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Tel: 915.747.5791  
Office: EDUC 610  
Office hours: Online by appointment

COURSE INFORMATION  
TED 5304-007: Scholarly Writing for Educators Online [CRN 24847]  
3 credit hours

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;
• 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;
Employ correct 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:

Recommended books:
*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.

Selected articles on Blackboard (BB):

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
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 March 6 – April 3. 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).

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.
## COURSE OVERVIEW

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<thead>
<tr>
<th>Week</th>
<th>*Date</th>
<th>Topics</th>
<th>Assignments Due* (in addition to readings)</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 18</td>
<td>Introduction to the course; Exploring our writing histories</td>
<td>Journal #1</td>
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<tr>
<td>2</td>
<td>Jan 24</td>
<td>Overview of literature reviews and writing summaries</td>
<td>Article summary; Peer feedback on summaries</td>
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<td>3</td>
<td>Jan 31</td>
<td>Reading and notetaking; Searching with online databases</td>
<td>Online search exercise</td>
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<td>4</td>
<td>Feb 7</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</td>
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<tr>
<td>5</td>
<td>Feb 14</td>
<td>Developing an annotated bibliography and a paper proposal</td>
<td>Annotated bibliography; Paper proposal</td>
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<td>6</td>
<td>Feb 21</td>
<td>Pre-writing strategies; Argument organization; Quoting, summarizing, and paraphrasing</td>
<td>Outline of paper</td>
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<td>7</td>
<td>Feb 28</td>
<td>Titles, introductions, and conclusions</td>
<td>Draft #1</td>
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<td>8</td>
<td>March 7</td>
<td>Peer review</td>
<td>Peer feedback draft #1</td>
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<td>9</td>
<td>March 14</td>
<td>Coherence and cohesion; Improving organization; Developing your argument</td>
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<td>10</td>
<td>March 21</td>
<td>Refining your argument; Adding supporting research</td>
<td>Journal #2; Draft #2</td>
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<td>11</td>
<td>March 28</td>
<td>Writing workshop</td>
<td>Peer feedback draft #2 Draft #3</td>
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<td>12</td>
<td>April 4</td>
<td>Peer review; Checking for plagiarism</td>
<td>Submit draft #3 to Safe Assign; Peer review draft #3</td>
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<td>13</td>
<td>April 11</td>
<td>APA workshop</td>
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<tr>
<td>14</td>
<td>April 18</td>
<td>Finalizing drafts</td>
<td>Final draft; Submit final draft to Safe Assign</td>
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<td>15</td>
<td>April 25</td>
<td>Final reflections</td>
<td>Journal #3</td>
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* ASSIGNMENTS DUE DURING THIS WEEK – SEE COURSE SCHEDULE BELOW FOR EXACT DUE DATES

**SYLLABUS SUBJECT TO CHANGE**