

Scholarly Writing for Educators (Online) Spring 2025

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COURSE INFORMATION

TED 5304-01: Scholarly Writing for Educators Online CRN 27456

3 credit hours

Online, asynchronous

COURSE DESCRIPTION

This course supports students' scholarly writing through the use of archival research, documented sources, and electronic databases. Students analyze published literature reviews for the features of academic writing (as described in the primary course text) and engage in writing exercises that help them produce these features in their own writing. The focus is on the practice of writing and revision, as opposed to an "end product," with the support of course professors. Through this iterative process students will develop their understanding and put into practice components of scholarly writing including: conceptualization, argumentation, evidence, writing style, mechanics, and crediting sources.

STUDENT LEARNING OUTCOMES

This course aims to support your development as a scholarly writer in the following areas:

- Identifying and developing a rationale for a topic to analyze through a review of the literature;
- Writing clear and concise summaries and syntheses of the research literature;
- Writing a thesis statement that clearly and persuasively articulates the findings of a literature review;
- Using tools for online research, including library databases, evaluating the credibility of sources, and distinguishing between scholarly sources and popular sources;
- Organizing sources and recording your findings;
- Analyzing exemplars of scholarly writing;
- Engaging in weekly reading forums with peers;
- Honing your style and craft as an academic writer through the drafting and revision/editing process so as to develop your writing voice, write clearly and concisely, organize and structure your writing effectively, and attend to issues of writing mechanics.
- Learning to apply the publication guidelines for writing in the social sciences of the American Psychological Association (APA), including proper crediting of sources, in text citations, and formatting of citations in a reference page;
- Understanding intellectual property and what constitutes plagiarism and critically considering the ethics involved in the use of AI for purposes of research and writing.

COURSE READINGS

Required books:

Galvan, J.L. & Galvan, M.C. (2025). *Writing literature reviews: A guide for students of the social and behavioral sciences (Eighth Edition)*. New York, NY: Routledge. ISBN: 1032328681

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

The “Purdue Owl” also provides up-to-date guidelines on APA formatting and style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Additional readings available on Blackboard:

Dahn, M., Pepler, K., & Ito, M. (2023). Making connections to and from out-of-school experiences. *Review of Research in Education*, 47(1), 443-473.

Grapin, S. E., Ramos Borrego, M., & Navarro, V. G. (2025). Translanguaging in US K–12 science and engineering education: A review of the literature through the lens of equity. *Journal of Research in Science Teaching*, 62(1), 15-48.

Hà, T. A. (2022). Pretend play and early language development—Relationships and impacts: A comprehensive literature review. *Journal of Education*, 202(1), 122-130.

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

Pepler, K., & Davis, H. (2010). Arts and learning: A review of the impact of arts and aesthetics on learning and opportunities for further research. ICLS.

Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2022). “Decolonizing” curriculum and pedagogy: A comparative review across disciplines and global higher education contexts. *Review of Educational Research*, 92(1), 73-113.

LIBRARY RESOURCES

You will be expected to identify additional literature relevant to your topic of interest. The UTEP Education Librarians are Harvey Castellano and Angela Lucero. For support in using the library resources you can schedule an appointment with them at this page:

<https://www.utep.edu/library/people/subject-specialist.html>

UTEP Library Guides on literature searches and citation managers can be found here:

<https://libguides.utep.edu/tedliterature>

WRITING SUPPORT

I encourage you to take advantage of the services provided by the UTEP Writing Center. The Center is located in the UTEP Library in Room 227. Online live synchronous appointments with writing consultants are available. <https://www.utep.edu/uwc/about/>

COURSE ASSIGNMENTS

The course assignments are listed below. They are due on Fridays at midnight. Additional course activities are described in the course calendar.

1. Viewing minilectures (10 points)

Either video or textual ‘minilectures’ are posted to weekly modules. These short lectures will introduce you to the course topic and to weekly assignments. Grading of the lectures is performed through the use of Blackboard analytics. You receive full credit for viewing the lecture in its entirety.

2. Forum discussion board participation (25 points)

Five discussion forums are assigned for the semester. The discussion topics lead you and your group members in an analysis of a selected literature review exemplar. You are expected to review your peers’ posts by Sunday at midnight. You are not required to post a response but are encouraged to should your peers’ replies spark a thought, idea, or help you see something in a different manner. A grading rubric for the forum is available on Blackboard.

3. Writing exercises

The writing exercises are designed to guide you in practicing the concepts and skills you will be introduced to weekly. The focus is on the writing process—*conceptualization, researching, notetaking, analyzing, writing, and revision/editing*—rather than an “end product.” You are encouraged to select a topic to write about that is of interest of you and the writing you begin in this course might be further developed for your practicum or thesis project. A grading rubric for the writing exercises can be found on Blackboard.

a) Informal introduction of your topic. (5 points)

Describe in one or two paragraphs the topic you are interested in studying and your personal interest or concern in the topic. What are the various component parts of this interest? Why did you become interested in this question? What theory or theories will you explore this topic through? For example, the topic “ethical school leadership for equitable outcomes” could be studied through a “feminist framework” that highlights the importance of equity, care, and stewardship or, alternatively, from a “critical framework” (perhaps in the lineage of Marxist ideas) that critiques the top-down structure of school leadership and the ways education serves to reproduce inequality.

Depending on your purpose, a literature review may be more coherent if you examine your topic through a particular theoretical lens. The literature you review will “speak” in the same language. Or, alternatively, you may take a purposeful approach in examining a topic from multiple lenses. And, another possibility is your topic itself might be to examine an aspect of theory, such as “the history of the *theory of intelligence*.” You should have familiarity with theories from other courses and a sense of how those theories align with your interests and worldview. I, thus, ask you to identify a theory at this stage as it is one element in the process you will take to narrow down your topic.

b) Topic statement and guiding question/s for literature review (+ revised draft) (15 points)

For your topic statement you need to translate your personal interest statement into a formal statement for inquiry. Your literature review topic should not only be of interest to you but, also, a contribution to the field, either theoretically or practically. You are synthesizing research in a way that helps reveal new knowledge as it either hasn’t been framed in the manner you present it or you are using the synthesis to answer practical questions (e.g., about the results of a particular pedagogical practice). Your literature review also helps the field identify critical gaps in existing research.

Your topic statement makes evident this contribution and poses question/s that will be addressed in your literature review. I expect your first draft to be fairly tentative. As the course text explains, it takes considerable review of the research to narrow and refine your topic. Thus, after you further review the literature and receive feedback from your instructors on your first draft, you will turn in a revised draft (of approximately 350 words). You should also self-review your draft using the “importance or significance of the topic” checklist on page 157 of the course text.

c) Literature Survey Spreadsheet (10 points)

Your literature survey spreadsheet is a “living” document as you document, organize, and reassemble your data to form evidence for your paper’s argument. (Ideally before you begin this stage of the process, you create an “annotated bibliography” that includes an abstract for each literature along with your notes.) You will build your spreadsheet in a way that makes sense for you. Items you might include (other than bibliographic information) are: descriptors, main ideas, methodology, key findings, definitional terms, key quotations, and your reflection/response or

evaluation of the literature. The version of the spreadsheet you turn in should group the information thematically (in column 1). You will need to document your information and then re-group it once you identify the shared themes. The writing should be yours (not cut and pasted). Focus on including information that addresses the questions you posed in your topic statement and building the argument for your paper. Fifteen sources at minimum are to be documented.

d) Table summary of the literature with textual description (10 points)

The purpose of this assignment is to create a table or figure to present complex material in a synoptic view for your readers. The table or figure should be discussed in the narrative of the literature review, though it is not necessary to discuss every element included in the table. Chapter 8 of the course text describes criteria for determining literature to summarize in a table. The literature review exemplars provide further examples of summary tables and what is included in them.

e) Synthesis of the literature (+ revised draft) (20 points)

Your literature synthesis covers *one* theme you identified when composing your spreadsheet and consists of approximately 700 words and relies on at least seven sources. You can imagine it as one primary heading in a literature review. In synthesizing the literature, you are presenting multiple studies' findings related to the theme, ways the findings compare or possibly contradict with one another, and possible reasons for any contradictions (e.g., different methodologies). You also may discuss how the studies relate to or advance theory or perhaps challenge alternative theoretical models. If areas of research are neglected, you identify this "gap" in research. Be sure to follow APA guidelines for in-text citations. Also, you should self-review your writing using the "style and language usage" checklist on page 159 of the course text. You will receive instructor feedback on this draft and submit a revised draft that incorporates this feedback.

f) Reference page (5 points)

Your reference list follows APA guidelines and includes citations for references included in your table summary and literature synthesis.

GRADING

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

POLICIES AND PROCEDURES

Late and missing assignments: All course assignments are due by 11:59 PM on the dates listed in the calendar. Two late assignments will be accepted per term if submitted no later than two days after the deadline. This is a short, compressed class (seven weeks). Don't get behind.

Excused absences and/or course drop policy: According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Graduate Catalog for a list of excused absences.

If I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Accommodations policy: The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable

accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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 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 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. Further information on University regulations can be found in the Handbook of Operating Procedures (HOP): <https://www.utep.edu/hoop/>

Plagiarism detecting software: Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources. The instructor may also review your work in *Turnitin*, which is an AI content detector.

Guidelines on artificial intelligence, Some AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), can be beneficial during the early brainstorming stages of an activity, or for helping you identify literature. You are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas and text are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use. That said, you are not allowed to submit any AI-generated work in this course as your own. The purpose of this course is to develop YOUR scholarly writing. I am not interested in reviewing or providing feedback on AI generated material. This is a waste of my time and of your time. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Your writing may be reviewed by *Turnitin* to detect AI content. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCC).

COURSE SCHEDULE SPRING '25

Week	Date	Topic	Readings/Course Activities	Assignments Due <small>* Deadlines for assignment submission are Fridays @ 11:59 PM. Deadline for "revisiting" the week's forum is Sunday @ 11:59 PM.</small>
1	March 24	Introduction to course Exploring our writing histories and futures The purpose of a literature review Introduction to library databases	Mini lecture Graff & Birkenstein, Preface, Intro, Ch 1 & 2 Review ALL examples of literature reviews and select one which you will analyze more closely this semester. Review UTEP Library guide on conducting a search for literature Review AI policy/ethics in syllabus and Graff & Birkenstein (pp. 145-148)	Syllabus "quiz" (no points assigned) Forum: Introduce yourself through your writing history and future.
2	March 31	Determining a topic for conducting a literature review, a theoretical lens for examining the topic, and a rationale for the review	Mini lecture Graff & Birkenstein, Ch 3 Select literature review exemplar	Draft of informal topic statement. What topic do you want to research through a LR and why? What theory will guide your review? Forum: What strategies does the author employ in introducing their topic? How do they apply theory? Be sure to make connections to your reading of G & B (course text) in your discussion?

3	April 7	Organize your literature search and analyze the relevant literature Narrow or refine your research topic based on your literature analysis	Mini lecture Graff & Birkenstein, Ch 4 & 5	Literature spreadsheet (15 sources minimum, grouped thematically) Draft of formal topic statement and guiding question/s for lit review
4	April 14	Analyzing qualitative and quantitative literature Organizing your findings	Mini lecture Graff & Birkenstein, Skim Ch 6 & 7 Graff & Birkenstein, Ch 8 Dahn et al., Grapin & Borrego, Pepler & Davis, Shahjahan et al.)	Table summary of the literature with textual description; refer to tables in four LR exemplars for models.
5	April 21	Synthesizing trends and patterns and writing a first draft	Mini lecture Graff & Birkenstein Ch 9 & 10 Select literature review exemplar	Draft of formal topic statement and guiding question/s for lit review (Revised) Synthesis of the literature (for one thematic heading, at least seven sources) Forum: Address at least two of the questions posed on page 106 AND two of the questions on page 121 of G & B in your analysis of the LR exemplar.
6	April 28	Developing a coherent essay; your POV, argument, and thesis	Mini lecture Graff & Birkenstein, Ch 11 Select literature review exemplar	Forum: What is the thesis of the LR and what strategies does the author employ to develop the thesis? If questions for the review were stated, does the thesis and conclusion effectively address

			the questions? Be sure to make connections to your reading of G & B in your discussion.
7	May 5	Revising and editing to incorporate feedback and polish your writing	Graff & Birkenstein Ch 12, 13 & Appendix A Synthesis of the literature (Revision) Reference page Forum: Reflecting on the writing process and your learning
	May 12	Last day of term – Grades must be posted by May 14 th . No assignments will be accepted after the end of the day on May 12 th . (See also late assignment policy.)	