.
- You may use italicized type where appropriate.
- IPA symbols should be in a different font set.

Margins

The Department of CSD requires 1" margins on all sides.

Photos

The copies of Independent Study that you submit should not have any stapled, pasted, or taped photos, graphics, or tables. Learn how to transport these graphics into your document or copy those pages so that nothing can be lost from your document.

The Oral Examination of Senior Independent Study

Purpose

Oral examinations or oral defenses are perhaps the least understood aspect of the Independent Study process. The goal of the oral exam is to allow you to display your knowledge and understanding about some significant portion or portions of your thesis. The exam gives you the opportunity to “show off” what you know about your project—its strengths and its weaknesses. Orals also provide you with the opportunity to answer questions that your committee has about your project, to clarify any aspects of your thesis that may be unclear, and to note any minor corrections.

The Second Reader

Second readers provide an outside perspective on what you have done. They read your work with a “cold call” approach. This means that they know little about the processes that you went through, but they focus mainly on the results that they read for themselves.

Second readers can be from within the Department or faculty from the outside. However, unless an outside reader is familiar with and/or can contribute to the communication issues that you have examined, an inside second reader may be a wiser choice. There are a number of important issues to consider here, but you must have the approval of your I.S. advisor.

Poster

In preparation for your orals, you must create a poster that visually and textually summarizes the major results of your I.S. This poster provides you with a visual aid on which you can draw during your oral defense. You may also use this poster to participate in the I.S. Symposium. Students, parents, and faculty unfamiliar with your study will form their impressions of your work on the basis of your poster, so it is important that you design your poster so that it is both visually attractive and understandable.

The finished poster must be approved by your advisor a minimum of 48 hours before your oral examination.

- The poster should visually capture the essence of your study through eye-catching photos, illustrations, models, figures, and/or tables

- The poster should be neat and professional (see Appendix C).
- Use the exact title of your I.S. thesis on the poster in a font size that does not take up significant space on your poster.
- The poster should include your name, your advisor's name, your research question or purpose, a brief description of your method, a summary of your major findings, and acknowledgement of Copeland funding if received.
- Avoid a poster that is dense with text. Images (with source) and the use of appropriate color make a visually appealing poster.
- Do not choose a dark background with white font.
- Your poster must conform to the guidelines for I.S. Symposium. The poster is 48 x 36 (W x H).
- Additional poster guidance is available:
<https://technology.spaces.wooster.edu/files/2014/04/Poster-Workshop-Slides-2017.pdf>

Scheduling

To be announced in early March. Note: If you are student teaching in the semester you are enrolled in COMD 452, you must schedule your oral defense during your spring break from the local school.

Procedures Leading Up to the Oral Examination

Once your oral exam is scheduled, you may presume—unless you have been told otherwise—that you have written a passing document. However, your advisor and second reader reserve the right to cancel your oral exam at any time, up to and including the actual date and time of the scheduled exam, because they deem the final document to be unsatisfactory. This right must be reserved for several reasons. First, some students do not work closely with their advisors and, hence, forego the benefit of having the advisor evaluate their work and make recommendations for strengthening the study prior to the scheduling of the oral exam. This lack of interaction and feedback often leads to a substandard document. Second, occasionally a student does not implement the changes his/her advisor deemed necessary on the earlier drafts of the I.S. that the advisor saw. Third, second readers typically have had no exposure to an I.S. document until they receive it in preparation for the oral exam. In all of these cases, the advisor and second reader need to be able to cancel an oral exam if the final version of the document that they read fails to meet minimal standards. The ability to do so right up until the date and time of the scheduled exam provides committee members with the time flexibility they need during the busy month of oral exams to be able to confer with one another and to make a thoughtful decision about the quality of a document. In sum, the more closely you work with your advisor and implement his/her recommendations, the better off both you and your document will be.

Approximately 24 hours before your oral exam, your second reader will provide you with a list of questions that he/she plans to ask at your oral defense. These questions can help you prepare for your defense; they are not, however, meant to represent every question that your committee will ask. New questions and follow-up questions will arise in your meeting, as well, and should be expected.

Procedures During the Oral Examination

You should come to your oral exam dressed professionally and have several items with you: your poster, your I.S., any notes to which you wish to refer, and paper to write down suggestions and to record the changes that your committee desires. You also may be asked to bring other relevant reference material (e.g., printouts of statistical operations).

To begin the oral exam, your advisor will ask you to talk about how you first became interested in your topic, as well as the most interesting findings of the study and/or any minor corrections that you would like to make. Avoid the temptation of simply repeating what you have already written. (Remember, your committee has read the document.) Make reference to your poster whenever it is useful to do so.

After your opening statement, your advisor and second reader will begin to ask you questions. You should answer these questions to the best of your ability. Do not be afraid to ask for clarification on a question or to refer to your notes if you need to do so. On the other hand, you should strive as much as possible to be so prepared that you can answer your questions in a poised, articulate way. Many students are surprised to find that the oral examination can actually be fun. Orals are an opportunity for students to demonstrate their knowledge and ponder the wider implications of their research.

At the end of the one-hour exam, your advisor and second reader will ask you to leave the room so that they may confer. An additional 20-30 minute period is used to indicate to you whether you have failed or passed your oral exam, and to debrief you regarding the next steps you need to take. If you have failed your oral exam, you must re-schedule a future date for a second oral exam (see I.S. Grading Procedures section). If you have passed, your advisor and second reader will congratulate you and indicate to you what changes are required in the document. You will be informed of your final grade during final exam week.

THE EVALUATION OF SENIOR INDEPENDENT STUDY

Evaluation Criteria and Procedures in Independent Study

Evaluating the Written Document

Independent Study is both a product and a process. The product is a document that results from the semester- (COMD 401), or year-long (COMD 451-452) experience with Independent Study. The process is the growth that a student goes through during this intellectual pursuit. Here, within the Department of CSD, we are concerned with both attributes of your Independent Study.

Evaluating the Oral Examination: The Ability to Demonstrate Understanding

Once you have completed your written document, it is very important that you be able to discuss it in an articulate and knowledgeable way. For instance, you must be able to explain how you obtained the results that you did. That is, you should be able to refer your committee to any of the relevant reference materials (transcripts, coding manuals, computer printouts of statistical operations, etc.) and to indicate, step by step, how you went from point A (data) to point B (interpretation of data) to point C (conclusions). You should be able to talk competently about literature published in your area of research and about the methodology you used, as well as its strengths and weaknesses, etc. If you fail your oral exam, it means you have failed to display an adequate degree of knowledge and understanding about some significant portion(s) of your thesis.

Independent Study Grades

Although the Department of CSD takes the grading of I.S. very seriously, the faculty members also want to remind you that the grade you receive on I.S. is NOT a reflection on your worth as a human being, how well you are liked, or what your future will hold. Indeed, one of the most difficult tasks that first and second readers face is assigning a grade to a student that they know will make that student unhappy, even though it is the grade that the student has earned. In short, we want you to take pride in your I.S., but we also want you to put your I.S. grade in perspective and not let it ruin the relationships that you have with your advisor, second reader, fellow Department of CSD students, and friends. Four Senior Independent Study grades exist. They signify the following:

- No Credit Seriously deficient in written content, method, or form, and/or oral demonstration of understanding in regard to content, method, and form, with no compensating strengths in any of these individual areas.
- Satisfactory - Acceptable
- Good - Above average
- Honors - Outstanding

Your final grade in Senior Independent Study is dependent upon both your written document and your oral exam. Although your written work is scrutinized far more thoroughly than your oral exam, satisfactory performance in both is required in order to pass Independent Study. Because your written document and oral performance work hand in hand, an outstanding orals, coupled with a satisfactory written document, may result in a grade of Good. Likewise, an excellent written document, paired with an average orals, may lead to a lower evaluation of Good. See Appendix D for the rubric of expectations for the written document.

Arbitration of Grades

Your grade is determined by your first and second readers. If they disagree about your work, your I.S. will go to an arbitrator (a third reader) typically within the department who will then decide your grade.

Notification of I.S. Grades

All I.S. grades will be submitted to the Registrar during final exam week. This is not for the purpose of controlling quotas, but rather allows the first and second readers ample time to consider your grade in a thoughtful fashion.

I.S. Grading Procedures

If your written document fails, your oral exam will not be held.

You then will need to make the necessary corrections and to register for COMD 452 again.

If your written document passes but you fail your oral examination, a second oral exam will be scheduled for a future date.

A second failure of orals will mean you need to register for COMD 452 again.

If your written document passes and you also pass your oral exam, you will still need, for example, to make any minor revisions in regard to syntax, grammar, spelling, the insertion of a table or two, and/or the strengthening of a section of the document to obtain your assigned grade.

These changes must be made, and two bound copies of the corrected document provided to your advisor. You must resubmit an electronic copy to the library. If these changes are not made OR are not made to the degree that your committee requested, it may result in a lower grade in COMD 452 or even, possibly, turn a borderline “Satisfactory” into a failure.

Departmental Honors

To be considered for Departmental Honors, students must meet the following criteria: (1) a grade of Honors on the Senior I.S. thesis or the unanimous vote of the department; (2) an average of 3.5 in all courses taken in the department; and (3) an overall average of 3.2 for four years at Wooster. If you received Honors on your I.S., you will automatically earn Departmental Honors. If you did not earn a grade of Honors, you will still be considered for Departmental Honors at the end of your last semester at Wooster. **In the Department of CSD, the unanimous vote of the faculty has gone only to those individuals who have made outstanding contributions to the department.**

COMMENTS AND CAVEATS

General Guidance

Writing an Independent Study can be a frustrating experience, but it need not be the headache that many people make it. The following guidelines will help you to complete the project with a minimum amount of distress.

- If you are going to miss an Independent Study appointment, or if you have not been able to complete the work you promised to have completed by your next appointment, please call or email and cancel your scheduled meeting.
- Do not promise your advisor what you will be unlikely to deliver.
- Do not attempt to use procedures or methods of analysis that you do not comprehend. It is better to ask questions or seek background information than to struggle with something you do not understand.
- Do not tell your advisor, “I don’t understand what you want,” when what you really mean is, “I don’t want to do what you are telling me to do.”
- Do not use other people’s research as an exact model for your own. Research projects are supposed to be original contributions. “Replication” studies need to be carefully considered for approval by your advisor.
- When you are unable to write about the substance of your research, work on other aspects of the study such as the references, tables, figures, the table of contents, etc.
- Develop a daily writing habit. Write every day, even if it is not perfect.
- When beginning your I.S., do not polish your writing to death. Frequently, students spend inordinate amounts of time perfecting their first paragraph, then their first page, then their first section—without moving to “flesh out” the rest of their study. What they frequently generate is a tremendous beginning, followed by a body of work that “tails off” drastically in terms of quantity and quality.
- Be prepared to write several drafts of each chapter.
- Spell-check all of your drafts.
- Do not provide your advisor with a hastily-written, and/or incomplete draft. At this level, a certain professionalism in writing is a minimal expectation. Proofread your writing. If your work has an excessive number of syntax, grammar, and/or spelling errors, it will be returned to you. You will be expected to revise it. If the revision also contains a significant number of errors, the process begins anew.
- Secure the services of a competent proofreader. It is amazing what you will miss in syntax and grammar, and in violations of the format required by a style manual.
- Do not wait to reformat the document until the night before it is due. Reformatting often requires a tremendous amount of time. Reformat as you write each draft of a chapter and attempt to write in the form of finished copy.

APPENDIX A: Sample Abstracts

From Rebekah Burkhart's (2019) Senior I.S.

The primary purpose of this study was to investigate the lived experiences and first-person perspectives of individuals with Autism Spectrum Disorder (ASD) with respect to interventions for communicative differences and/or deficits characteristic of autism. This study extends limited research into autistic experiences of interventions in the domain of communication. Furthermore, by extending prior research into neurodiverse values among speech-language pathologists (SLPs), this research contributes to the body of professional literature through exploration of autistic voices as in-group sources of expertise on ASD. The researcher recruited participants online, utilizing mixed methods in the form of quantitative surveys and qualitative interviews to collect and analyze data on the experiences and perspectives of autistic adults. Major conclusions of this research include the finding that participants' experiences with communicative interventions, though on average reported to be slightly more positive than neutral, vary widely. In addition, participants valued most highly aspects of intervention that emphasized autistic clients' autonomy and demonstrated respect for the individual expertise held by autistic people. One practical implication of this research is the need for SLPs to carefully consider intended and unintended effects of treatment on the lives of clients, in order to reduce bias and offer clients and families more comprehensive and accessible resources and perspectives to make more fully informed decisions.

Key Words: autism or autism spectrum disorder (ASD), speech-language pathologists (SLP), lived experience, models of disability, neurodiversity, self-advocacy

From Laurel Smith's (2019) Senior I.S.

The purpose of this study was to investigate the level of familiarity with and knowledge of superior canal dehiscence (SCD) within the curricula and clinical practices of those engaged in the profession of audiology. The quantitative method of survey research was used to investigate Au.D. Graduate Students and Audiologists who did not specialize in vestibular disorders, regarding their knowledge and awareness of SCD. The study also investigated Au.D. programs' academic curricula and clinical practices regarding vestibular disorders as a whole. Findings indicated that Au.D. Graduate Students were significantly more familiar with and knowledgeable than were the Audiologists on many of the important aspects associated with SCD. It was also found that Au.D. Students are receiving more extensive and comprehensive information, experiences, and graduate school training regarding vestibular disorders than has been previously reported in the literature. One major implication of the study is that audiologists who do not specialize in vestibular disorders require more education regarding SCD. It is important that audiologists and students who are going into the field of Audiology be properly trained to recognize important and rare vestibular disorders like SCD, so that their patients/clients can receive the needed care and treatment.

Key Words: superior canal dehiscence (SCD; SSCD), vestibular disorder, vestibular disorders, audiology, Au.D. program, balance

APPENDIX B: Sample Title Pages



EQUAL
SPACING

LANGUAGE OF DISABILITY, LANGUAGE OF DISORDER: AN INVESTIGATION OF
THE LIVED EXPERIENCES AND PERSPECTIVES OF INDIVIDUALS ON THE AUTISM
SPECTRUM WITH RESPECT TO COMMUNICATIVE INTERVENTIONS

EQUAL
SPACING

by
Rebekah Burkhart

EQUAL
SPACING

An Independent Study Thesis
Presented in Partial Fulfillment of the Course Requirements for
Senior Independent Study: The Department of Communication Sciences and Disorders

EQUAL
SPACING

March 15, 2019

EQUAL
SPACING

Advisor: Joan E. Furey, Ph.D.

APPENDIX B: Sample Title Pages, continued

EQUAL
SPACING

HELP! I'VE FALLEN AND I CAN'T GET UP: AN INVESTIGATION OF THE KNOWLEDGE
AND TRAINING OF AU.D. GRADUATE STUDENTS AND PRACTICING CLINICAL
AUDIOLOGISTS REGARDING SUPERIOR CANAL DEHISCENCE

EQUAL
SPACING

by
Laurel Smith

EQUAL
SPACING

An Independent Study Thesis
Presented in Partial Fulfillment of the Course Requirements for
Senior Independent Study: The Department of Communication Sciences and Disorders

EQUAL
SPACING

March 7, 2019

EQUAL
SPACING

Advisor: Donald M. Goldberg, Ph.D.

APPENDIX C: Sample Posters

Language of Disability, Language of Disorder:

An Investigation of the Lived Experiences and Perspectives of Individuals on the Autism Spectrum with Respect to Communicative Interventions

By: Rebekah Burkhart

Advisor: Joan E. Furey, Ph.D.

PURPOSE

This study investigated the first-person perspectives of individuals with Autism Spectrum Disorder in the United States with respect to interventions addressing communicative differences and/or deficits related to ASD. In addition, the researcher investigated perceptions within this population with respect to how individual values of people with ASD are integrated into the clinical services delivered by SLPs, and the perception of these voices as respected and valuable contributions to the broader conversation around autism.

METHOD

- The researcher utilized mixed methods in the form of quantitative surveys and qualitative interviews to collect and analyze data from adults on the autism spectrum with respect to their perspectives and lived experiences of autism, particularly with respect to communicative interventions.
- Questions addressed topics related to diagnosis, intervention methods, intervention outcomes, medical and social models of disability, neurodiverse values and opinions, perceptions of experiences and changes in perception over time, and general thoughts regarding communicative interventions for children with ASD.
- Through online recruitment via contact with autism-related forums and post-secondary autism support programs, 64 participants responded to the online survey, and 2 participants completed follow-up interviews by phone.

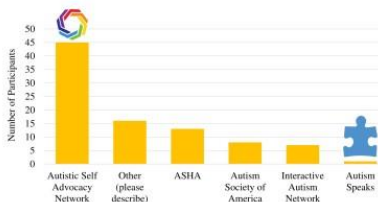


Figure 6. Resources to which participants would suggest referring parents/families of newly-diagnosed autistic children for information, as indicated by number of participants who selected each choice ($n = 51$). The organization represented in this figure as "ASHA" was decoded within the survey as the American Speech-Language-Hearing Association.

"These examples of cognitive talent are clearly incompatible with the notion of autism as a disorder. Aspects of social cognition reflect areas of disability in autism, and if a person is not showing any sign of disability, he or she would not warrant a diagnosis."

But the language of disability is very different to the language of disorder.
Disability requires societal support, acceptance of difference and diversity, and societal 'reasonable adjustment', while disorder is usually taken to require cure or treatment.

These are very different frameworks."

(Baron-Cohen, 2017, p. 745)

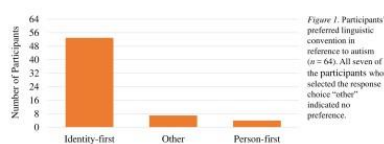


Figure 1. Participants' preferred linguistic convention in reference to autism ($n = 64$). All seven of the participants who selected the response choice "other" indicated no preference.

Subject	<i>n</i>	<i>M</i>	<i>SD</i>
Confidence in advocating for oneself and one's needs	52	4.81	0.56 ^a
Compensatory strategies for communication differences	50	4.34	0.87
Scripts for social situations	52	3.75	1.08
Augmentative and alternative communication (AAC)	51	3.57	1.06
Use of spoken language to communicate	52	3.37	1.14
Nonverbal communication (e.g., body language, facial expressions, eye contact)	52	3.29	1.39
Fecholalia	51	2.43	1.27

Note. These items were scored using a 5-point Likert scale in which 5 = extremely important, 4 = very important, 3 = moderately important, 2 = slightly important, and 1 = not at all important. For all items in this table with no superscript, responses ranged from 1 to 5. For all items in this table marked with a superscript to indicate range, ^a = 3 – 5.

Theme	<i>n</i>	<i>M</i>	<i>SD</i>
Neurodiversity	53	4.77	0.58 ^a
Advocacy	53	4.58	0.89
Multiple means of communication	53	4.57	0.69 ^a
Education	53	4.30	0.87 ^a
Support groups	52	3.67	1.15
Social groups	52	3.54	1.18
Treatment resources	52	3.38	1.27

Note. These items were scored using a 5-point Likert scale in which 5 = extremely important, 4 = very important, 3 = moderately important, 2 = slightly important, and 1 = not at all important. For all items in this table with no superscript, responses ranged from 1 to 5. For all items in this table marked with a superscript to indicate range, ^a = 2 – 5.

MAJOR CONCLUSIONS

- Individuals' lived experiences of autism and being autistic—particularly with respect to communicative strengths, challenges, and needs—are extremely diverse.
- Overall, participants generally reported experiences with interventions in the domain of communication as slightly more positive than neutral, both at the time of intervention and in retrospect. Despite these average ratings, however, ranges of participant responses for each of these questions spanned from extreme positivity to extreme negativity. Participants' descriptions of the impact of treatment on their lives, both positive and negative, represented a broad spectrum of outcomes—both intended as well as unintentional.
- Participants valued most highly aspects of intervention that emphasized autistic clients' autonomy and demonstrated respect for the individual expertise held by autistic people. These intervention aspects of concern included stakeholders considered to be valid in determining approaches and intended outcomes of intervention as well as themes to be addressed in speech-language therapy (SLT) with an autistic client as well as in counseling provided to families by SLPs.

IMPLICATIONS

- Given the diversity of experiences and perspectives within the autistic community, it is imperative that SLPs not only consider voices and values of autistic individuals regarding issues pertaining to their lives, but to actively seek out these voices and learn from them.
- There is a need for SLPs to carefully consider the potential for how interventions may impact clients' lives. Effects may relate to primary goals and objectives of interventions with respect to communicative competence. It is also critical that SLPs consider secondary outcomes, both positive and negative, not only in the area of communication needs and skills, but also in relation to how clinicians and experiences of treatment may affect clients' self-esteem, self-perception, and understandings of autism and disability.

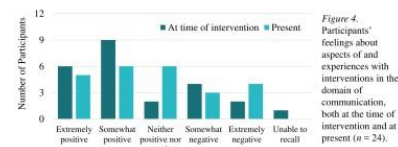


Figure 4. Participants' feelings about aspects of and experiences with interventions in the domain of communication, both at the time of intervention and at present ($n = 24$).

APPENDIX C: Sample Posters, continued

HELP! I'VE FALLEN AND I CAN'T GET UP: AN INVESTIGATION OF THE KNOWLEDGE AND TRAINING OF AU.D. GRADUATE STUDENTS AND PRACTICING CLINICAL AUDIOLOGISTS REGARDING SUPERIOR CANAL DEHISCENCE

By Laurel Smith

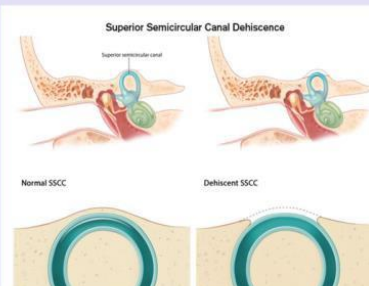
Advisor: Donald M. Goldberg, Ph.D.

Purpose Statement:

The purpose of this study was to investigate the level of familiarity and knowledge of superior canal dehiscence (SCD) within the curricula and clinical practices of those engaged in the profession of Audiology. The study investigated the academic and clinical training regarding SCD among Doctor of Audiology (Au.D.) graduate students, as well as the clinical experiences and knowledge of licensed audiologists regarding the vestibular system and SCD specifically.

Method:

- Researcher used quantitative methods of survey research for this study.
- Survey was sent to all 75 of the Au.D. Program Directors in the U.S. requesting their assistance in sending the survey link to all their respective Au.D. students who had completed or were in the process of completing a vestibular course.
- Survey was also posted on several ASHA research community boards, sent to audiologists at Ohio Head and Neck Surgeons, Inc., and the Cleveland Clinic -- in order to obtain audiologist participants.



Comparison of Audiologists and Au.D. Students on Their Familiarity With Variables of SCD

	Audiologists		Au.D. Students		t	df	p
	M	SD	M	SD			
Description	4.09	0.83	4.64	0.53	-3.73	38.16	0.001*
Prevalence	3.21	1.10	3.46	0.99	-1.27	43.74	0.212
Auditory symptoms	3.94	0.92	4.58	0.61	-3.88	38.61	0.000*
Vestibular symptoms	3.94	0.98	4.49	0.71	-3.13	39.81	0.003*
Etiologies	3.64	1.19	3.97	0.96	-1.50	39.87	0.141
Diagnostic tests	3.74	0.99	4.39	0.80	-3.62	41.47	0.001*
Treatment/management	3.26	1.14	4.12	0.77	-4.19	39.01	0.000*

*p < 0.025

1= Very Unfamiliar 2= Somewhat Unfamiliar 3= Neutral 4= Somewhat Familiar 5= Very Familiar

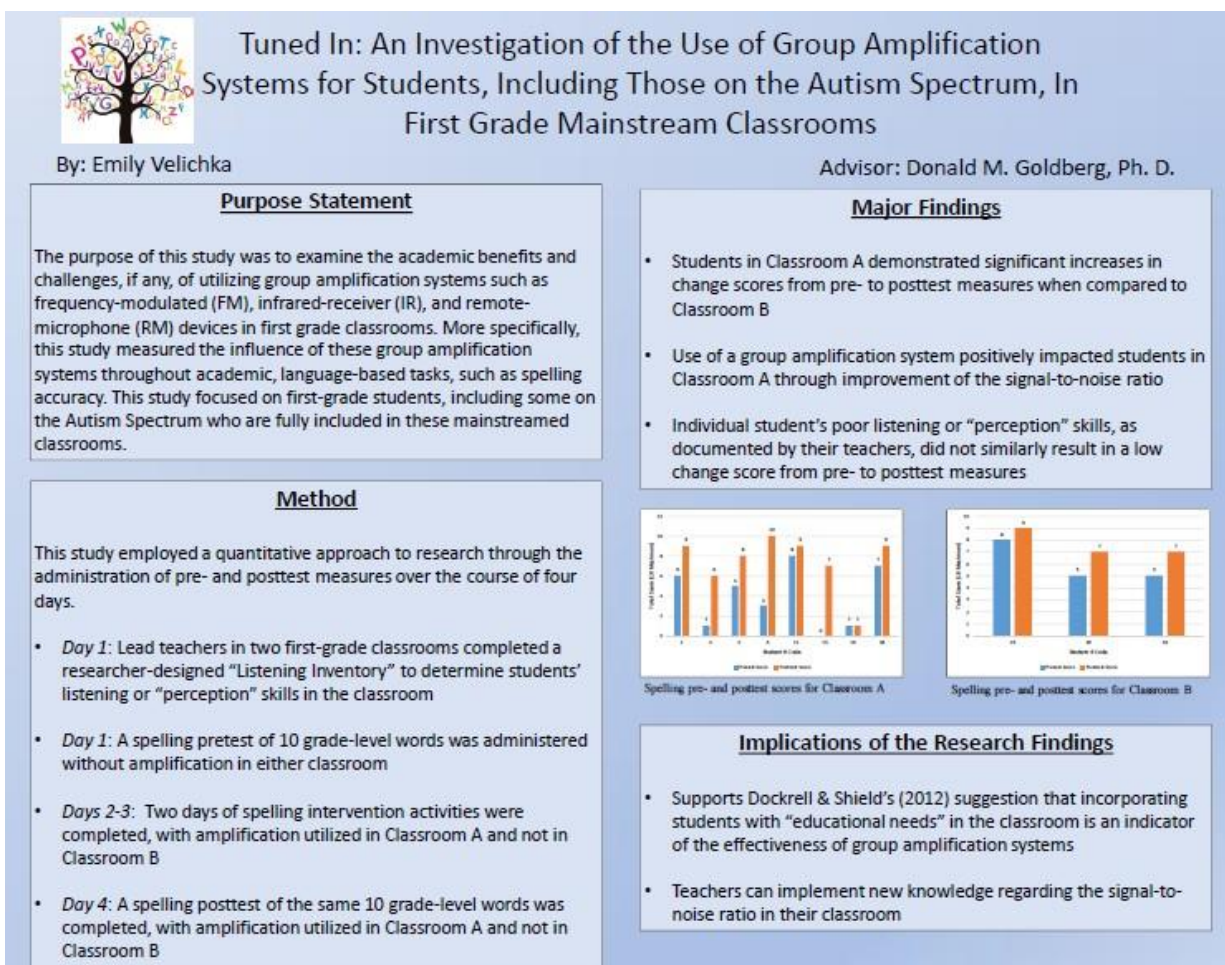
Major Conclusions:

- Au.D. Graduate Students appeared to be better prepared academically and clinically regarding SCD, than were the current practicing Audiologists (who were not specialized in vestibular disorders).
- The majority of Audiologists preferred to refer patients experiencing symptoms of SCD to other specialists.
- Audiologists appeared to be unfamiliar of the treatment/management options for SCD.

Implications of the Study:

- Au.D. Graduate Programs have improved their curricula and clinical practices regarding vestibular disorders.
- Audiologists who are currently diagnosing and treating patients who may be experiencing symptoms of SCD require more training and education (especially regarding the treatment/management options for the disorder).
- There is still a need for further advances in education, particularly for the current licensed clinical audiologists in order to fill the learning gap between Audiologists and Au.D. Graduate Students.

APPENDIX C: Sample Posters, continued



APPENDIX D: Rubric of Expectations for the Written Document

CHAPTER I: INTRODUCTION

1. Introduction and Conclusion
 - Generated interest in clearly articulated topic
 - Chapter was previewed and summarized
2. Research Question or Purpose Statement
 - Focused
 - Answerable
 - Discipline specific
 - Original
 - Significant/Valuable
3. Rationales
 - Compelling points related to research question
 - Logical organization
 - Scholarly justification with use of sources
 - Practical justification
4. Definitions
 - Clear and understandable
 - Use of credible/scholarly sources
 - All key terms included
5. Method
 - Appropriate
 - Clear
6. Conclusion

CHAPTER II: LITERATURE REVIEW

1. Introduction and Conclusion
 - Generated interest in clearly articulated topic
 - Chapter was previewed and summarized
2. Organization
 - Clear, Logical
 - Leads to study at hand
3. Integration/Synthesis of literature
4. Sources Used
 - Current literature relative to purpose
 - Scholarly
 - Theoretical and/or Empirical
5. Review of Relevant Literature
 - Comprehensive
 - Understanding of sources

APPENDIX D: Rubric of Expectations for the Written Document, continued

- Appropriate breadth of topics
- Appropriate depth of topics
- Identify need for further inquiry
- Appropriate emphasis on primary vs secondary sources

6. Conclusion

CHAPTER III: METHOD

1. Introduction

- Transitioned from Ch II
- Restated RQ/Purpose
- Previewed the chapter

2. Type of Study

- Described general method/design of study
- Justification of method
- Cited methods source(s)

3. Participants

4. Procedures

- Followed institutional HSRC procedures
- Explained how/where participants were selected
- Explained how/where/when data were collected
- Described instructions and debriefing if applicable
- Provided intercoder reliability, if applicable
- Described manipulation check, if applicable
- Described consent process if not part of instrument

5. Instrument(s)

- Identified type of instrument(s)
- Provided number of items on instrument(s)
- Provided examples of items on instrument(s)
- Described type of items on instrument(s)
- Explained what was measured/coded in broad categories
- Provided source(s) for items
- Referred to instrument(s) in appendix

CHAPTER IV: RESULTS AND DISCUSSION

1. Introduction

- Transitioned from Ch III
- Restated purpose or RQ
- Previewed the chapter

2. Presentation of Findings

- Analysis addressed RQ/Purpose

APPENDIX D: Rubric of Expectations for the Written Document, continued

- Presented data clearly
 - Identified what was analyzed
 - Identified how (which statistics) data were analyzed
 - Presented results
 - Content was appropriately organized under headings
 - Statistics correctly reported and interpreted
 - Appropriate use of tables/figures
 - Included all relevant results
 - Both significant and not significant
3. Discussion of Findings
- Discussed all results
 - Explained how evidence supported claims
 - Integrated relevant concepts and theory from literature review to assist in understanding analysis

CHAPTER V: CONCLUSION

1. Introduction
 - Generated interest
 - Articulated the chapter's purpose
 - Transitioned from previous chapter(s)
 - Previewed the chapter
2. Major Conclusions
 - Answered Research Question
 - Identified overarching results
 - Contextualized (e.g., specific findings and literature)
3. Implications of the Research Findings
 - Scholarly application
 - Practical application (if applicable)
4. Limitations
 - Use of sources if applicable
 - Accurate explanations of the weaknesses of
 - methods and procedures
 - data collected
 - purpose of the study
5. Recommendations for Future Research
 - Brief discussion of ways to improve current study
 - Expansion of programmatic line of study
6. Final Thoughts
 - Personal reflection on your scholarship/findings
 - Psychologically satisfying conclusion

APPENDIX D: Rubric of Expectations for the Written Document, continued

General Mechanics

1. Citation Formation
 - APA 7th edition
2. Grammar/Syntax/Punctuation
3. Scholarly Voice
 - Free of editorialization
 - Free of colloquialisms and hyperbole
 - Engages the reader
4. Headings used appropriately
5. Transitions used effectively

APPENDIX E: I.S. Checklist

I.S. Checklist

This is **not** an exhaustive list. Use this checklist and your I.S. Guidebook to ensure that your document is ready for submission and addresses the items on this list.

- ☐ Title page is properly formatted
- ☐ All sections of I.S. are in Table of Contents
- ☐ Table of Contents and Table of Tables/Graphs/Figures page numbers are right justified
- ☐ All chapters contain all required sections
- ☐ All chapter sections follow the advice contained in this I.S. Guide
- ☐ Headings have been properly used
- ☐ Page breaks and headings are properly located
- ☐ Excessive white space does not precede or follow tables
- ☐ Abstract written
- ☐ Chapter II is minimum page length
- ☐ In-text citations are in proper format
- ☐ Chapter II utilizes the minimum number of scholarly sources
- ☐ References are in proper format
- ☐ Proper overall formatting
- ☐ Document is free of plagiarism
- ☐ Thoughtful acknowledgments section is included if desired
- ☐ All citations in the body of the document are included in the References
- ☐ All items in the References are used in the document
- ☐ Appendices have been included, numbered, and referred to in the text
- ☐ Spelling and grammar are correct
- ☐ Hard copies of consent forms to advisor (if applicable)