



COURSE: EDCI 658 Process Writing
COURSE SYLLABUS: Summer I & Summer II, 2014, 10-week course

Associate Professor: Dr. Susan Szabo, Ed.D.

Office Hours: This is a totally online course; allow 24 hours for your response in virtual office to be answered.

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COURSE INFORMATION

Readings: All reading will be online articles. Some are listed below and others will be listed and found in eCollege.

Articles:

- Bassett, J. (2010). Using Picture Books to Teach Writing.
- Brownell, L. (2010). Plagiarism: Why It Happens and How to Prevent It
- Witte, S. (2010). Help Your Child Build Writing Skills.
- Willis, J. (2006). A Writing Activity to Help Students with Attention Disorder
- Willis, J. (2011). Writing and the Brain: Neuroscience Shows the Pathways to Learning

Course Description:

This doctoral level course provides opportunities for students to examine process writing research and implementation. In addition, the course focuses on enhancing the participant both as a writer and a teacher of writing. Students will be reading, researching, responding to and writing about the "most current" writing research, methodologies, and trends.

Student Learning Outcomes: Students will:

1. Use multiple formats and technologies to communicate ideas effectively.
2. Apply fundamental writing strategies such as drafting, revision and editing into their development of effective academic and professional written communication.
3. Construct well supported sustained arguments and be able to justify conclusions.

4. Read, interpret, analyze, evaluate, and critique significant and current research and trends in writing.
5. Students will demonstrate knowledge of the following:
 - Self as a Writer
 - Components of Writing
 - Process Writing Pedagogy to include but not be limited to:
 - Editing, revision, assessment, conferencing, publishing Student Work, mini-Lessons, Craft Lessons, genres of writing, and writing programs
6. Students will evaluate themselves on their progress as writers/educators/researchers/learners and set future goals.

COURSE REQUIREMENTS

1. **Discussion Responses:** You are expected to fully participate in this online Process Writing Course. The course will use discussion board to discuss and study the content required. You are also expected to post regularly and on-time throughout the semester. This is a doctoral level course and thoughtful responses are expected that reflect synthesis of readings and individual study. **Deadlines and schedule will be given each week.**
2. **Writing Assignments:** These will be explained in more detail in eCollege.
 - a. **Electronic Writing**
 - b. **Reflective Responses**
 - c. **ABCs of Writing Knowledge and Practice**
 - d. **Reading Summaries**
3. **Reflective Assignment:** You will reflect of your writing abilities during the first week, determine the type of writer you are and create a plan to move you to the next level. For example
 - a. **Writer In-progress:** You believe that you need extra work on your writing---maybe commit to daily writing, use a writing book with writing exercises, etc.
 - b. **Writer with a specific weakness:** You feel you write well but have a major area of weakness. For example, editing your own papers, so you will create an action plan to improve your editing skills.
 - c. **Confident Writer:** You feel strong a writer, so you may choose to take a written assignment from another course and turn into a manuscript to submit for publications.

At the end of the course: Reflect on how your writing as changed. Did your action plan help? What did you accomplish? What do you still want to know and/or do? What did you learn about yourself as a writer? How has your view of writing and process writing changed?

Grading Scale:

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

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- Internet connection - high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word - 2003 or 2007)
- Access to University Library site
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Professional Communications:

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.
- In interpreting others' comments, we should be fair-minded and understanding.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.

- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. Honesty

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

University Specific Procedures:

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material." (Texas A&M University -Commerce, Graduate Catalog).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148