

Argosy University
COURSE SYLLABUS

W7000

Advanced Academic Study and Writing
Fall I 2011

Faculty Information

Faculty Name: Dr Scott Griffith

Campus: San Francisco-Bay Area

Contact Information: slgriffith@argosy.edu

Meeting dates: Sept 10-11 October 8-9

This blended class will meet for 4 days from 9:00 am to 6:00pm

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Course description:

This foundational doctoral course is designed to develop students' critical thinking and academic writing competencies. Students engage in learning activities to become better readers of academic texts, to understand the process of academic writing, and to become proficient in various academic writing genres. Emphasis is placed on examining connections between various academic writing genres, refreshing APA style guidelines, and understanding the dissertation process. Students develop a scholar-practitioner perspective through reading, writing, and reflection within their specific discipline and program. Students will be evaluated on their writing skills in this course. Providing students the competencies to navigate and successfully complete their doctoral programs and dissertations is the primary goal of this course.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Session I (7.5 week courses): 10/10/11

Fall Session II (7.5 week courses): 11/30/11

Fall Full Term (15 week courses): 11/14/11

Course Pre-requisites: None

Required Textbooks:

IMPORTANT: You are not required to purchase the textbooks for this course. Your textbooks will be available as an electronic book within your fully online or blended course on the eCollege platform.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications. ISBN: 978-1-4129-6557-6

Fink, A. (2009). *Conducting research literature reviews: From the internet to paper* (3rd ed). Sage Publications. ISBN: 978-1412971898

IMPORTANT: You are required to purchase the APA Manual (6th edition). Please access the MBS website to purchase a print version.

Publication manual of the American Psychological Association: University Approved Edition

Technology Requirements: Word 2007 or newer

Course length: 7.5

Contact Hours: 45 Hours

Credit Value: 3.0

University Communication Outcome:

Students as scholar-practitioners develop skills in communication and informational literacy by:

1. Presenting oral or written information that is clear, concise, organized, and well supported in a professional manner using media and technology appropriate to the disciplinary context and audience.
2. Exhibiting interpersonal communication skills in gauging organizational climate, assessing perception, and facilitating systemic processes to promote a positive culture.
3. Engaging in multiple literacies to promote critical thinking and support improved achievement

Program Outcomes: Doctor of Education in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: **Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.**

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: **Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.**

- a. **Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.**
- b. **Analyze the importance of effective nonverbal communication skills in interpersonal relationships.**
- c. **Solicit and utilize feedback to build and maintain interpersonal relationships.**

Competency 2: **Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.**

Program Outcome Four: Ethics

Competency 1: **Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.**

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others.

Competency 3: Multicultural Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Apply research skills to access and evaluate scholarly information resources to assess their quality and credibility (reliability, validity, accuracy, authority, timeliness, point of view, and bias). (U.C.O. 3)
2. Analyze and synthesize scholarly literature in critiquing different writing genres (article critiques, annotated bibliographies, article synthesis). (U.C.O. 3)
3. Engage in ethical scholarship and utilize appropriate citation and referencing skills associated with dissertation and scholarly writing to avoid plagiarism/matching text. (U.C.O. 1, 3)
4. Examine connections between the various academic writing genres (article critiques, annotated bibliographies, article synthesis), and how they contribute to the development of the literature review and to the dissertation. (U.C.O 1,3)
5. Understand the stages of the dissertation process. (U.C.O 3)
6. Apply advanced academic writing skills and the American Psychological Association (APA) style to develop a literature review based on the chosen research question. (U.C.O. 3)
7. Incorporate academic writing skills into multimedia presentations. (U.C.O. 1, 3)
8. Develop a scholar-practitioner perspective through reading, writing, and reflection. (U.C.O. 1, 2, 3)




IMPORTANT: Please access the document included below to review details of the integration of the My Writing Lab in the W7000 course.




Inclusion of MWL in
W7000.doc


Assignment Table

	Topics	Reading Assignments	Assignment/Assessment
1	<ul style="list-style-type: none"> ▪ Overview of Academic Writing ▪ Importance of Academic Integrity ▪ Introduction of Research Topic/Problems ▪ Writing Assessment 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> • Chapter 1: Selection of Research Design (pp. 11- 20) • Chapter 4: Writing Strategies and Ethical Considerations <p><i>Conducting research literature reviews: From the internet to paper</i></p> <ul style="list-style-type: none"> • Chapter 1: Reviewing the Literature (pp. 1- 16) <p>APA manual</p> <ul style="list-style-type: none"> • Chapters 1 & 2 	<ul style="list-style-type: none"> • Discussion 1: Academic Ethics: Suppose there were no rules for conduct of ethical research and no software to detect plagiarism. Would it matter? Why or why not? • Discussion 2: Brainstorm ideas for a preliminary research topic and potential questions • Writing Assessment (LASA): Pick ONE of the following prompts to answer in a <u>4 – 6 paragraph essay with supporting examples</u>: Do you agree or disagree with the following statement? Explain your viewpoint in a 4 – 6 paragraph essay and use supporting examples. Prompt 1: With the advent and increasing popularity of social networking, individuals are connected to everyone but connecting to no one. OR Prompt 2:

			<p>In today's day and age, advertising does not provide a useful function for individuals because information about products available can be found via the Internet.</p> <p>The assessment will be evaluated using the scoring rubric attached below. Students must attain proficiency(Level 3) in all 3 writing criteria to pass the assessment.</p>  <p>Module 1_Scoring Rubric.doc</p>
<p>2</p>	<ul style="list-style-type: none"> ▪ Locating Sources: Information Literacy ▪ Online data bases and searches ▪ Overview of APA and References ▪ Critiquing Journal Articles 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> • Chapter 2: Review of the Literature (pp. 26-32) <p><i>Conducting research literature reviews: From the internet to paper</i></p> <ul style="list-style-type: none"> • Chapter 1: Reviewing the Literature (pp. 16-44) • Chapter 2: Searching and Screening: The Practical Screen and Methodological Quality(pp. 55-64) • Chapter 3: Searching and 	<ul style="list-style-type: none"> • Assignment 1: Access online databases and locate two research-based articles related to the student's research topic. It is preferable to select one quantitative and one qualitative study. • Assignment 2: Critique the article embedded below using the guidelines provided by your instructor.  <p>Module 2_Langer's Article for Critique.pd</p>  <p>Module 2_Scoring Rubric.doc</p>

		<p>Screening: Methodological Quality</p> <p>APA: Chapters 3, 6, & 7</p>	
3	<ul style="list-style-type: none"> ▪ Theoretical Framework ▪ Annotated Bibliographies ▪ Critiquing Journal Articles, continue 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> • Chapter 3: Use of Theory <p>APA Chapter 4</p>	<ul style="list-style-type: none"> ▪ Discussion on theoretical framework in relation to literature review, choice of design, interpretation of findings. ▪ Assignment 1: Locate two more journal articles related to the student's research topic and provide annotated bibliographies on any two of the four sources gathered in weeks 2 and 3. Submit the annotated bibliography to Turnitin prior to submitting to the instructor.  Module 3_Turnitin Instructions.doc ▪ Assignment 2: Read and critique one of the four journal articles gathered in weeks 2 and 3.
4	<ul style="list-style-type: none"> ▪ Fine-tuning Research Questions/Topics ▪ Critiquing Literature Review 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> • Chapter 2: Review of the Literature <p><i>Conducting research literature reviews: From the</i></p>	<ul style="list-style-type: none"> • Discussion: Develop the research topic into a researchable defensible question. • Assignment 1: Select a dissertation related to the research topic and critique the literature review chapter.

		<p><i>internet to paper</i></p> <ul style="list-style-type: none"> • Chapter 3: Searching and Screening: Methodological Quality • Chapter 4: Doing The Review: A Reader's Guide Chapter <p>APA: Chapters 1, 2, & 8</p>	
5	<ul style="list-style-type: none"> ▪ Understanding the Dissertation Process ▪ Examining Connections 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> • Review Chapter 4: Writing Strategies and Ethical Considerations 	<p>Assignment 1: Interview two doctoral researchers. Based on the interview responses, provide an analysis of the dissertation process, anticipated challenges and barriers, and plans for successful completion.</p> <p>Discussion: Using all the sources gathered in prior weeks, synthesize relevant information into 4-6 paragraphs, examine the sources collectively for similarities and differences, and note patterns that emerge. Organize your synthesis around those patterns. Use sub-headings to structure your synthesis so that there is a logical and coherent flow of thought. Make sure that the information you include aligns with those sub-headings.</p>
6	<ul style="list-style-type: none"> ▪ The Literature Review 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p>	<p>Assignment: Submit first draft of Literature review. Submit the first draft to Turnitin , make the necessary revisions in</p>

		<ul style="list-style-type: none"> Review Chapter 4: Writing Strategies and Ethical Considerations <p><i>Conducting research literature reviews: From the internet to paper</i></p> <ul style="list-style-type: none"> Chapter 5: What did you Find? Synthesizing Results 	<p>citations and revisions, and then submit to the instructor.</p>  <p>Module 6_Turnitin Instructions.doc</p> <p>Reminder: If you participated in the My Writing Lab, you must complete the posttest next week.</p>
7	<ul style="list-style-type: none"> Preparation for Presentation of Research Question/Topic and Review of Literature <ul style="list-style-type: none"> Consideration of Audience Creating an Effective Presentation based upon a Written Paper PowerPoint vs. Handouts 	<p><i>Research design: Qualitative, quantitative, and mixed methods approaches</i></p> <ul style="list-style-type: none"> Review Chapter 4: Writing Strategies and Ethical Considerations <p><i>Conducting research literature reviews: From the internet to paper</i></p> <ul style="list-style-type: none"> Chapter 5: What did you Find? Synthesizing Results 	<p>Assignment: Submit final draft of literature review</p> <p>MWL Participants: You must complete your posttest this week.</p>
8	<ul style="list-style-type: none"> Presentation of Research Question and Review of Literature Reflection on Becoming Scholar-Practitioners 		<p>Final Assignment: Extract key points from the literature review and develop a PPT presentation for the class.</p> <p>Discussion: Reflect on what you have experienced and learned during this course. Think of the following questions as you write</p>

			<p>your reflections:</p> <ol style="list-style-type: none"> 1. Share your perspective about scholarly language and terminology. How will you increase your command of language and terminology suited to your discipline? Will you need to develop some structure or discipline to assist you? 2. Describe your process for completing annotations and journal article critiques. How has your process changed? Think of the approximate amount of time you spent on each assignment. Did that improve with time? 3. Describe, discuss, and assess your critical writing and thinking skills. Provide concrete examples as relevant. Have you noticed any change(s) since you began your doctoral program? 4. Describe your experience in seeking, identifying, reading, analyzing, and synthesizing the various academic resources and journal articles. What worked well and what were the challenges? 5. What have you learned about writing a literature review that will help you in writing future papers? 6. What did you find useful about this course and what recommendations do you have for making the course more meaningful and relevant for doctoral students.
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Grading Criteria

On-line Grading Scale – 50% of total grade

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

In-class Grading – 50% of total grade

Participation, preparation, interaction and overall understanding will be 50% of the course grade as determined by the Professor

Library

All resources in Argosy University’s online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University’s core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are required to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty

and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “TurnItIn,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. TurnItIn compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.