



## EDCI 659—PROFESSIONAL WRITING COURSE SYLLABUS: FALL 2015

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### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings:

*Textbook(s) Required:*

#### 1. CHOOSE ONE OF THE FOLLOWING BOOKS ON PROFESSIONAL WRITING

- 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](http://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. CHOOSE ONE OF THE FOLLOWING BOOKS ON GRANT WRITING.

- 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 Noble \$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

Must have access to the following::

The current Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods (you have access to Cabell's via our library databases--see <http://www.tamuc.edu/library/findinfo/> click on Find a Database A-Z—then click on Education—then Cabell's Directories—you will see

#### **Business Directories**

- **Accounting** (no access)
- **Economics & Finance** (no access)

- **Management** (no access)

- **Marketing** (no access)

## **Educational Directories**

- **Educational Curriculum & Methods**

- **Educational Psychology & Administration**

- **Educational Technology & Library Science**

## **Psychology**

- **Psychology & Psychiatry**

***You will typically be using the Educational Directories***

*The Reading Teacher*

*Journal of Adolescent and Adult Literacy*

*Reading Research Quarterly*

*Reading Today*

The above are the International Reading Association (<http://www.reading.org/>) professional journals—in order to join as a student member go to: [http://marketplace.reading.org/memberships/IRA\\_Membership\\_Main.cfm](http://marketplace.reading.org/memberships/IRA_Membership_Main.cfm) and click on the student membership/subscription form

*Literacy Research and Instruction-*

*ALER Yearbook—I will provide samples.*

*The above are the Association of Literacy Educators and Researchers (formerly College Reading Association) (<http://www.aleronline.org/>) professional publications—in order to join as a student member go to: <http://www.aleronline.org/membership.html>*

*Journal of Literacy Research*

*NRC Yearbook*

*The above are the National Reading Conference (<http://www.nrconline.org/>) professional publications—in order to join as a student member go to <https://www.nrconline.org/join.taf>*

Professional journals other than the ones listed above that address professional topics that you are interested in and could write about. NOTE: **They must be peer reviewed.**

*Optional:*

Browning, B. A. (2004). *Grant writing for educators*. Bloomington, IN: Solution Tree.

### **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, writing for the popular press, 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 and opportunities for professional writing and post reactions online and respond to classmates reactions.
2. Students will set individual professional goals as writers/educators/researchers/learners and demonstrate growth toward the achievement of those goals. Students will demonstrate knowledge of the following:
  - Various types of professional writing.
  - Ways to communicate important ideas
  - An understanding of the publication process
  - Ways to select appropriate venues for submission of their writing
  - Self-evaluative and revision strategies that will allow them to monitor and enhance their professional growth as authors/writers.
  - Conferencing/collaborative skills
3. Students will write and submit a professional article for publication.
4. Students will document writing and submission of a proposal for a presentation at a professional conference (local, state, regional, national, or international).
5. Students will complete a professional vita and post to e-college
6. Students will engage in grant writing.
7. Students will engage in revision/editing collaboration.
8. Students will evaluate themselves on their progress as writers/educators/researchers/learners and set future goals.

<b>COURSE REQUIREMENTS</b>
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### **Instructional/Methods /Activities Assessments**

1. (*Outcomes 1 and 2*) 15 % of total grade--Check web/leo e-mail each day for information concerning various readings and assignments to extend/support learning. Log in for the course is <https://online.tamuc.edu/>

*Complete the **SOT Student Orientation Tutorial** to eCollege before beginning course. 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 Group.*

Post assignments and reactions to topics/texts to appropriate Discussion Groups by due date. These will be viewed by the entire class. These must be on time, 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.

You will receive periodic updates/learning plans which will provide additional information concerning assignments/requirements/ opportunities and an opportunity for you to reflect/self

assess your participation/learning. **In addition, you will be required to submit periodic progress/self evaluation reports addressing course requirements including, but not limited to, punctuality, attendance, professionalism and civility.** These will provide valuable documentation for Course Requirement #9.

*Due Date—Ongoing throughout semester—Check Course Calendar, Week information, leo-mail, and e-college course announcements for readings and specific assignments and due dates for postings*

2. *(Outcomes 1 and 2) 10% of total grade--Posting of responses to class members' postings of assignments and reactions to readings and topics/texts (see Course Requirement #1 above). (You must post a minimum of four responses to peers per week—be sure that you respond to different people each time in a professional, thoughtful and complete manner) Due Date—Ongoing throughout semester)*
3. *(Outcome 3) 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. More information will be provided regarding this course requirement.

*Due Date—see Course Calendar*

4. *(Outcome 4) 5% of total grade—Documentation and sharing of submission of proposal for presentation at a professional conference. This may be done individually or collaboratively. (Note: \* does not apply to this Course Requirement.)*

*Due Date— see Course Calendar*

5. *(Outcome 5) 5% of total grade--Develop your professional vita and post.*

*Due Date— see Course Calendar*

6. *(Outcome 6) 15 % of total grade*

Option A—Write and submit a grant proposal; 15% of total grade

Option B—10% of total grade--Write a draft of a grant proposal;

5% of total grade --Explore the options/opportunities and write a piece for the popular press (magazine, newspaper, etc.)

*Due Date— see Course Calendar*

7. (*Outcome 7*) 15 % of total grade--Become part of and actively participate in peer, whole class and triad Response/Revision/Editing. This is actively engaging in receiving feedback on your writing and giving feedback to the writing of others. You will conference with triads, and at times the entire class throughout the semester and participate in response, revision and editing. In addition, you will complete a self-evaluation and peer evaluation of participation/contribution/learning for Triad, and Class Response/Revision/Editing. You will receive additional information concerning both the formation and process of the Response/Revision/Editing triads and on the class response, revision, and editing process.--Due Date—Ongoing Throughout Semester
  
8. (*Outcome 8*) 10% of total grade—As it states on the back cover of Wepner, S. B. & Gambrell, L. B. (Eds.) (2006). *Beating the odds: Getting published in the field of literacy*. Newark, DE: International Reading Association. --“Writing for publication isn’t easy, but getting published is an essential part of your professional development.” During this course you will engage in a variety of types of writing with the intent of “getting published” (or “getting funded” in the case of grants—or “getting hired” in the case of your professional vita). Based on your professional needs and decisions, each of the course requirements will not require the same amount of effort for each one of you. Some of you may decide to write and submit a complex grant for large funding, some a simpler grant for smaller funding, some may submit a lengthy and complex manuscript to a professional journal, some may collaboratively write a shorter manuscript, some of you may not have previously submitted a proposal to a professional conference and the process may require more time and effort—and the options go on and on. This is your opportunity to distribute or add the 10% to the course requirement that you completed at the highest level of quality. Add the percentage to the appropriate Course Requirement—and document why you added them to the course requirement.
  
9. (*Outcome 8*) 10% 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 1-9*) was met and the quality with which each requirement was completed. In addition, you will explain/discuss/document your learning. You will receive additional information concerning the format of this self-evaluation/learning-understanding/synthesis/summary. 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.

(Note: An assignment can be submitted to only one instructor to meet the requirements in one course. In other words, NO DOUBLE DIPPING!!! (\*exception—Course Requirement #6 )

*Due Date— see Course Calendar*

## **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:**

**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:

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 TAMU-C campus. TAMU-C 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](mailto: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 your instructor via email (eCollege e-mail or your university e-mail account), via phone at 903-886-5160, or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C 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 [jennifer.sennette@tamuc.edu](mailto:jennifer.sennette@tamuc.edu) or via the eCollege e-mail. If you do not receive a response within 36 hours, send the message again.

The most effective way to contact me is via e-mail at [jennifer.sennette@tamuc.edu](mailto:jennifer.sennette@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.

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. You may post any time before the due date. Please note . . . It is critical . . . and a professional courtesy to your classmates that you post by the due date in order for you and your classmates to have an opportunity to respond to/interact with/learn from your input/thinking/contribution. Therefore, any postings after the due date/time will be considered late and will negatively impact course grade [1 point per day based on 5 point scale (see grading scale at end of syllabus)].**

This includes participation in online class discussion and participation –Various forms of responses to readings will be explored. If you must miss an on-line class or log-in late due to a professional responsibility and know ahead of time, discuss this via e-mail with the instructor prior to the class to create a make-up plan. If you must miss a class or arrive late due to an unforeseen excused absence or professional responsibility, email the professor as soon as possible, then e-mail your professor a written plan for make-up work within three days of the missed class. You must interact via e-mail with your professor concerning your plan and gain her approval to receive make-up credit. Each unexcused absence—or excused absence without a written plan for make-up work and completion of the plan--will lower final average scores. Each unexcused late log-in—or excused late log-in without a written plan for make-up work and completion of the plan--will lower average scores. For a definition of an excused absence/late arrival, please see the Texas A&M University Catalog.

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:

#### *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**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

*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*).

The calendar for the course is provided in eCollege.