

COURSE SYLLABUS

**SCHOOL OF EDUCATION
GRADUATE EDUCATION**

EDUC 919: PROFESSIONAL WRITING & RESEARCH

COURSE DESCRIPTION

This course is an overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

RATIONALE

This course is designed to help doctoral students master the writing of a proposal for a dissertation, along with gaining an understanding of writing for publication.

PREREQUISITES

EDUC 715

EDUC 817

Completion of at least 42 hours of doctoral level coursework.

EDUC 970 (COMPREHENSIVE EXAM)

Students enrolled in EDUC 919 must also be enrolled in the corresponding section of EDUC 970. In order to pass EDUC 970, students must complete all assignments and receive a B- or higher in EDUC 919.

REQUIRED TEXTS

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, California: *Sage Publications, Inc.* ISBN: 978-1-4129-1607-3.

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (Eds.) (2014). *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: *Rowman & Littlefield Education*.

Publication Manual of the American Psychological Association (6th Ed). (2001). Washington, DC: American Psychological Association.

Course texts from EDUC 812, EDUC 715 and EDUC 817

Primary source texts related to selected research design and analysis for dissertation

RECOMMENDED TEXTS

Belcher, W.L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, California: Sage Publications, Inc.

Davis, G. B. & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barron's Educational Series. ISBN: 0-8120-9800-5

Galvan, J. S. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th ed.). Glendale, CA: Pyczak Publishing. ISBN: 1-884585-86-8

Patton, M. (2015). *Qualitative research & evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with audio and graphics card, software, and hardware
- B. Internet access (broadband recommended)
- C. Adobe Reader
- D. Flash Player
- E. SharePoint Access
- F. Microsoft Office. Microsoft Office is available at a special discount to LU students.) All documents posted and submitted must be in Microsoft Word unless otherwise specified. Please note that no Microsoft Works documents will be accepted.
- G. ILRC Resources, specifically primary source texts related to your research design and analysis.
- H. Electronic recording device
- I. LiveText membership (see www.LiveText.com): This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the School of Education. ISBN: 9780979663567.

MEASURABLE LEARNING OUTCOMES

The student will be able to:

- A. Identify the steps in the dissertation process for Liberty University SOE.
- B. Describe the primary components of the dissertation manuscript.
- C. Compile a literature review binder with articles on a topic related to your dissertation interest.
- D. Write a literature review, demonstrating scholarly writing skills including acumen, clarity, and conciseness, on a topic related to your dissertation interest.
- E. Describe the procedures for submitting a research article to a professional journal and submit a literature review for publication in a peer reviewed journal.
- F. Develop and write a research plan that addresses a “gap” in the educational literature.

COURSE REQUIREMENTS AND ASSIGNMENTS

PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.

Readings and Instructor Material

The candidate will complete assigned and self- directed readings and view corresponding instructor material. Aside from the required chapter readings from *Navigating the Doctoral Journey: A Handbook of Strategies for Success*, this is primarily a self-directed reading and research course, so students are responsible for choosing readings that correspond with their research interests and research design.

Blackboard Introduction

The candidate will post a picture and brief personal biography introducing himself/herself to the class and instructor. The introduction paragraph should be followed by a brief purpose statement (using the quantitative/qualitative template provided) reflecting the candidate's current research plan and topic.

Plagiarism Awareness Quiz

The candidate will review the Liberty University Academic Honesty Policy and the APA Manual's plagiarism policy to ensure understanding of plagiarism. The candidate will acknowledge his/her understanding of plagiarism and the consequences of plagiarism in the dissertation process via a Blackboard quiz.

Institutional Review Board (IRB) Quiz

The candidate will review Liberty University's IRB website to ensure understanding of IRB guidelines for gaining approval to conduct research with human subjects. The candidate will acknowledge his/her understanding of IRB guidelines and procedures via a Blackboard quiz.

Literature Quiz

The candidate will complete an instructor created lesson on differentiating among different types of literature and complete a multiple choice quiz to demonstrate understanding of the content. The presentation will be viewed and the quiz taken via a link provided.

Literature Binder

The candidate will develop a 3-ring binder of literature resources divided into four sections: the literature review and meta-analysis section, the research section, the theoretical section, and the dissertation section. Students will identify resources, read the resources, and complete review forms for each resource.

Professional Publication (Literature Review)

You will develop a review of the literature on your intended dissertation topic that synthesizes the existing and related literature in order to identify the current state of knowledge on the topic. The review should conclude with a clearly articulated and supported argument for the need for the intended study. The manuscript should be between 15 – 20 pages in length and be appropriate for publication in a peer reviewed journal that publishes research reviews. The manuscript should be written following the most current APA style and align with the rubric provided in the Assignment Appendix.

Participation

Candidate attendance and participation in each class session is vital for learning, and collegial collaboration is a significant portion of the intensive learning process. Candidates are expected to

arrive on time, attend entire class meetings, and actively participate in discussions and demonstration activities. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in a reduction of participation points and can negatively affect the final grade. Please do not assume that silence means consent and that the points for participation do not have to be earned. Lack of respect for the instructor or fellow classmates in any manner will also result in a reduction of participation points and can negatively affect your final grade. Furthermore, candidates are expected to actively participate in all evening workgroups, complete evening assignments, and submit assignments. Candidates are expected to check Blackboard daily during the intensive. Computers are encouraged in class; however, the inappropriate use of technology and other disruptive behaviors will not be tolerated in class. Candidates who engage in misconduct are subject to the penalties and process outlined in the *Liberty Way*. Disruption will result in loss of participation points.

Research Plan Presentation

The candidate will develop a research plan for a qualitative research study and present and defend their plan in class. Candidates will deliver a 30 minute presentation in accordance with the Research Plan Presentation form that clearly articulates their rationale and methodology for a qualitative research study addressing their dissertation interest.

Dispositions Self-Assessment

The candidate will reflect on his/her performance in this class by completing the Dispositions Self-Assessment template in LiveText by writing one complete paragraph per disposition detailing how he/she demonstrated each of the following in this course: social responsibility, commitment/work ethic, reflection, integrity, and professionalism.

Research Design Quiz

In order to be successful in this class and in the dissertation phase of their degree, candidates need to have a strong understanding of research design and analysis. Candidates will need to demonstrate knowledge of research design and analysis by taking an open-book and open-notes quiz covering concepts addressed in previous qualitative research design and analysis courses. Qualitative questions are drawn from *Qualitative Inquiry & Research Design* (Creswell, 2013).

Research Plan (and Research Plan Peer Review)

The candidate will develop a research plan outlining a qualitative research study that they plan to use for their dissertation. The research plan should follow the qualitative prospectus template found on the Dissertation Guide website. The plan should be written following the most current APA style and incorporate the feedback received during the Research Plan presentation. Prior to final submission, candidates must have one peer in the course review their manuscript for APA and one for research design/ analysis. Using the provided peer review form and Microsoft Word track changes feature, candidates will have their manuscripts critiqued and they will also critique one peer's manuscript. Each candidate will submit their manuscript and the two critiques.

See the Assignment Appendix in Blackboard under “Assignments” for complete assignment descriptions and grading criteria.

COURSE GRADING

Assignment	Points	Where
Introduction	25	BB
Plagiarism Awareness Quiz	10	BB
IRB Quiz	10	BB
Literature Quiz	10	BB
Professional Publication (Lit Review)	100	BB
Literature Binder	100	Class
Research Plan Presentation	100	Class
Participation	25	Class
Dispositions Self-Assessment	20	LT
Research Design Quiz	150	BB
Research Plan Peer Review	2 x 25	Email BB
Research Plan	400	SP BB, LT
Total	1000	

SP = Sharepoint; BB = Blackboard; LT = LiveText

Chapter Readings from *Navigating the Doctoral Journey: A Handbook of Strategies for Success*

Grading Scale

A	960	-	1000
A-	940	-	959
B+	920	-	939
B	890	-	919
B-	870	-	889
C+	850	-	869
C	820	-	849
C-	800	-	819
D+	780	-	799
D	750	-	779
D-	730	-	749
F	729 and below		

Additional Grading Policies

Live Text (LT) and Sharepoint (SP)

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Bb and/or Sharepoint, including those submitted to SafeAssign.

Late Assignments

Late assignments will only be accepted with prior approval from the instructor. You are to notify the instructor **by email** of any delay in assignment submissions and request an extension, either **before or the day** that the assignment is due. If notification of delayed submission is not **before or the day** that the assignment is due, the assignment will not be accepted. Assignments that are granted an extension will be scored with a 10% deduction daily. Assignments submitted more than one week after the due date will be given a zero. No assignments will be accepted after the last day of the course (when the last assignment is due). No Incompletes (I) due to a student's inability to meet the required work for this course will be given in this course. The instructor may offer the chance to resubmit an assignment; however, a 20% point deduction will be given.

ATTENDANCE POLICIES

There is a stringent attendance policy for intensives. Candidates are required to be in attendance and actively participate every day, all day during the intensive. Any missed classes will automatically result in final course grade of an "F." After a five minute grace period, students will lose 25 points per half hour for tardiness. This course is called an 'intensive' to depict its rigorous nature. Candidates must plan travel to take into account possible delays. It is also advisable to reschedule the course in the event of illness.

OTHER POLICIES

Academic Misconduct

Academic misconduct is strictly prohibited. Plagiarism will result in expulsion from the program, failing the course, and/or implementation of an intervention plan. Please see the APA manual for information about plagiarism and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See <http://www.liberty.edu/media/2030/Writing%20With%20Integrity.ppt> for detailed information regarding the plagiarism policies of Liberty University. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

Disability Statement

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (e.g., quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

Drop/Add Policy

Consult the Graduate Catalog for drop/add policies.

Dress Code

Students are expected to maintain a neat, professional appearance while in class.

CLASSROOM POLICIES

E-mail

Liberty University gives each student an email address. Many students use other email addresses as their preferred address. However, all students need to know that the University and instructor, when sending personal information or general information, will only utilize a student's university address. Therefore, students are responsible to regularly check for messages at their university e-mail. Additionally, students sending e-mail to the instructor should label it in the following manner: Course, last name, first name (i.e., EDUC919_Doe_John).

File Format

Assignments should all be Microsoft Word documents (.doc or .docx).

Safeguards

Back up work constantly!!!! If work is 'electronically lost,' candidates are responsible for resubmitting the assignment, and if applicable, accepting the associated late penalty as stated under "Late Assignments" above.