

EDF 801 Writing for Research Summer 2007

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College of Education and Human Development Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Course Description

This course is designed to prepare the doctoral student for the conduct of scholarly inquiry and writing. Topics include refining writing style, avoiding plagiarism, adhering to APA style, conducting literature reviews, and critiquing. It is expected that students will have knowledge of and skills in the use of computer applications, research and statistics, and information literacy.

Course Objectives

The student will be able to:

1. Demonstrate an effective writing style at a level commensurate with advanced graduate study that conforms to APA formatting.
2. Demonstrate responsibility, accountability, ethical consciousness, and adherence to legal, professional and educational standards consistent with advanced graduate study, and specifically in scholarly inquiry and writing for research.
3. Analyze writing requirements of various types of scholarly texts.
4. Demonstrate competence in searching, reading, interpreting, analyzing, appraising, integrating, and synthesizing research
5. Generate implications for future research, theory and practice through analysis of empirical, theoretical, critical/analytic, and methodological literature.

Text and Recommended Materials

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

American Psychological Association. (2001). *Mastering APA style: Student's workbook and training guide*. Washington, DC: Author.

Any graduate level research textbook (for references purposes)

Assignments

Assignments	Percent of Grade	Comments
APA Style Assignments	20	
Information retrieval	10	
Research Paper:	70	
Reference list		
Draft 1		
Draft 2		
Draft 3		
Peer Review		
Final Draft		

Late assignments will be subject to the loss of 10% of the possible points for each day the assignment is late. The deadlines for electronically submitted assignments is midnight of the scheduled due date.

The professor will attempt to remind the class of deadlines for upcoming assignments. However, **you are responsible for being aware of deadlines and should inquire, before the last minute, about any assignment that is unclear.**

COMPLETE ASSIGNMENTS EARLY (ESPECIALLY YOUR PAPER) AND KEEP EXTRA COPIES. SAVE YOUR WORK ON ONE OR MORE BACK-UP DISKS. EXCUSES ABOUT MALFUNCTIONING PRINTERS, CRASHED HARD-DRIVES, INTERNET PROVIDERS BEING DOWN, ETC. ARE THE NEW ADOG ATE MY HOMEWORK@ AND DO NOT MERIT EXTRA TIME TO COMPLETE ASSIGNMENTS.

Attendance

Attendance is crucial for an understanding of the material that will be on exams and for maintaining active participation in the class. As a graduate student enrolled in this class, **you are expected to be present and on time for each class meeting.** As such, attendance is not included in the final grade for this class. **However, habitual absences and/or tardiness may affect decisions concerning the acceptance of late assignments as well as the final grade. If you are unable to attend class, it is your responsibility to obtain the information concerning the lectures as well as assignments, etc. that are due for the next class meeting.**

IF YOU ARE UNABLE TO ATTEND CLASS, YOU ARE STILL RESPONSIBLE FOR SUBMITTING YOUR ASSIGNMENTS BY THE POSTED DUE DATE.

Grading Policy

A	(100% -90%)
B	(89% - 80%)
C	(79% - 70%)
D	(69% - 60%)
F	(59% and below)

The following statement concerning the grade of AI@ or incomplete appears in the general catalogue for Southeastern Louisiana University:

... grade of I means “incomplete” and is given when the student’s work to date in the course is of passing quality and the student has completed substantially all of the course requirements, but, due to circumstances beyond the student’s control, an exam or other course requirement is missing. I grades should not be assigned unless the faculty member has knowledge of the exact circumstances (e.g., prolonged illness, accident, etc.) and believes the student can make up the work in the required time frame. The deficiency must be met by the last day of late registration of the next regular semester or summer term unless extended by the student’s academic dean. I grades are removed only by completion of the course work, not by repeating the course. I grades are computed as F grades until changed to a final grade. I grades that are not resolved by the deadline and have not been extended by the dean will be changed to a grade of F (or U if appropriate) at the conclusion of late registration. The extension of I grades may be for a maximum of 12 months. After an extension of twelve months following the time it was assigned, the I grade will be changed to an F (or U if appropriate).

The grade of incomplete is reserved for extreme circumstances and will not be used as a means for providing additional time tom complete unfinished assignments.

Academic Honesty

The use of unauthorized material, attempting to benefit from the work of another student, and similar behavior defeats the intent of classwork and is unacceptable to the University. Cheating on assignments, plagiarism, improper acknowledgment of sources in papers, and the use of a single paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action.

Disciplinary action may include but is not limited to the assignment of a lower grade or F (zero) to the test, paper, or assignment, or in the case of a serious violation, a lower grade or F for the course.

Classroom Behavior

As a graduate student, you are expected to conduct yourself in a manner that promotes a positive learning environment for all students in the class. Behaviors such as conversing with other students during lectures, habitual tardiness, etc. are considered unacceptable.

Email Policy

Beginning January 1, 2003, e-mail became an official form of communication at the University. **All e-mail communication MUST be sent through your official university e-mail address.**

Disabilities and Accommodations

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Best, J. W., & Kahn, J. V. (1998). *Research in education* (8th ed.). Boston: Allyn and Bacon.
- Crowl, T. K. (1996). *Fundamentals of educational research* (2nd ed.). Dubuque, IA: Brown and Benchmark.
- Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education* (3rd ed.). New York: McGraw-Hill.
- Gay, L. R. (1996). *Educational research: Competencies for analysis and application* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- McMillan, J. H. (2000). *Educational research: Fundamentals for the consumer* (3rd ed.). New York: Longman.