



A Member of The Texas State University System

**EDLD 7337 Academic Writing & Research
Spring 2018**

EDLD 7337 is a required course for the doctorate of Education degree in Higher Education Leadership
College of Education, Department of Educational Leadership

Instructor:

Julie P. Combs, EdD, Professor
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Office Hours: before class or by appointment

Class format: Meets face to face

Class day/time: Thursdays, 4:40-7:10 PM

Location: SHSU-The Woodlands Center, 3380 College Park, Conroe, 77380. (335)

To meet the goals and objectives of this course, instruction consists of a minimum of 3 hours per week (45 hours total). Instruction is comprised of 2.5 clock hours in class and at least 2-3 hours per week outside of class of field-based activities, outlined in Table 1.

Course Description:

EDLD 7337 is an advanced interdisciplinary writing course emphasizing academic literacy, critical reading and thinking, scientific writing, library research, and documentation of sources in an academic setting. Students will utilize scientific writing styles and will complete a written review of research literature. Credit 3. *Course is a required course for doctorate in Educational Leadership.*

Textbooks/Resources/ Required

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805622 (Recommend the Spiral Bound edition, \$36)
- American Psychological Association. (2010). *Mastering APA style: Student's workbook and training guide*. (for the 6th ed.). Washington, DC: Author. ISBN 978 1 4338 0557 8 (\$30, used is ok)
- Lamott, A. (1994). *Bird by bird*. New York, NY: Pantheon Books. ISBN 0-679-43520-4. (\$10, used is ok)
- Combs, J. P. (2018). *Academic writing for educational leadership doctoral students*. Huntsville, TX: Sam Houston State University.

[Turn it In.com: You will use this tool to check for plagiarism for each writing assignment \(not reflections\).](#)

Repeated plagiarism will result in a failing grade for the course, regardless of points earned.

Course Objectives:

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Upon successful completion of this course, students will be able to:

1. Utilize the process approach for academic writing
2. Apply style guide rules with at least 80% accuracy (6th edition, APA Publication Manual)
3. Understand the role and function of the literature review in educational research
4. Locate and interpret primary and secondary sources—in libraries and on the web—and learn how to judge the worth of a source
5. Summarize and synthesize findings of the published literature
6. Prepare a review of literature using focused topic sentences, coherent paragraphs, and numerous primary sources
7. Describe unintentional and intentional plagiarism
8. Identify the strengths and weaknesses in his/her writing by becoming a critical reader of writing
9. Revise and reshape writing to improve ideas, organization, language use, vocabulary, and mechanics

A matrix that aligns course objectives, activities, standards, and assessments can be viewed in Table 5.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing skill in written and oral expression. (28)

Essential: Learning how to find and use resources for answering questions or solving problems (29)

Important: Gaining factual knowledge (terminology, classifications, methods) (21)

Course Outline

Assignments

Performance Assessments (linked to course objectives)

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by these assessments:

Literature Review 70%

10% Literature Review Assignments (LR 1-10 = 10%)

25% LR Paper 1 Topic: College Readiness

35% LR Paper 2 Topic: Your Choice

APA 20%

APA Quizzes, Mini Lesson, In-class Assessments, & Final Comprehensive Quiz

Other 10%

- 5% Dispositions (Graduate student dispositions, attendance, participation, apply corrections, preparation, group work)
- 5% Reflections (1-5, 7)

Assignments Explained:

Literature Review Assignments (See Table 1 for due dates, rubrics will be given in class/available online, *Turn it in* plagiarism software will be used for all work)

- ~~Assignment LR1: summarize one peer-review empirical study~~
- Assignment LR2 Summarize two peer-review empirical studies
- Assignment LR3 Synthesize four peer-review empirical studies
- Assignment LR4 Synthesize six peer-review empirical studies
- Literature Review Paper I (College Readiness- 2,000 words, Review of 10 peer-reviewed studies; **Includes *Turn It In* Plagiarism Grade**)
- Assignment LR 5: Describe Topic selected for Paper 2
- Assignment LR 6: Paragraph with definition of key term(s) used or referenced in Paper 2 (e.g., college readiness)
- Assignment LR 7: Reference list of 5 to 10 journal articles that you are reviewing for your paper. Graded for APA format & appropriateness
- Assignment LR 8: Literature Search Method description for Paper 2
- Assignment LR 9: Create literature review table that demonstrates an analysis of LR data in APA format for Paper 2
- Assignment LR 10: Personal Editing Checklist of APA/writing errors
- Literature Review Paper 2 (Topic of choice- 2,000 words, Review of 10 peer-reviewed studies, **Includes *Turn It In* Plagiarism Grade**)

APA Assessments: (See Table 1 for due dates; Table 2 for Content to Study for APA)

APA Quiz 1, APA Quiz 2, APA Quiz 3, APA Quiz 4, APA Quiz 5, APA Quiz 6, APA Quiz 7, APA Quiz 8

In-class APA assessments & APA Final Exam

Design and present an assigned APA Mini Lesson (see Table 4)

Mini lesson: Present handout following examples given in class with brief practice exercises

Reflections: (See Table 3 for Topics)

Reflections: 1 page min, 2 page max, 1 inch margins, 12-pt font, double spacing, name and reflection # in header of paper. Reflections are graded for levels of thought and effort, with a B at “meets expectations” level. Grammar and spelling are not graded in this assignment.

Grading Scale for this Course

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

Regarding grading, work that ‘meets expectation’ for doctoral-level work will receive a B. Students earning A’s will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Overview. See next tables for details.

Wk	date	Theme	
1	1/18	Educational Research Literacy	
2	1/25	Paraphrasing & Summarizing	
3	2/1	Reading & Note-Taking	
4	2/08	Library Searches, Organizing your Review	
5	2/15	Work day-class does not meet/ Dissertation Text Analysis	
6	2/22	Finding Research Articles, Conclusions, Preparing your Paper	
7	3/1	Editing, Revising, Selecting a topic	Paper 1 Due Mar 8
8	3/08	Selecting a Topic, Searches, Individual Topic conferences	
9	3/22	Searches, Project Planning	
10	3/29	Method of Search, Defns	
11	4/05	Advanced Features	
12	4/12	Writing Challenges	
13	4/19	Beyond the Writing Class	
14	4/26	Moving On	Paper 2 due April 30
15	5/3	End of Class Celebration	

Schedule of Course Content & Assignments Table 1

Wk		Topics	Assignments, Assessments & Field Work
1	1/18	Theme: Educational Research Literacy Introductions Reading Research Literature (Section 3, Skills 6-10 of course book) Skill 6 (S6): Identify Research Lit S7: Understand Research S8: Reading Research S9: Choose note taking system S10: Note taking guide & p. 46 Discuss Conley & McGaughy (2012) & Byrd & Macdonald (2005) Navigating Course Mendeley as a storage system for your collections	Due by Jan 25 --Read & Take Notes Byrd & Macdonald, 2005; Reid & Moore, 2008. Bring notes to class. Refer to Skill 10. -- Reflection 1 (writer, see Table 4) upload to Blackboard (BB) --Read Combs Skills 6-10; Skills 17-23 Move articles into Mendeley (see Blackboard for PDF formats)

2	1/25	<p>Theme: Paraphrasing, Plagiarism, & Summarizing</p> <p>S17: Plagiarism S18: Paraphrasing S19: Direct Quotes S20: Plagiarism in your Notes S21: Summarize 1 study S22: Organize summaries S23: Synthesize</p> <p>Peer Review Writing Groups: Notes</p> <p>Setting up the Paper in APA (Title Pages, Ref). See video.</p> <p>Using Turn it In: Review Report and revise your work APA Mini Lessons & sign up --Mini Lesson 1: In-text citations --Mini Lesson 2: Title pages</p> <p>Overview of LR assignments --BB APA Practice Quiz Mendeley questions</p>	<p>Due by Feb 1</p> <p>LR Assignment #2: Summarize two research articles: Byrd & Macdonald, 2005; Reid & Moore, 2008; Bring paper draft to class. Do not turn in to BB until after class, deadline will be given in class.</p> <p>TurnItIn.com: Plagiarism check of LR 2 (before class) at www.turnitin.com</p> <p>--Take Practice Quiz in BB</p> <p>--Reflection 2 (job, goals), upload to BB</p> <p>Read Combs Skills 17-28</p> <p>Read & Take Notes: Combs et al., 2010; Sadler & Tai, 2007.</p>
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3	2/01	<p>Theme: Reading & Note-Taking</p> <p>Review Skills 17-23 S25: Transition words S26: Note taking refinement</p> <p>Check Notes from Articles -Peer Review Writing Groups LR 2 -Questions over Originality Report from Turn it In --Mini Lesson 3: Reference lists Mendeley for reading and note-taking</p> <p>S27: Concept Map S28: Organizing with Headings</p> <p>-Activity: Critique Example LR</p>	<p>Due by Feb 08</p> <p>--APA Quiz 1 in BB (see Table 3 to study)</p> <p>TurnItIn.com for LR 3 --LR Assignment #3: Summarize (synthesize) 4 on college readiness with title & references: Byrd & Macdonald, 2005; Reid & Moore, 2008; Combs et al., 2010; Sadler & Tai, 2007. Peer Review before submission.</p> <p>Read Combs 11-15; 27-32</p>
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4	2/08 Class meets 7:20	<p>Theme: Library Searches, Organizing Your Review</p> <p>Library Instruction Library Resources/ Guest Speaker Library Resources Skills 11-15 S11: Exploring the Library S12: Focusing your Search S13: Search Databases S14: Search Literature S15: Ongoing Techniques</p> <p>Your Paper S27: Concept map S28: Headings S29: Purpose statement S30: Advanced organizers S31: Titles S32: Introductions</p> <p>-Peer Review Writing Groups (bring hard copy of LR 3) -Mini Lesson 4: Word choice & parallel construction -Activity: Critique Example LR</p>	<p>Due by Feb 15 --APA Quiz 2</p> <p>To do: Read & take notes: Howley et al., 2013; Klopfenstein & Thomas, 2009. Bring notes to Feb 22 class.</p> <p>Search articles and draft a list of four articles for your paper and an outline of your headings.</p>
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5	2/15	<p>Work day-class does not meet (I will be presenting at SERA;; hope to see you there next year!)</p> <p>Dissertation Text Analysis Read Skills 1-5. Answer questions in Skill 3. Bring to class 2/22. S1: Understand Assignment S2: What is a LR? S3: What is a Dissertation? S4: Reading with purpose S5: Learning APA</p> <p>Writing Introductions and Purpose: Read Skills and do best to apply in LR 4. We will discuss in class. S32: Crafting an Introduction S28: Organizing with Headings S29: Purpose statement</p> <p>Work on LR 4. Bring to class 2/22.</p>	<p>Due by Feb 22</p> <p>. --LR Assignment #4: Summarize/synthesize 6 articles with introduction, title, references, headings, purpose: Byrd & Macdonald, 2005; Reid & Moore, 2008; Combs et al., 2010; Sadler & Tai, 2007; Howley et al., 2013; Klopfenstein & Thomas, 2009. Bring a copy to Feb 22 class. Do not submit until after class</p> <p>- TurnItIn.com: Plagiarism check of LR 4</p> <p>-- Read Skills 1-5, do questions for Skill 3 and bring to 2/22 class.</p> <p>--Bring a list of four articles and an outline of your headings</p>
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6	2/22	<p>Theme: Finding Research Articles, Conclusions, Preparing your Paper</p> <p>Mini Lesson 5: Capitalization</p> <p>Discuss Skills 1-5 Review Searches & Outlines Peer Review Writing Groups (bring LR 4) S35: Writing Conclusions Mendeley Questions</p>	<p>Due by March 1: Bring to class: Draft of paper written with 4 additional studies added to class (total of 10 articles).</p> <p>--APA Quiz 3</p> <p>-- TurnItIn.com: Plagiarism check</p>
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7	3/1	Theme: Editing, Revising Peer Review Writing Groups (bring hard copy of paper) S41: Overused Words Mini Lesson 6: Numbers Using Mendeley for Searches	Due by March 08: Literature Review Paper I (College Readiness). Submit two times in Blackboard Read Skill 38
8	3/08	Theme: Selecting a Topic, Searches, Individual Topic conferences S38: Minimize Reference Errors Peer Review Writing Groups (bring hard copy of paper) ----- Set up individual topic conferences this week Mini Lesson 7: Direct quotes Selecting a Topic Chap 1, Review Summary pp. 24-25	Due March 22 --Read Bird by Bird pp. xi-53 Read Combs Chapter 1, Selecting a Topic, Complete pp 24-25 --APA Quiz 4 -Reflection 3 (APA lrg) Read Skills 23, 26, 33, 42, 37, 44, 45
		Spring Break	

9	3/22	<p>Theme: Searches, Reading & Writing, Project Planning --Mini Lesson 8: References of reports & DOI</p> <p>Report on your Searches S 44: Chunking assignments S45: Planning large projects Review plans, update planning guide S26: Refining Note taking S23: Synthesizing Literature S42: Managing Electronic Files</p> <p>Discuss Bird by Bird xi-53</p>	<p>Due by March 29 --APA Quiz 5 --Article Searches --Begin Reference Lists of articles Read Skills 16, 33, 37 Reflection 4 (time mgt)</p> <p>LR Assignment #5: Describe Topic in a few sentences</p>
10	3/29	<p>Theme: Method of Search, Defns --Mini Lesson 9: Abbreviations S37: Personalized Editing Checklists</p> <p>S33: Definitions S16: Method of Search Activity: Critique Example LR</p> <p>Doctoral Seminar 6-8</p>	<p>Due by Apr 05 --APA Quiz 6 --LR Assignment #7 for LR Paper II list of 5-10 references, APA formatted- bring to class before submitting to BB</p> <p>--LR 10 Personal Editing Checklist</p> <p>Read Combs Skills 32-37</p>

11	4/05	Theme: Advanced Features -Mini Lesson 10: Tables -Prepare for APA In-class assessment Peer Review Writing Groups/ LR7 S32: Introduction S33: Definitions S34: Patterns using Tables S35 Conclusions S36: Tables in APA S37: Personalized Editing Checklist S45: Planning large projects Review plans, update planning guide	Due by Apr 12 --APA Quiz 7 -- LR Assignment #6 for LR Paper 2 definition, bring to class before submitting to BB -- LR Assignment #8 for LR II method of search, bring to class before submitting to BB Prepare for APA In-class assessment Read Combs Skills 43, 46-51 Bring draft of table to class -Read Bird by Bird pp. 54-103
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12	4/12	Theme: Writing Challenges Peer Review Writing Groups/ LR 6, LR 8 Review drafts of Tables in class (LR 9) S43: Word collections S46: Writing challenges S47: Building a Practice S48: Using Contracts S49: Resources to Support -Take APA In-class assessment 1 --Discuss Bird by Bird pp. 54-103 S45: Planning large projects Review plans, update planning guide	Due by Apr 19 -APA Quiz 8 --LR Assignment #9 Table: Create literature review Table in APA format, bring to class before submitting to BB -Prepare APA In-class assessment Reflection 5 (systems) -Read Bird by Bird pp. 104-150
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13	4/19	Theme: Beyond the Academic Writing Class Peer Review Writing Groups (LR 9, Tables) -Take APA In-class assessment 2 -Review Reflection 1 S45: Planning large projects Review plans, update planning guide Guest Speaker (?) Academic Research Conferences Writing for others: Publications Research competencies Probation, Advising Next Steps Discuss Bird by Bird pp. 104-150	Due by April 26 -Plagiarism check Final Lit Review Paper II at TurnItIn.com, bring to class April 26 for peer review. Due by April 30. -Read Bird by Bird pp. 151-end
14	4/26	Theme: Moving On Peer Review Writing Groups/ Final Paper - Guest Speaker -Discuss Bird by Bird pp. 151-end	Due by April 30 Paper II Due by May 6 -APA Quiz Final -Reflection 7 (progress)
15	5/3	End of Class Celebration	

Student Guidelines

University Policies

SHSU Academic Policy Manual-Students (active links)

[Procedures in Cases of Academic Dishonesty #810213](#)

[Disabled Student Policy #811006](#)

[Student Absences on Religious Holy Days #861001](#)

[Academic Grievance Procedures for Students #900823](#)

[SHSU Academic Policy Manual-Curriculum and Instruction](#)

[Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)

[Technology during instruction: Please focus use of technology to class instruction/discussion.](#) All cell phones, computers, and other electronic devices should be silenced during class. Refrain from checking email during class time.

[Technology during exams: Varies based on nature of the assignment, please check with the instructor.](#)

[Technology in emergencies: Please check with instructor.](#)

[Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.](#)

Attendance

Academic Policy Statement 800401 *The policy for this class is as follows:*

1. Attendance is taken for all class meetings. Notify me in advance if you will be absent or tardy.
2. More than one class absence may result in a reduced participation grade.

Course Expectations

Late Work

[Assignments are due as stated in syllabus. Late work at the graduate level will be considered unacceptable.](#) The student may petition the instructor in writing for consideration in the event of one extenuating circumstance. **When are assignments due?** Most assignments are due by class time the day of class (see Table 1). Sometimes extensions are allowed following in-class peer editing sessions. Extensions are announced in class. **At the graduate level, late work is unacceptable** (see **Doctoral Student Dispositions**)

Professionalism

The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and

independently. Extensive reading, writing, and research is an integral part of graduate study.

Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Educational Leadership, doctoral students are expected to demonstrate regular attendance, active participation in class, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for class and interact in discussions in a way that clarifies learning and adds new understanding.

Debate is encouraged within the bounds of respectful dialogue. Student dispositions will be factored in the final grade for the course. See Student Dispositions for more info on program expectations.

Student Conduct

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Electronic Devices: All cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.

APA Applications: Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 6th edition, for citing sources.

EDL Doctoral Student Dispositions and the Probationary Period

When a student has completed 12 to 18 semester hours, a committee of doctoral faculty meet to review progress and determine the candidate's status regarding admission to candidacy. The committee considers each candidate's academic performance (grades) and dispositions (reports from faculty). Students can (a) be admitted to full candidacy, (b) be allowed to continue on probation, or (c) be removed from the program. Some of the behaviors and dispositions that faculty have considered are listed. Faculty score these items using a 0 (not meeting expectations), 1 (meets expectations), or 2 (exceeds expectations) at the end of each course in the first two semesters.

1. Engaged Learner (Participates in Class, Remains on-task, Minimizes disruptions)
2. Attends Class (Absences are rare, Professor is notified, Takes responsibility for missed concepts)
3. Observes Ethical Standards (Avoids plagiarism, Contributes fair share to group work)
4. Respects Diverse Viewpoints (Student exhibits respectful behaviors when diverse perspectives are shared)

5. Submits Assignments by Deadlines (Student consistently turns in assignments on or before deadlines)
6. Demonstrates an Attitude of Professional Growth (Uses feedback, Seeks out resources when needed, Demonstrates independence by taking responsibility for learning needs)
7. Academic Performance –(Student completes work at a B-level or higher and maintains at least a 3.0 GPA in doctoral classes.)

Academic Honesty

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source.

Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

Plagiarism will be Checked. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as Turnitin. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

PLAGIARISM Defined

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers where information is gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public must be attributed to its author by means of the appropriate citation procedure (APA 6th edition). Citations may be made within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Other Information:

Preparations for the first class:

1. Bring APA Manual AND articles to class.
2. Review articles 1 and 2 provided to you. Use the reading guide to focus.

3. Read *APA Student Workbook/Training Guide* Chapters 1 & 2, and review the **Term Paper Familiarization Test (skim, no need to complete)**. Flip through the APA manual.
4. Complete the graduate student orientation described in the next section.
<http://www.shsu.edu/dept/graduate-studies/orientation.html>
5. Review the module “**Getting Started with Blackboard.**” To find this course, log in to Blackboard. At the top, navigate to the “Student Central” tab. In the bottom left corner, you will find a link to the Getting Started module. Your access to Blackboard will vary depending on your enrollment status. This item can wait until first week of classes when Blackboard opens.
6. Set up free Mendeley account at <https://www.mendeley.com/> Download to the computer or device you will access for classwork (might not work at office computer). After you SAVE Articles (PDF) that I will send to you on your desktop or hard drive in a folder, you can then upload or drag into the Mendeley application. If working on multiple devices, learn to Sync often! (button in top menu)
7. Set up folders for the classes on your computer. Decide on a file backup plan.

Turn it in Preparation:

You will use the TurnItIn.com website as a tool to correct plagiarism before submitting papers for grading. We will use two versions of Turn it In. Step 1 is the website TurnItIn.com to use as a formative tool to correct plagiarism before submitted. Step 2 is the summative tool that interfaces with Blackboard. When submitting LR 1-4 and Papers 1 and 2, you will submit the same paper two times in Blackboard: One for the Assignment and one for the Turn it IN assignment.

To set up an account at the website, follow these directions:

If you have ever had a **TurnItIn** account, you should continue using it for any new classes you are taking that require **TurnItIn**. You should not create another **TurnItIn** account when you receive a new Class ID# and Class Password. Instead, you can add any number of classes to your already existing account.

To enroll in a class using your pre-existing account, please do the following:

1. Go to www.turnitin.com
2. Log into your account using the upper right hand corner SIGN IN boxes, and type the email address and password* you used previously.
(*User name: I suggest using your SHSU username/email and a password that you can remember for 4 years.)
3. Once logged into your account, click on the “Enroll in a Class” tab to the upper left of the screen. Type the numeric class ID# and the case-sensitive class enrollment password that your instructor has given you.
Class ID is 17202362 (Cohort 39).
Enrollment password is **7337**.
4. Your class will show on your homepage, after being added to your account.
5. Click on the class name and you will see the assignments and submissions for that class.

This website is a tool for you to use throughout the program. You can submit a paper multiple times until the due date.

Course Bibliography:

- Baker, B., Wolf-Wendel, L., & Twombly, S. (2007). Exploring the faculty pipeline in educational administration: Evidence from survey of earned doctorates, 1999 to 2000. *Educational Administration Quarterly*, 43, 189-220.
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- Gardner, S. K., Hayes, M. T., & Neider, X. N. (2007). The dispositions and skills of PhD in education: Perspectives of faculty and graduate students in one college of education. *Innovative Higher Education*, 31, 287-299.
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- King, S. (2000). *On writing: A memoir of the craft*. New York, NY: Scribner.
- Lauer, P. A. (2006). *An education research primer: How to understand, evaluate, and use it*. San Francisco, CA: Jossey-Bass.
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- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new methods*. Thousand Oaks, CA: Sage.
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- Strunk, W. (1918). *Elements of style*. Geneva, NY: WP Humphrey. <http://www.bartleby.com/141/>
- Szuchman, L. T. (2008). *Writing with style* (4th ed.). Belmont, CA: Wadsworth. 049-509-9724
- The American Heritage Book of English Usage. (1996). Boston, MA: Houghton Mifflin. <http://www.bartleby.com/64/>
- Vogt, W. P. (2005). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences*. Thousand Oaks, CA: Sage.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency. Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey focuses on the preparation received at SHSU. Students' responses to these surveys is critical to SHSU program excellence.

Table 2

APA Quiz Content

Quiz 1	Parts of Manuscript (APA Codes 2.01-2.13, 8.03) Headings & Series (APA Codes 3.02-3.04) Bias in Language (APA codes 3.12-3.17)
Quiz 2	Grammar (APA codes 3.18-3.23) Punctuation (APA codes 4.01-4.11) Spelling/Hyphen (APA codes 4.12-4.13)
Quiz 3	Capitalization (APA codes 2.04, 4.14-4.20) Italics (APA Code 4.21) Abbreviations (APA Codes 4.22-4.30)
Quiz 4	Quotations (APA Codes 4.08, 6.01-6.09) Ref Citations in Text (APA Codes 6.11-6.21)
Quiz 5	Reference List p. 180 & (APA Codes 6.22-6.31, 7.01, 7.02) Be able to find info in sections 7.02 thru 7.11, assessed in writing
Quiz 6	Tables (APA Codes 5.01-5.19) Headings and Series (APA Codes 3.02-3.04)
Quiz 7	Capitalization (APA Codes 4.14-4.20) & Italics (4.21) Abbreviations (APA Codes 4.22-4.30) Numbers (APA Codes 4.31-4.38)
Quiz 8	Numbers (APA Codes 4.31-4.38) Statistical Copy (APA Codes 4.41-4.47) Tables (APA Codes 5.01-5.02, 5.05, 5.07-5.19)
Final Quiz	All Codes (25 questions)

Table 3

Reflection Assignment Topics

#	Topic
Reflection 1	Describe your experiences with writing. How do you perceive your writing abilities and proficiencies? What does it mean to you to be a practitioner-scholar?
Reflection 2	Describe your current job responsibilities and challenges that you manage. What are your career goals? What do you enjoy about your work?
Reflection 3	Describe your progress with learning APA style. What are you noticing about how you learn these facts? What strategies are you using to study and then apply the rules to your writing?
Reflection 4	Describe your strengths and challenges related to time management related to your academic courses.
Reflection 5	Describe your system of literature review organization and note taking. How has your system evolved over the course? What strategies will you continue to use and refine?
Reflection 7	Read your Reflection 1. Construct a reflection addressing three topics: (a) Please describe how you see yourself as a writer and scholar. How have your perceptions changed? (b) Which strategies will you adopt for reviewing literature and editing? (c) Which specific teaching strategies used in class best facilitated your learning?

Note: Reflections: 1 page min, 2 page max, 1 inch margins, 12-pt font, double spacing, name and reflection # in header of paper. Reflections are graded for levels of thought and effort, with a B at “meets expectations” level. Grammar and spelling are not graded in this assignment.

Table 4
APA Mini Lessons

Mini Lesson	APA Sections	Presenter	Class Date
Mini Lesson 1: In-text citations	6.01, 6.11, 6.12, 6.13, 6.16,	Combs	Jan 25
Mini Lesson 2: Title Pages	2.01, 2.02, 8.03	Combs	Jan 25
Mini Lesson 3: Reference Lists	6.22, 6.23, 6.25, 6.27, 6.28, 6.29, 6.30, 6.31, p. 192	Combs	Feb 1
Mini Lesson 4: Word choice: that, which, since, while. Parallel construction	3.22 3.23		Feb 8
Mini Lesson 5: Capitalization	4.14, 4.15, 4.16 (2 nd bullet, last point about theories), 4.17		Feb 22
Mini Lesson 6: Numbers	4.31 (a, d, e, f), 4.32 (a, b), 4.33, 4.35, 4.37, 4.38		Mar 1
Mini Lesson 7: Direct Quotes	6.03, 6.05, 6.06, 6.07, 6.09, 6.10		Mar 8
Mini Lesson 8: References of Technical Reports/URLS, DOI	6.31, 7.03		Mar 22
Mini Lesson 9: Abbreviations	4.22, 4.26, 4.29		Mar 29
Mini Lesson 10: Tables	5.02, 5.05, 5.06, 5.07, 5.10, 5.12, 5.17, 5.19		Apr 05

Table 5: Course Matrix:

Course Objectives	Course Activities	Performance Assessments	Standards Alignment Conceptual Framework (CF) NCATE Knowledge and Skills Proficiencies by indicator (N)
1. Utilize the process approach for academic writing	Lit Review Summaries and In-class demonstrations	Lit Review Assignments	CF1 Knowledge Base CF3 Communication N-1e, 1f
2. Apply style guide rules with at least 80% accuracy (6th edition, APA Publication Manual)	APA Workbook activities	APA Quizzes	CF1 Knowledge Base CF3 Communication N-1e, 1f
3. Understand the role and function of the literature review in educational research	Analysis of literature reviews	Reflections	CF1 Knowledge Base CF3 Communication N-1e, 1f
4. Locate and interpret primary and secondary sources—in in libraries and on the web—and learn how to judge the worth of a source	Lit Review searches, results, and reference lists	Lit Review Assignments	CF1 Knowledge Base CF 2 Technology N-1e, 1f
5. Summarize and synthesize findings of the published literature	Summary and synthesis assignments	Lit Review Assignments	CF3 Communication N-1e, 1f
6. Prepare a review of literature using focused topic sentences, coherent paragraphs, and numerous primary sources	Lit Review I and II	Lit Review Assignments	CF3 Communication N-1e, 1f
7. Describe unintentional and intentional plagiarism	Discussion and instruction on paraphrasing	Reflections	CF1 Knowledge Base N-1e, 1f, 1g
8. Identify the strengths and weaknesses in his/her writing by becoming a critical reader of writing	Editing checklists and peer editing sessions	Reflections	CF1 Knowledge Base CF3 Communication N-1e, 1f, 1g
9. Revise and reshape writing to improve ideas, organization, language use, vocabulary, and mechanics	Peer editing sessions and application of checklists	Lit Review Assignments	CF1 Knowledge Base CF3 Communication N-1e, 1f, 1g