Scholarly Writing for Educators (Online)
Fall 2022

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COURSE INFORMATION

TED 5304-01: Scholarly Writing for Educators Online [CRN 15244]
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:

Galvan, J.L. & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. New York, NY: Routledge. ISBN: 978-0-415-31574-6

Graff, G. & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing*. New York: W.W. Norton. ISBN: ISBN 978-0-393-63167-8

Recommended books:

*American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th Ed.) Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-3216-1

*Note: It is important to have the 7th edition; the older editions are outdated.

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):

Au, W.W. (2009). High-stakes testing and discursive control: The triple bind for non-standard student identities. *Multicultural Perspectives, 11*(2), 65-71.

Morrison, K.A., Robbins, H.H., & Rose, D.G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. *Equity and Excellence in Education, 41*(4), 433-452.

Nichols, S.L. & Berliner, D.C. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *The Phi Delta Kappan, 89*(9), 672-676.

COURSE REQUIREMENTS

Successful completion of this course will be based on several key elements:

- Class assignments (24 points)
- Paper proposal & annotated bibliography (8 points)
- Drafts of paper (10 points)
- Peer reviews (8 points)

- Final research paper (50 points) – details included below and in the rubric at the end of the syllabus

POSTING ASSIGNMENTS AND LATE ASSIGNMENT POLICY

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 Tracked 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.

<u>Please pay attention to the due dates for assignments by following the course schedule in your syllabus! Due dates for assignments do not appear on Blackboard!</u>

GRADING

A 90-100 points
B 80-89 points
C 70-79 points
D 60-69 points
F 59 points and below

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 feedback on; they include:

- Summary of Morrison et al. (2008) article (due Week 2)
- Draft of topic brainstorming and thesis statement (due Week 4)

- Paper proposal and annotated bibliography (due Week 5)
- 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 9 – November 6.** 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 6th 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 receive a grade of "zero" 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 for further information.

COURSE OVERVIEW

Week	*Date	Topics	Assignments Due* (in addition to readings)
1	Aug 22	Introduction to the course; Exploring our writing histories	Journal #1
2	Aug 29	Overview of literature reviews and writing summaries	Article summary; Peer feedback on summaries
3	Sept 5	Reading and notetaking; Searching with online databases	Online search exercise
4	Sept 12	Generating a topic, research question, and thesis statement; Writing syntheses	Topic, research question, thesis handout; Synthesis of two articles; Peer feedback on syntheses
5	Sept 19	Developing an annotated bibliography and a paper proposal	Annotated bibliography; Paper proposal
6	Sept 26	Pre-writing strategies; Argument organization; Quoting, summarizing, and paraphrasing	Outline of paper
7	Oct 3	Titles, introductions, and conclusions	Draft #1
8	Oct 10	Peer review	Peer feedback draft #1
9	Oct 17	Coherence and cohesion; Improving organization; Developing your argument	
10	Oct 24	Refining your argument; Adding supporting research	Journal #2; Draft #2
11	Oct 31	Writing workshop	Peer feedback draft #2 Draft #3
12	Nov 7	Peer review; Checking for plagiarism	Submit draft #3 to Safe Assign; Peer review draft #3
13	Nov 14	APA workshop; Active and Passive Voice	
14	Nov 21	Finalizing drafts	Final draft; Submit final draft to Safe Assign
15	Nov 28	Final reflections	Journal #3

** **Syllabus is subject to change**

TED 5304: Evaluation Criteria for Scholarly Paper

Criterion	Acceptable for Submission as Scholarly Paper	Revise and Resubmit (Minor Revision Required)	Revise and Resubmit (Major Revision Required)	Reject
Understanding of Audience	The paper is directed toward scholars and/or professionals in the field of education.	The paper is generally directed toward scholars or professionals, but some material or aspects of tone/style are inappropriate for this audience.	The paper has a focused audience, but choice of material, tone, or style indicate an audience that are not scholars or professionals.	The paper does not have a focused audience.
Foundation of Knowledge	Paper demonstrates a professional command of the subject matter.	Paper demonstrates above average command of subject matter.	Paper demonstrates some general understanding of the subject matter.	Paper explains some concepts but overlooks critical details.
	The scholarly conversation about the topic is analyzed and synthesized; paper shows how ideas are related.	Analysis, synthesis, or relationships among ideas are explored, but not as fully as they could be.	Analysis, synthesis, or relationships among ideas are only superficially explored.	Analysis, synthesis, or relationships among ideas are not provided.
Organization of Ideas	Introduction establishes the topic's importance, identifies the research question or theme, and establishes a thesis.	Introduction is missing one of the elements discussed in the "Acceptable for Publication" column.	Introduction is missing two of the elements discussed in the "Acceptable for Publication" column.	Introduction does not establish importance, identify focus of the paper, or establish a thesis.
	Major sections of body follow a logical sequence; organization within sections is logical and consistent. If section headings are used, they are clear and logically placed.	Major sections of body generally follow a logical sequence; organization within sections is basically logical but may have some inconsistencies. If section headings are used, they are clear and logically placed.	Body of paper is not structured in a logical sequence, or not all sections or paragraphs follow a logical order. If section headings are used, they are vague and/or illogical.	The logical structure of the body of the paper is unclear or relies only on simple narrative; organization between paragraphs is difficult to determine. If section headings are used, they are vague and/or, illogical.
	Transitions between and within sections are effective.	Transitions are generally, but not always, effective.	Transitions are mostly ineffective.	Transitions are missing or are ineffective.
	Conclusion (or closing section) reiterates the main points, reiterates the thesis, and discusses implications for practice or future research.	Conclusion (or closing section) is missing one of the elements discussed in the "Acceptable for Publication" column.	Conclusion (or closing section) is missing two of the elements discussed in the "Acceptable for Publication" column.	Conclusion (or closing section) does not reiterate main points, reiterate thesis, or discuss implications of the research.
Research Skill & Development of Argument	Literature review provides a professional and comprehensive synthesis of a complex body of information.	Literature review provides fairly strong synthesis of information; a few sources may seem inappropriate or unrelated; some opportunities to connect ideas across sources are not taken.	Literature review provides little or inadequate synthesis of information; sources are largely unrelated or inappropriate; or connections across sources are not made.	Literature review fails to provide adequate synthesis of information; sources are generally inappropriate or merely listed.
	Thesis makes a clear, strong, arguable claim that is clearly articulated, synthesizes research, and draws specific conclusions about the current scholarly conversation related to it.	Thesis makes a claim that could be stronger, more arguable, or more clearly articulated. The claim synthesizes research and draws general conclusions about it, but the body takes a few tangents.	Thesis does not make a strong, arguable, clearly articulated claim that synthesizes the research. Thesis is not fully supported by evidence and/or does not raw specific conclusions.	Thesis is difficult or impossible to identify or understand, is not supported by research, or is inappropriate in scope and direction.
	Evidence supports every claim made in the paper.	Evidence supports most claims made in the paper.	Evidence supports only some claims made in the paper.	Claims are offered without evidence.
	The review incorporates	The review incorporates at	The review incorporates	The review incorporates

	more than the minimum number of sources required; it uses a variety of reliable resources.	least the minimum number of sources required; it reflects the use of a smaller variety of resources, but most are reliable.	fewer than the minimum number of sources required; it depends on too few types of resources or uses too many unreliable sources.	much fewer than the minimum number of sources required, depends on one or two types of resources, or most of the resources used are unreliable.
Writing Skill	Paper demonstrates an excellent command of grammar, spelling, and mechanics and is free of distracting errors.	Paper demonstrates a good command of grammar, spelling, and mechanics and has only a few distracting errors.	Paper demonstrates a fair command of grammar, spelling, and mechanics, but has consistent patterns of error that should be addressed.	Paper has serious and consistent patterns of error in grammar, spelling, and mechanics that must be addressed.
	Writing style is clear and concise; sentence structure is varied; tone is consistent and appropriately professional/scholarly.	Writing style is generally clear and concise but could benefit from further revision. Sentence structure could be more varied. Tone is generally consistent and professional/scholarly.	Writing style is generally understandable but wordy **or** under-explained. Sentence structure is noticeably repetitive. Tone is uneven or too conversational.	Writing style is very hard to understand in most of the text. Tone is uneven, inappropriate, excessively conversational, or unprofessional.
	Word use is appropriate and accurate.	Word use is generally appropriate and accurate. May have a few misused words.	There are frequent, noticeable errors or inappropriate uses of words.	There are frequent, noticeable errors or inappropriate uses of words.
	Paper has been thoroughly proofread and contains no errors.	Paper has only minor proofreading errors.	Paper has major proofreading errors.	Paper has major proofreading errors.
Citations & References	Reference list and in-text citations follow APA format.	Reference list and in-text citations follow APA format, but there are a few minor errors.	Reference list and in-text citations follow APA format, but there are many minor errors or a few serious errors.	Reference list and in-text citations do not follow APA format.
	Reference list provides bibliographic information for every source mentioned in the paper. All listed sources are cited within the text, and all cited sources are listed in the reference list.	Reference list provides bibliographic information for almost every source mentioned in the paper. One source may be missing from either the reference list or the in-text citations.	Reference list is missing bibliographic information for some sources mentioned in the paper. More than one source may be missing from either the reference list or the in-text citations.	Reference list is missing bibliographic information for many sources mentioned in the paper. Sources not cited in the paper are present in the reference list, or sources cited in the paper are not listed in the reference list.
	In-text citations clearly and accurately identify every author whose ideas are referred to, discussed, summarized, paraphrased, or quoted.	In-text citations identify every author whose ideas are referred to, discussed, summarized, paraphrased, or quoted. One or two citations are vague or inaccurate.	In-text citations are present, but many are unclear, misplaced, or missing.	In-text citations are generally inconsistent, unclear, misplaced, or missing.
APA Style	Title page and any section headings follow APA format.	Title page and any section headings follow APA format, but have some errors.	Title page and any section headings do not follow APA format, or have many obvious errors.	Title page is missing or lacks key elements of APA style. Any section headings used do not follow APA format.
	An abstract of 100-150 words summarizes the purpose, major claims, and findings of the paper.	The abstract is slightly shorter or longer than recommended. Abstract may not mention one of the three elements discussed in the "Acceptable for Submission" column.	The abstract is much shorter or longer than recommended. Abstract may not mention two of the three elements discussed in the "Acceptable for Submission" column.	The abstract is missing or does not mention the three elements discussed in the "Acceptable for Submission" column.

Sources: APUS, http://edweb.sdsu.edu/Courses/Ed690DR/grading/literaturereviewrubrique.html, UTEP Teacher Education scholarly paper requirements.