Scholarly Writing for Educators (Online)
Fall 2023

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Office: EDUC 610
Office hours: Online by appointment

COURSE INFORMATION
TED 5304-01: Scholarly Writing for Educators Online [CRN 12675]
3 credit hours
Online, asynchronous

COURSE DESCRIPTION
This is an online course, meaning students will participate in online activities that cover topics and issues related to academic writing, effective peer editing and review, research strategies, documentation, and the writing process. The purpose of this course is to build and refine scholarly writing through the use of archival research, documented sources, and library databases. Students will draw from UTEP library resources to support their research and writing while developing information literacy skills to locate, analyze and apply information. Students will also work closely with peers and the professor to provide constructive feedback on one another’s writing and to produce publication-quality papers. To that end, the course covers issues of conceptualization, argumentation and evidence, and citation and referencing. It also deals with style, audience, organization, and mechanics, and relies heavily on peer review and editing.

This is an intensive, semester-long course that will require a significant investment of time. Students will need to plan to invest approximately 8-10 hours per week on reading, research, writing, and development of related skills. Please plan accordingly.

STUDENT LEARNING OUTCOMES
In completing this course, students will:

• Produce a 10-15-page thesis-driven literature review paper on a current and compelling educational topic of their choosing;
• Construct a solid, well-grounded academic argument (thesis) that is sufficiently supported by evidence from the research literature;
• Develop clear and concise summaries and syntheses of the research literature;
• Be able to use tools for online literature research, including library databases, evaluate the credibility of sources, and distinguish between scholarly sources and popular sources;
• Organize and summarize sources;
• Work cooperatively and collaboratively with peers in brainstorming topics, sharing information on sources, clarifying ideas, and providing substantive feedback on assignments and drafts;
• Reflect on their own histories and personal styles as writers in order to become aware of effective strategies for academic writing;
Correctly employ APA style in the formatting of the paper, as well with in-text citations and references; include at least 18-20 scholarly sources in the paper;

Demonstrate coherence and cohesion in the organization of their ideas and show an excellent command of language mechanics, including but not limited to sentence structure, word choice, and grammar;

Show a clear understanding of audience through the use of an academic writing style/tone directed towards researchers and/or professionals in field of education;

Understand intellectual property and what constitutes plagiarism; demonstrate academic integrity with their writing.

COURSE READINGS

Required books:

These books can be purchased or rented at the university bookstore or through online venues such as bookfinder.com. They are also on reserve at the UTEP library.

Selected articles on Blackboard (BB):
Salita, S. (2023). Yet another think-piece on ChatGPT.

COURSE REQUIREMENTS

Successful completion of this course will be based on your completion of several key elements:
• Assignments
• Paper proposal & annotated bibliography
• Drafts of your literature review paper
• Peer reviews of literature review paper drafts
• Final research paper— details included below and in the rubric at the end of the syllabus

POSTING ASSIGNMENTS
Most course assignments will be posted on the group discussion board of the group to which you have been assigned. You will find this group discussion board by going to Blackboard, clicking on “Groups”, clicking on your assigned group, then clicking on “Group Discussion Board”. Once in your group discussion board you will see a list of the course assignments. Click on each assignment to open the discussion board for that assignment, create a new thread, then post the respective assignment. Peer feedback on assignments and drafts will be posted by accessing the assignment that requires peer feedback in the same way described above, then opening your classmate’s assignment and posting a reply. When providing feedback on drafts, please use the peer feedback form and also provide feedback within the paper itself by using the Track Changes feature of MS Word. To provide feedback to your classmates, upload both of these documents by replying to the thread where your classmate’s assignment is posted.

Please pay attention to the due dates for assignments by following the course schedule in our syllabus! Due dates for assignments do not appear on Blackboard!

COMMUNICATION PLAN
Online courses offer opportunities for collaboration and peer learning. I highly recommend that you engage in ongoing communication with your peers via your writing groups, as well as the full-class discussion board above and beyond the instances where I prompt (or require) you to do so. You are in the position to support one another and help each other through this process and building a strong writing community with one another is one of the most valuable experiences that can emerge from your participation in this course.

Strong literature reviews develop through extensive research on a subject. In order to support you as you search library databases for research on your subject, you are encouraged to use the resources and librarians at the UTEP library for support as you research on your topic.

In this course, you will also receive ongoing feedback on your writing as you go through the various stages of research and writing. In addition to your final draft, there are certain assignments that you can expect to receive more extensive feedback on; they include:

• Summary of Delavan et al. (2021) article (due Week 3)
• Draft of topic brainstorming and thesis statement (due Week 5)
• Paper proposal and annotated bibliography (due Week 6)
• Draft of paper (see below)

Feedback on these assignments will generally be returned within one week after the due date.

I will also provide extensive feedback on one draft of your paper. You can decide which draft you would like me to review; it could be an earlier draft or a later revision. The window for my
review of drafts will be **October 22 – November 19**. If you would like feedback from me on your draft, please email me your draft during that time period at ajbach@utep.edu; I will plan to return the draft to you within one week (barring a large backlog of drafts). I would also recommend not waiting until November 19th to send your draft, as it might get backlogged with other drafts.

** Please note: If you make no revisions to a draft and instead resubmit an unchanged draft in place of a new, revised draft (e.g. if you submit an unchanged first draft as a second draft, or if you submit an unchanged third draft as your final paper), you will not receive credit for that assignment.

**POLICIES AND PROCEDURES**

**Disability policy:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Equal educational opportunity:** In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

**Academic integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm) for further information.
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<thead>
<tr>
<th>Week</th>
<th>*Date</th>
<th>Topics</th>
<th>Assignments Due*</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Introduction to the course; Exploring our writing histories</td>
<td>Assignment #1</td>
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<td>2</td>
<td>Sept 5</td>
<td>Literature review as creative inquiry; Artificial intelligence and ChatGPT</td>
<td>Assignment #2</td>
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<td>3</td>
<td>Sept 11</td>
<td>Overview of literature reviews and writing summaries</td>
<td>Delevan, et al. summary; Peer feedback on summaries; Assignment #3</td>
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<td>4</td>
<td>Sept 18</td>
<td>Reading and notetaking; Searching with online databases</td>
<td>Online search exercise; Assignment #4</td>
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<td>5</td>
<td>Sept 25</td>
<td>Generating a topic, research question, and thesis statement; Writing syntheses</td>
<td>Topic, research question, thesis handout; Synthesis of two articles; Peer feedback on syntheses; Assignment #5</td>
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<td>6</td>
<td>Oct 2</td>
<td>Developing an annotated bibliography and a paper proposal</td>
<td>Annotated bibliography; Paper proposal</td>
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<td>7</td>
<td>Oct 9</td>
<td>Pre-writing strategies; Argument organization; Quoting, summarizing, and paraphrasing</td>
<td>Outline of paper; Assignment #6</td>
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<td>8</td>
<td>Oct 16</td>
<td>Titles, introductions, and conclusions</td>
<td>Draft #1</td>
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<td>9</td>
<td>Oct 23</td>
<td>Peer review</td>
<td>Peer feedback draft #1</td>
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<td>10</td>
<td>Oct 30</td>
<td>Coherence and cohesion; Improving organization; Developing your argument</td>
<td>Assignment #7</td>
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<td>11</td>
<td>Nov 6</td>
<td>Refining your argument; Adding supporting research</td>
<td>Schedule apt at the Writing Center; Draft #2</td>
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<td>12</td>
<td>Nov 13</td>
<td>Writing workshop</td>
<td>Peer feedback draft #2 Draft #3</td>
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<td>13</td>
<td>Nov 20</td>
<td>Peer review; Checking for plagiarism</td>
<td>Submit draft #3 to Safe Assign (SA); Peer review draft #3</td>
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<td>14</td>
<td>Nov 27</td>
<td>Draft revisions; APA workshop</td>
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<td>15</td>
<td>Dec 4</td>
<td>Final drafts</td>
<td>Final draft; Submit final draft to SA</td>
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<td>Assignment #8</td>
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<td>Dec 11</td>
<td>Final reflections</td>
<td>Assignment #8</td>
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*SYLLABUS SUBJECT TO CHANGE*