



**EDCI 659.01W
PROFESSIONAL WRITING
COURSE SYLLABUS:
FALL 2013**

Syllabus may undergo extension/revision/refinement based on your needs as writers/researchers/learners/collaborators and discretion of professor)

Instructor: Dr. Susan Szabo, Associate Professor, Curriculum and Instruction

Office Location: Education South Room 226

Office Hours: online; or contact via e-mail for appointment

University Email Address: Susan_Szabo@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. DETERMINE ONE OF THE FOLLOWING BOOKS OR ONE OF YOUR CHOICE OF SOMETHING SIMILAR ON PROFESSIONAL WRITING. We will be differentiating what you read on the same topic to see what different authors have to say.

- a. Wepner, S. B. & Gambrell, L. B. (Eds.) (2006). *Beating the odds: Getting published in the field of literacy*. Newark, DE: International Reading Association. *Also found at Barnes and Noble (\$25.00)*
- b. Silvia, P (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association. (www.apa.org) ISBN: 978-1-59147-743-3
- c. Henson (n.d.) *Writing for professional publication: Keys to Academic and Business success*. Can be bought through Barnes and Noble Market place sellers for \$4.00-\$30.00. Do NOT buy this book new, as it is \$100.00.

2. DETERMINE ONE OF THE FOLLOWING BOOKS OR ONE OF YOUR CHOICE THAT IS SIMILAR ON GRANT WRITING. We will be differentiating what you read on the same topic to see what different authors have to say.

- a. Gajda & Tulikangas (2005). *Getting the Grant: How Educators Can write winning proposals and manage successful grants*. Association for Supervision and Curriculum Development ISBN 13:9781416601722
- b. Henson, K. T. (2004). *Grant writing in higher education: A step-by-step guide*. Boston: Pearson. Henson Paperback Barnes and Nobel \$40.00
- c. Porter, D. (2003). *Successful school grants: Fulfilling the promise of school improvement*. Pittsburg, TX: D & R Publishing.

- d. Knowles (2002). *The first-time grant writer's: Guide to success*. Corwin Press ISBN 13:9780761945369. Barnes and Noble \$28.00

3. Write a proposal for a professional conference.

COURSE DESCRIPTION

This doctoral level course has a focus on writing in the professional realm by providing multiple opportunities to write, read, and collaborate.

Topics addressed include writing for peer reviewed academic journals, writing grants, writing proposals for professional academic conferences, writing professional materials for teachers, and constructing a professional vita. A strong emphasis throughout the course will be on the development of participants as researchers and writers.

STUDENT LEARNING OUTCOMES

1. Students will seek out, read, analyze, and critique various types of professional writing.
2. Students will write and submit a professional article for publication.
3. Students will document writing and submission of a proposal for a presentation at a professional conference (local, state, regional, national, or international).
4. Students will complete a professional vita and post to e-college
5. Students will engage in grant writing.
6. Students will engage in revision/editing collaboration.
7. Students will evaluate themselves on their progress as writers/educators/researchers/learners and set future goals.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

For Week 1, you will complete the **SOT Student Orientation Tutorial** to eCollege before beginning the coursework. **Write the three most** important things you learned from the orientation and why you selected them as most important and post to the appropriate Discussion Folder in eCollege.

1. (*Outcomes 1*) 30% total grade—**Each week**, you will have reading (textbooks or professional articles) and post your reactions about the readings to eCollege. You will also respond to **at least 3 classmates'** reactions (a total of 4 responses per week). These must be, professional, thoughtful and thorough and demonstrate a growth of knowledge and an understanding of the topics/texts/readings and in professional writing. In addition, your assignments and reactions must be substantial and add to the group knowledge, thinking, and growth.
2. (*Outcome 2*) 15% of total grade--Write and submit a professional article and cover letter (see Appendix E in *APA Manual*) to a peer reviewed professional publication (see *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods* (you have online access to this through the A&M-Commerce Library)

You may write and submit by yourself **or** with a fellow doctoral student **or** with a faculty member or members. I would love to work with someone. Find out what different journals themes are and write to a theme. Use the articles we are reviewing as an example on how to write a journal article. Once you have decided if you want to work on this assignment individually or in a group, please let me know. Week 1 and 2 will be spent by you looking at upcoming themes for various journals and posting them to eCollege to share with your peers.

Your first draft is due by the 6th week so you can receive peer feedback. After receiving peer feedback (by week 9), make appropriate revisions.

Place the final revised manuscript in the Discussion folder entitled Completed Manuscript. Then go to discussion completed manuscript and write an explanation of where you are planning to submit the manuscript, and why you choose that journal. **Must be submitted after Thanksgiving (13th week).**

3. (Outcome 3) 5% of total – Students will document writing and submission of a proposal for a presentation at a professional conference (local, state, regional, national, or international). You can do this by yourself or with a fellow doctoral student or with a faculty member. It can be the same topic as your paper or different. (SERA meets in New Orleans in February 2014; TALE meets in Texas in October 2014; ALER meets in California in November 2014). This will depend on the deadlines of the required submission by the organization.
4. (Outcome 4) 5% of total – Students will complete a professional vita and post to eCollege. My vita is online as an example. Remember to start with 2013 and work backwards. **Due Date**—Post your professional curriculum vita by **10-31**.
 - Peer Responses to individual vitas **by 11-15**
 - Completed Vita **due by 11-30**
5. (Outcome 5) 15 % of total grade -- Students will engage in grant writing. You can work by yourself or with peers or with faculty member. Write and submit a grant proposal to an organization, a school district, government, etc. You can also make use of the grant writer in the Graduate Office. He can also help you locate grants. However, you will have to email him and introduction and a little write up about your interests.
6. (Outcome 6) 15 % of total grade—Students will engage in revision/editing collaboration. You will give feedback to 3 different peers on their vita, 3 different peers on their article, 3 different peers on their presentation write up and 3 different peers on their grant writing.
7. (Outcome 7) 15% of total grade--Engage in Self-Evaluation---Complete a written course evaluation/learning-understanding synthesis/summary that discusses how each course requirement (see *Course Requirements 1-6*) was met and the quality with which each requirement was completed.

In addition, you will explain/discuss/document your learning. Conclude with a summary of progress as a researcher/learner and future learning/research goals—and based on your self-evaluation--the letter grade (A, B, C, D, F) you

believe reflects your growth/work/contributions in this course. *NOTE: I will return the document to you if you do not assign yourself a letter grade.*

Grading

A (5) = All objectives met. All course requirements completed with the highest degree of quality, initiative and impact—exceptional quality. Continually demonstrated the highest degree of professionalism, dedication, responsibility, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

B (4) = All objectives met. All course requirements completed with high quality. Demonstrated highest to high degree of professionalism, dedication, and initiative in all situations including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

C (3) = All objectives met. All course requirements met with substantial to minimal degree of quality. Demonstrated a high/substantial degree of professionalism, dedication, and initiative including but not limited to class participation/interaction, responsibility, civility, attendance, and punctuality.

D (2) = 80% or more of objectives met with minimal degree of quality. May have demonstrated lapses in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

F (1)= Less than 80% of objectives met with minimal degree of quality. May have demonstrated deficiencies in professionalism, dedication, responsibility, or initiative. Areas could include but are not limited to class participation/interaction, responsibility, civility, attendance, or punctuality.

Final course grades will be determined jointly by the student and the instructor based on the student's self-evaluation, the instructor's judgment, and the following scale:

- A All requirements completed with at least a 4.25 average score
- B All requirements completed with at least a 3.25 average score
- C All requirements completed with at least a 2.25 average score
- D Some or all requirements completed with below a 2.25 average score
- F Some or all requirements completed with below a 1.25 average score

Note : Plagiarism can result in failing a course and dismissal from the doctoral program. Plagiarism is taking the ideas of others and presenting them as your own. Yes, you may share the ideas and words of another author-- if you cite them. If you use their words exactly (5 word rule), do so as a quotation and reference the page number. According to Texas A&M University-Commerce policy:

A13.04 *Effective September 1, 1996*
Supplements System Policy 13.02

1. The university will not condone plagiarism in any form. The faculty, administration, and students are expected to uphold and support the highest academic standards in this matter.

References: Prior ETSU Policies V C 1.3 and B-21 approved October 16, 1975; revised October 7, 1977 and January 19, 1990; Faculty Handbook, current revised edition.

TECHNOLOGY REQUIREMENTS

This is an online course and adequate technological resources are required. Students **must have access to email and the Internet**, either at home, work, or TAMUC campus. TAMUC provides students with free email accounts that must be accessed for information sent from the university. You must check your university e-mail account daily since that is the e-mail I will use to communicate course information to you. Conversely, A&M-Commerce spam filters will often catch yahoo, hotmail, etc, and I may not receive your communication. When you are communicating with me via e-mail, you must use either eCollege e-mail or your university account.

High speed internet access/connection, not dial-up, is highly recommended. 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).
- Your 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, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact me via email (eCollege e-mail or your university e-mail account). If you would prefer to talk, email me your phone number and a time to call.

Other Questions/Concerns: Contact the appropriate TAMUC department relating to your questions/concern. If you are unable to reach the appropriate department with

questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

You must check your leo-mail daily. I will communicate with you regarding the course via your leo-mail and Course Announcements.

The most effective way to contact me is via e-mail at Susan_Szabo@tamuc.edu or via the eCollege e-mail. I will also give you my home email address on eCollege. If you do not receive a response within 24 hours, send the message again. You may also use virtual office to ask your questions or email me your phone number and I will call you.

When posting comments online and engaging in online discussions, please remember the Core Rules of Netiquette as follows:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Remain current with posting of assignments in order to contribute to and glean maximum learning from the readings/assignments/postings/online discussions. The course calendar provides due dates by which assignments/responses to readings must be posted

In alignment with the University Procedures that all students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guide Handbook*, Policies and Procedures, Conduct), your online interactions and discussion comments should be professional—substantive and respectful. Although different viewpoints will be expected and encouraged, students should respond in a supportive and polite manner to one another. Please note: Professionalism and civility are integral for success in a course of this nature in which you are receiving and giving constructive feedback on writing. It is critical/imperative that a highly professional and civil atmosphere is maintained in all interactions. Lapses in professionalism/civility will negatively impact course grade. As in any professional environment, significant and/or confidential concerns should be communicated to the instructor in a private communication.

University Specific Procedures: Students with Disabilities: *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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

(Week 1)

- Complete the **Student Orientation Tutorial** (SOT) to eCollege. Write the three most important things you learned from the orientation and why you selected them and post to the appropriate Discussion Folder.

(Week 1 and 2)

- This is an exploration and reading time. You can use Cabell's to help you or you can use Google. You will explore various professional journals and find out about **one journal** in detail. So, we can share in your learning, please let us all know which journal you want to explore further by telling the class via Discussion folder entitled *Journal Exploration*. **Put the name of the Journal in the title bar. If someone already has that journal, then you need to find another one.** By the end of the 2nd week, go back and post in the same posting telling us about your journal which includes:
 - Peer review process--including acceptance rate
 - Circulation information--including distribution number
 - How often the journal is published
 - Publication guidelines
 - Who the audience seems to be and the types of articles the journal contains—(be brief)

- If the journal is "connected" to a professional organization--if yes--what?
- Level of professional journal you consider this to be and why (Tier I, II, III)
- Info about one article that captured your attention. Write the reference in APA format and one-two sentences summarizing the article. Then write one-two sentences telling why it captured your attention.
- Whether or not this is a journal you think you could submit something to at this point in your professional career—why or why not . . .if yes, what you could submit.
- Is it free or do you have to pay?
- Anything else you consider important

In addition—as you are exploring try and determine what constitutes a Tier I, II, or III journal? Is one better than the other? What are your thoughts?

Calendar for the rest of the course will be provided in eCollege. If you need me to phone you, please email your phone number and a time to call. Otherwise, use virtual office for questions and Discussion folders for assignments.