Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 01/12/2015  □ New course  □ Temporary course  □ Drop service course
(effective date cannot be retroactive)  □ There is a course fee associated with this course (see instructions)

□ Variable credit ____________________  □ Repeat credit (cumulative maximum ______ hours)
□ Increase credit (former credit ______)  □ Lecture-lab ratio (former ratio ________)
□ Number (former number ____________)  □ Prefix (former prefix ________________)
□ Crosslisting (between WSU departments)  □ Cooperative listing (UI prefix and number _________)
(Must have both departmental signatures)  taught by: WSU □  UI □  jointly taught □
□ Conjoint listing (400/500)  □ S, F grading
□ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
□ Request to meet GER in _________ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement
□ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)
□ Other (please list request) __________________________________________________________________________

TCH_LRN  582  Scholarly Writing
course prefix  course no.  title

3 3 3 3 3  Admission to graduate school or permission of instructor
credit  lecture hrs  lab hrs  studio hrs  prerequisite
per week  per week  per week

Description (20 words or less)  Interdisciplinary
Support graduate students to write publication-quality manuscripts

Instructor: Kelly Puzio  Phone number: 335-6842  Email: kelly.puzio@wsu.edu
Contact: Julie Killinger  Phone number: 335-7296  Email: juliek@wsu.edu
Campus Zip Code: 2132

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in
  Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair/date  4/24/14  Dean/date  4/28/14  General Education Com/date
Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided
for each impacted unit and college.
TCH LRN 582 Scholarly Writing

TCH LRN 582 Scholarly Writing responds to the call from both faculty and graduate students to provide individualized and intensive academic instruction for dissertation, thesis and publication writing. Success in doctoral and master’s programs depends on a professional level of disciplinary writing. To be successful in publishing their scholarship, the goal of this course is to focus students’ attention on the textual and linguistic features of scholarship. The rationale is that raising awareness of writing genres provides usable models that students can employ in their own academic writing. Students will read common and disciplinary readings, analyze specific writing features, model these features in their own writing, and give/receive peer feedback (for which they are prepared). This course provides valuable skills that are generalizable to a variety of written products as part of students’ coursework, theses/dissertations and publications. It is offered through the Language, Literacy and Technology PhD program and open to master’s and doctoral students in the College of Education (priority enrollment) as well as students outside of the College.
T & L 582
Scholarly Writing
3 credits
Spring 2015
Thursdays, 1:10 – 4pm
Education Addition 112
https://523puzio.pbworks.com

Instructor: Kelly Puzio, PhD
Office: Cleveland 329
Phone: 335-6386
E-mail: kelly.puzio@wsu.edu
Office Hours: Thursdays, 12-1pm and by appointment

The College of Education contributes to the theory and practice of the broad field of education, dedicating itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Required Texts:

Supplementary Electronic Resources:
- Supplement to Creswell: http://www.sagepub.com/creswellrd4e/
- Purdue Online Writing Lab: https://owl.english.purdue.edu/sitemap/

Suggested Texts:
**Purpose:**
The purpose of this class is to support graduate students to produce dissertation- and publication-quality manuscripts. Specifically, this course will guide graduate students through each section of a manuscript (e.g., introduction, literature review, methods) and explain the language, structure, and critical features of each section. Students will choose their own writing project. This manuscript could be an empirical research article, a review of empirical or theoretical literature, or a manuscript for another course (with that instructor’s permission). Individuals will be at different stages in their academic writing, and the instructor will make every effort to negotiate realistic goals with each participant.

Academics never stop working on their writing. Of course, the quality of ideas is important, but the ability to communicate them clearly and persuasively is fundamental to academic success. The genres of academic writing are a little different from those that many of us encountered in high school and college. Academic writing challenges you to present an argument that is complex because it integrates information from diverse sources (which are often conflicting). There is no magic bullet for learning how to do this with grace and style; like most skills, academic writing is learned via practice, reflection, feedback, and more practice!

The earlier and more consistently you attack the challenges of academic writing, the faster you will develop expertise. It is very easy to avoid writing regularly! (A thousand other agendas that will pay off more quickly are always calling on your time!) However, avoidance is the road to ruin (and the failure to finish your dissertation or achieve tenure), and it is valuable to set habits early that support regularity and persistence in writing.

At the end of this course, students will be able to:

1. Write within an academic genre following the conventions of their discipline (e.g., APA).
2. Develop habits of academic writing.
3. Synthesize diverse literature within their chosen discipline.
4. Provide constructive feedback to peers.
5. Use constructive feedback to improve their writing.
6. Present scholarship to their peers.

This will be evaluated by:

- Manuscript drafts; final manuscript
- Manuscript drafts; final manuscript; writing blog
- Manuscript drafts; final manuscript
- Writing blog; peer review
- Final manuscript
- Presentation

**Program Learning Outcomes**
This course aligns to the following Graduate Program Outcomes:

1. Doctoral Program Outcome #1: Program graduate locates, analyzes, and synthesizes research literature, and applies that synthesis to problems of practice
2. Doctoral Program Outcome #2: Program graduate effectively communicates scholarly work through written, oral, and/or alternate formats

**Assignments:**
To prepare for class, students will need to read assigned texts and complete the assigned activities. Unless otherwise arranged with the instructor beforehand, late assignments will not be accepted. All writing assignments should be submitted the night before class (e.g., Wednesday midnight).
**Students with Disabilities:**
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. [http://accesscenter.wsu.edu, Access.Center@wsu.edu](http://accesscenter.wsu.edu, Access.Center@wsu.edu)

**Academic Integrity:**
Students are encouraged to work with classmates on assignments. However, each student must turn in original work. No copying will be accepted. Students who violate WSU’s Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions. Additional information for students can be found on the Academic Integrity website: [http://academicintegrity.wsu.edu/students/](http://academicintegrity.wsu.edu/students/)

**Safety and Emergency Notification:**
Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan [http://safetyplan.wsu.edu/](http://safetyplan.wsu.edu/) and visit the Office of Emergency Management web site [http://oem.wsu.edu/](http://oem.wsu.edu/) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

**Grading:**
Your final grade will be composed of five parts:

**Attendance & Participation** (25 points): Your participation is vital in this course. A learning community is one where people learn with and from each other through dialogue, presentation, listening, and debate. While not exhaustive, high-quality participation has the following dimensions:

- **Sharing** thoughtful insights (e.g., “I think that …”);
- **Acknowledging** the contributions of others (e.g., “Deb, that’s a really good comment!”);
- **Connecting** comments and contributions to each other (e.g., “that connects with what Eric said earlier today”);
- **Questioning** others (e.g., “I hear what you are saying, Dana.” “Can you say more about why you think that?”);
- **Remembering** how this topic relates to previously studied concepts or texts (e.g., “this conversation reminds me of what Martha said last week about…”);
- **Listening** attentively and respectfully.

Students who regularly come late to class, fail to participate well, or seem preoccupied with
other things on their computer (e.g., email, Facebook) will have a reduced participation grade. Based on the instructor’s assessment of your participation and involvement in the course, your participation will be judged as exemplary (25-20 points), above average (20-15 points), average (15-10 points), or below average (10-0 points).

Please notify the instructor if you will be absent from class. If you have two unexcused absences, your end of term grade will be reduced by a full mark (A→B). Each additional unexcused absence will reduce your grade another full mark.

**Writer’s Blog** (25 points): To support a shared and enhanced understanding of course texts, you will maintain a writing blog. Based on the course texts, what stood out to you? What did you learn? What did you find odd or difficult? The more honest and practical that you are, the more useful this will be. Please incorporate hyperlinks (to other websites and other student blogs), images, sound (e.g., music, podcasts), and video. Your blog is **due by midnight Tuesday**. You can miss one blog post. If you miss more than one blog, your blogging grade will be reduced by 5 points. In addition, **before class begins on Thursday**, read and respond to at least five blogs.

**Publishable Manuscript** (100 points): Over the course of the semester, you will develop and refine a publishable manuscript. We will read a variety of different resources to help you understand how to do this well.

1. **1st Draft** (30 points): This manuscript should be at least 90% complete. For example, you might have a section in outline rather than narrative text. This manuscript should be 12-15 pages in length and follow APA standards.
2. **2nd Draft** (30 points): In your second draft, you will incorporate feedback from your peers and instructor. This manuscript should be 100% complete (14-18 pages in length).
3. **Final Draft** (40 points): Incorporating feedback from your peers and instructor, you will submit an expanded, final version of your manuscript. 15-20 pages.

**Peer Feedback** (25 points): After you submit your 1st and 2nd drafts, you will provide constructive and actionable feedback to your peers.

**Presentation** (25 points): At the end of the course, you will present your manuscript to the class. In your presentation, you should incorporate some form of visual guide (e.g., Prezi, PowerPoint).

Your **final letter grade** will be based on the following index: A 100-95%; A- 94-92%; B+ 91-89%; B 88-86%; B- 85-83%; C+ 82-80%; C 79-77%; C- 76-74%; D+ 73-70%; D 69-66%; F below 65%
# Course Schedule

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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments /Tasks</th>
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| 1    | Course overview  
• Getting to know each other  
• Outlining the language, purpose, and features of academic writing  
• Sharing our writing projects | | |
| 2    | Before you write  
• Choosing a topic  
• Identifying conversants  
• Using exemplars & outlines  
• Using reference tools (e.g., Zotero, EndNote, Noodle Tools) | Huff, Ch. 3-5, 7 | |
| 3    | Introduction  
• Stating a problem  
• Identifying a purpose  
• Locating your audience | Creswell, Ch. 5 & 6  
Huff, Ch. 8 | Draft introduction (1 page) |
| 4    | Literature Review I  
• Searching for literature  
• Talking about previous research  
• Analyzing literature  
• Presenting definitions | Galvan, Ch. 3, 5-7 | |
| 5    | Literature Review II  
• Theory in qualitative research  
• Theory in quantitative research | Creswell, Ch. 3  
Boote & Beile, 2005 | |
| 6    | Literature Review III  
• Identifying deficiencies of prior research  
• Synthesizing literature | Creswell, Ch. 2  
Galvan, Ch. 8 | Draft literature review (3-4 pages) |
| 7    | Providing Constructive Feedback  
• Actionable feedback  
• Conceptual feedback  
• Grammatical & style feedback | [AERA standards for reporting research](#)  
[Reading Research Quarterly, Reviewer Guidelines](#) | |
| 8    | Research Questions  
• Linking to theoretical framework & paradigm  
• Developing questions reflecting study’s purpose  
• Using precise language | Creswell, Ch. 7 | Draft research questions |
| 9    | Research Methods  
• Describing the context  
• Describing participants | Creswell, Ch. 8  
Student selected article | |
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| 10   | Research Methods II | • Describing your data  
• Describing your analysis  
• Stating limitations | • Creswell, Ch. 9  
• Student selected article | • Draft research methods (2 pages) |
| 11   | Results | • Organizing the evidence  
• Providing thick descriptions/anecdotes  
• Using effective charts and tables  
• Discussing results  
• Using appendices | • Read a qualitative or quantitative study published in a top tier journal (TBD) | • Outline due |
| 12   | Discussion and implications | • Avoiding overstatements  
• Addressing the right audience  
• Applying the theoretical framework  
• Writing implications for practice, policy, and future research | • Huff, Ch. 8 | • Submit 1st draft (12-15 pages) |
| 13   | Preparing Manuscripts for Publication | • Revising your draft  
• Composing your title page, abstract, keywords  
• Formatting your references | • APA Selections  
• Huff, Ch. 6 & 10  
• Reading Research Quarterly, Author Guidelines | • Provide written feedback to two classmates |
| 14   | Incorporating Feedback | • Concentrating on ideas  
• Seeking clarification & help  
• Incorporating new citations  
• Writing a response letter | • Galvan, Ch. 12 & 13  
• Huff, Ch. 11 | • Submit 2nd draft (14-18 pages) |
| 15   | Course wrap up | • Presenting to your peers | • Provide written feedback to two classmates  
• Presentation to peers | • Final draft due (16-20 pages) by midnight |
References


