Syllabus

Instructor

A person with brown hair wearing a black jacket

AI-generated content may be incorrect.Instructor: Dr. Heidi Kluess

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Office Hours: MW 9:15-10:15 AM by https://auburn.zoom.us/j/84321006051

Course Description

This is a capstone course for your program. That means that we will spend the entire semester on writing a research proposal that you will present to the faculty, staff and students at the end of the semester.

Course Objectives

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

1. Understand how to develop a research project
2. Search for research, to understand how respect intellectual property, and understand how authors use evidence.
3. Develop yourself as a scientific writer
4. learn scientific presentation skills

Grading

I have broken up the large project into a series of smaller parts to help you put together a great research proposal! 75 points

You will also be graded on your group participation. You will demonstrate this by recording the percent of effort you used on each project. You will also score your group members. This will be due at the end of each module. Total of 10 points.

Lastly, you will receive points for each day you participate in class with your group for a total of 15 points. Please see the class participation section for details.

Grades are calculated as simple addition. The total points possible in this class is 100. The grades on Canvas are purely FYI. I use an excel sheet to calculate your grades.

Therefore,

A: 90 – 100 points                   D: 69.99 - 60.0 points

B: 89.99 - 80.0 points             F: < 60.00 points

C: 79.99 - 70.0 points

Class style

This class is taught as a flipped classroom. We will have minimal lectures to help you understand what is required for the project. I will use lectures to refresh you on some of the topics that we covered in 4760, but mostly I will expect that you have some background already.

Inside of class time we will work on projects to help you better understand the information that you learned and how to apply that information. We will also work in groups in this class. Groups are most effective if you approach each assignment by discussing with each other and then work on developing the project outcomes. Most successful groups create a google doc (or similar) at the beginning of the assignment and spend at least some of the class time splitting the project into parts. Having a "to do" list is a great way to keep everyone organized. Always include proof reading as part of your to do list! Remember that on some of the larger projects, everyone may not work on the same schedule. If you have a question for the group, you need to be patient. Please do not blow up your group members phones! This causes hard feelings and is generally unnecessary. I expect everyone to behave responsibly and contribute to the group in a significant fashion.  Please see [Group conflict resolution-updated](https://auburn.instructure.com/courses/1627153/pages/group-conflict-resolution-updated), if you are having a problem in your group.

Class Participation

This class is a project class, therefore, participation in class is critical for your complete understanding and contribution to the project activities. You will work in groups in this class, so in order to be a good team member participation is required. I appreciate that University approved excused absences do occur. Please let me know your reason within 1 class period of the absence.

I expect you to meet with your groups during the assigned class times. Being late or leaving early when your group is still working is not acceptable and will result in a deduction of participation points.

**If you miss a class for whatever reason, it is your responsibility to contact your group members and arrange for a way for you to participate in the project. To improve accountability, if you miss class FOR ANY REASON, you must provide me with a clear and detailed report about how you either contributed to the project for that day or will make up your contribution later. Failure to create a report and/or follow through with what you put in the report will result in a reduction of your grade for the assignment. These reports can either be included in the assignment or emailed to me on the day and time the assgnment is due.  It is YOUR RESPONSIBILITY to get these reports to me in a timely fashion so I can assign you a fair grade.**

**I order to reduce unexcued absences and incentivize working with your group, I will reduce your grade up to 10% of the assignment points for every day you are absent while we are working on this project.**

We will meet as a class most days throughout the semester (see the schedules for each module on the first page of each module). Even if we are not meeting officially in class, I expect that you will hold that class time for meeting with your groups on your own. There is no excuse for using that time for other classes, significant others, work, etc.

Policies

Zoom ettiquette: We will be on zoom. the links to the zoom class each day are in the menu to the left. I would prefer you have the video on and the mute off during class. However, I understand that not everyone likes having the video on. If I or your group asks you a question or asks for a comment and you do not respond, you will be counted as absent. I will drop in on group discussions to talk about your progess during class. It is not required that your group stay the whole class period, but it is unacceptable for 1 or 2 group members to leave and let the others do the work. If one group member leaves, then all should be ready to leave.

Since we are using Canvas for assignment uploads, I understand that computer issues sometimes occur. If this happens to you, please notify me by email with 2 hours of the assignment deadline. I'll reset Canvas for you on the next working day and you will have 24 hours to upload the assignment. **You are always welcome to send an assignment to me by email, if you are concerned about Canvas. For each assignment (except group participation) you will upload ONE assignment per group. If the project has multiple files, then assign ONE person to upload all the files. Otherwise a new login will overwrite the original upload.**

Working in groups is sometimes complicated. If you are having a problem in your group, please see the Group Conflict Resolution page for detailed instructions.

**Uploading documents:** I do not accept links. These can contain viruses and often do not work. You MUST upload a document.

**Late assignments**: Assignments are considered late if they are uploaded after I downloaded the assignments or graded the assignment. I do not accept late assignments without prior discussion with me. You will recieve a zero.

**Academic Integrity Policy:**The Auburn University student academic honesty code Title XII ([https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdfLinks to an external site.](https://sites.auburn.edu/admin/universitypolicies/default.aspx)) applies to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

There is a great deal of writing in this class and I expect strict adherence to appropriate citations and correct paraphrasing (verb and the sentence structure must be changed).  I do use the program Turnitin to detect problems with paraphrasing and summarizing. You will receive comments from me with each writing assignment with recommendations about how to improve. Please heed those recommendations. Repeated incidences of poor adherence to appropriate citing and paraphrasing will result in a charge of academic dishonesty. All work must be your group’s work.  Working with other groups is not acceptable and will be considered academic dishonesty. Please direct questions about assignments to the instructor.  If you have an issue with academic honesty during the course of the semester, you will not be eligible for any extra credit.

I take the ethical and professional stance that all students should generate their own written work (e.g., classroom assignments, publications, presentations, etc.) and to cite all professional references that are used in that work. Not only is this academically and professionally honest (giving credit to where it is due), it (a) develops strong writers, which in turn develops strong clinical minds and (b) leads to protecting the clients and students we serve (as it ensures that all interventions are ground in the professional literature). As it relates to use of AI-generated content (e.g., ChatGPT) [hereafter referred to as “AI”], I assert that:

AI-generated content is not allowed in this class. Should it be determined that AI-generated content has been used this would be considered a form of plagiarism, which is a violation of academic honesty. This would result in such consequences as a failing grade on the assignment, a failing grade in the class.

**University Class Cancellation**: Should the University cancel classes due to weather or other type of emergency, please see Canvas and your auburn e-mail for assignments.

**Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

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Schedule

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| --- | --- | --- | --- | --- |
| Date | topic | module | Class meetings | assignment |
| 5/19 M | Coming up with an idea and designing your study | 1 | Class meets | Create groups and start brainstorming! Work on developing your study idea, design a study outline |
| 5/21 W |  | 1 | Class meets | Work on developing your study idea, design a study outline |
| 5/23 F |  | 1 | Class meets | Design  a study outline, draft due Mon 5/26 |
| 5/26 M |  | 1 | Memorial day |  |
| 5/28 W |  | 1 | Class meets | Design a study peer review due Thurs 5/29 |
| 5/30 F |  | 1 | Class meets | DAS revision, DAS final due Sun 6/1; 20 ref list primary annotated sources due Sun 6/1 |
| 6/2 M | Writing the literature review | 2 | Class meets | Work on lit rev outline and sample |
| 6/4 W |  | 2 | Class meets | Work on the lit review outline /sample |
| 6/6 F |  | 2 | Class meets | Lit review sample and outline draft due Sun 6/8 |
| 6/9 M |  | 2 | Class meets | Lit review sample peer review due Tues 6/10 |
| 6/11 W |  | 2 | Class meets | Work on lit rev sample |
| 6/13 F |  | 2 | Class meets | Lit review sample due Sun 6/15 |
| 6/16 M |  | 2 | Class meets | Work on lit review |
| 6/18 W |  | 2 | Class meets | Work on lit review |
| 6/20 F |  | 2 | Class meets | Draft of lit review due Sun 6/22 |
| 6/23 M |  | 2 | Class meets | Peer review of lit review due Thurs 6/26 |
| 6/25 W |  | 2 | No class |  |
| 6/27 F |  | 2 | No class |  |
| 6/30 M |  | 2 | Class  meets | Work on lit review |
| 7/2 W |  | 2 | Class meets | Literature review due Sun 7/6 |
| 7/4F |  | 2 | No class |  |
| 7/7 M | Writing the introduction, methods and ethics documents | 3 | Class meets | Discuss study design figures and hypotheses. |
| 7/9 W |  | 3 | Class meets | Work on study design and hypotheses, due Sun 7/13 |
| 7/11 F |  | 3 | Class meets | Discuss intro and methods |
| 7/14 M |  | 3 | Class meets | Work on intro and methods |
| 7/16 W |  | 3 | Class meets | Work on intro and methods, draft due Thurs 7/17 |
| 7/18 F |  | 3 | Class meets | Peer review intro and methods due Sun 7/20 |
| 7/21 M |  | 4 | Class meets | Work on intro-meth |
| 7/23 W |  | 4 | Class meets | Final intro methods due 7/27 Sun |
| 7/25 F |  | 4 | Class meets | Work on poster |
| 7/28 M |  | 4 | Class meets | Work on poster |
| 7/30 W |  |  | Class meets | In class presentations |
| 8/1 F | Last day of class |  | Last day of class | In class presentations |
| 8/6 W | Final presentation |  | 8-10AM |  |