

Argosy University – San Francisco Bay Area Campus
COURSE SYLLABUS
R7000/E7111
Introduction to Advanced Academic Study and Writing
Fall 2008, 09-02 – 12-13

***Syllabus subject to change**

Faculty Information

Instructor: Julie Hepworth, Ph.D.

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Office hours: by appointment

<http://www.ausfba.edu/home/html>

Brief Bio: Dr. Hepworth is Professor of Psychology. Her research areas include public health psychology, community health development, preventive health and behavioural change, psycho-social aspects of chronic illness, gender and health, health research ethics, and student learning and skill development throughout the dissertation process.

Course Description:

Introduction to Advanced Academic Study and Writing demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research article, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines, preparation for the doctoral comprehensive examination, and university publication requirements. It also includes a self-inventory based on state and national standards and develops a self-improvement plan that is the basis for activities during internship.

Prerequisite: None.

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 (indicated by bold type). Students may not withdraw from this course after the date 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): October 6, 2008

Fall Session II (7.5 week courses): November 27, 2008

Fall Full Term (15 week courses): November 10, 2008

Required Texts:

American Psychological Association (2001). *Publication Manual of the American Psychological Association*. 5th Ed. ISBN: 1557987912

- Lyne, L. S. (2006). (Editor). A Cross Section of Educational Research: Journal Articles for Discussion and Evaluation. 3rd Ed. Pyrczak Publishing. ISBN: 1884585655.
- Cone, J. D. & Foster, S. L. (2006). 2nd Ed. Dissertations and Theses from Start to Finish: Psychology and Related Fields. American Psychological Association (APA). ISBN: 1591473624.
- Ling Pan, M. (2004). Preparing Literature Reviews. 2nd Ed. Pyrczak Publishing. ISBN: 1884585566.

Submit all assignments as email attachments except for the answers to the discussion questions.

- A. Course Length: 15 weeks
- B. Contact Hours: 45 hours
- C. Credit Value: 3.0

Blended course:

Online component

Taught over 15 weeks

Classes held over two weekends

9.00-6.00PM Dates TBC

*Dates are subject to change

Course Competencies:

Upon successful completion of this course, the student should be able to:

- Become adept at using APA style formatting.
- Critically evaluate prior research that supports or confirms the proposed study.
- Evaluate current literature and compile a reference list.
- Critically discuss expected results in the context of knowledge of relevant theory, policy and practice.
- Consider possible conclusions that take into account limitations of their research.
- Develop a perspective for a dissertation.
- Complete a self-inventory based on state and national standards.
- Develop a self-improvement plan that is the basis for activities during field experience.

Course Policies

Expectations:

Students are expected to attend all class meetings. Only prior approved absences based on personal or family emergencies will be accepted, and more than two absences will result in a "Fail" grade for the course. Late arrivals are disruptive to all members, and compromise the late students' full participation in the class discussions and activities. Students who come to class late will lose 1 point from the attendance grade, and those who are more than 30 minutes late will be counted as absent

All assignments are due at the beginning of the class. These are no make-ups or extended time for assignments or presentations. If you fail to turn in your assignment on time, you will lose 20% of the points for that assignment. No assignment will be accepted 2 days past the due date.

Communication Standard:

All members of the class are expected to follow rules of common courtesy in all email communication and in-class discussions. That is, we at all times respect others' opinions.

When you email the class, or me please include a subject in the subject line of your email, and always include your name in your email. I generally will try to return your email within 48 hours, and I would like for you to do the same.

Weekly Schedule and Assignment Timetable

* There are no internships required as part of this course.

Date	Week	Topic	Reading	Assignments
Sept 2	1	Module 1 - What are Theses and Dissertations?	Online lectures, Cone & Foster (2006) Ch 1 Pan (2004) Ch 1, Ch 2, Ch 3 Lyne (2006) Articles 4, 7, 29	1. Autobiography (10 points) 2. One discussion question (number 1) (30 points) 3. Research connections 4. Project (30 points) 5. Field experience – N/A -Omit Task 2
Sept 9	2			Module 1 Assignments Due Mon Sept 15
Sept 16	3	Module 2 - APA Writing Style	Online lectures, Cone & Foster (2006) Ch 2, Ch 5 Pan (2004) Ch 4, Ch 5, Ch 6 APA (2001) Ch 1, Ch 5	1. One discussion question (number 6) (30 points) 2. Application (30 points) 3. Case project (25 points)
Sept 23	4			Module 2 Assignments Due Monday Sept 29
Sept 30	5	Module 3 - The Critical Evaluation of Research	Online lectures, Cone & Foster (2006) Ch 4 Pan (2004) Ch 7, Ch 8, Ch 9 Lyne (2006) Articles 34, 6, 10	1. One discussion question (number 1) (30 points) 2. Application (30 points) 3. Project (25 points) 4. Project (10 points)
Oct 7	6			Module 3 Assignments Due Monday Oct 13
Oct 14	7	Module 4 – The Theoretical Framework of a Dissertation Study.	Online lectures, Cone & Foster (2006) Ch 6, Pan (2004) Ch 10, Ch 11, Ch 12, APA (2001) Ch 1, Ch 3	1. One discussion question (number 2) (30 points) 2. Application (40 points) 3. Project (10 points) 4. N/A
Oct 21	8			Module 4 Assignments Due Monday Oct 27
Oct 28	9	Module 5 – Methodology &	Online lectures, Cone & Foster (2006) Ch 7, Ch 8, Ch	1. One discussion question (number 3) (30

		Literature Review	9 Pan (2004) Ch 13, Ch 14, Ch 15 APA (2001) Ch 1	points) 2. Application (20 points) 3. Project (30 points) 4. Self-assessment (30 points) use either a psychological or educational context.
Nov 4	10			Module 5 Assignments Due Monday Nov 10
Nov 11	11	Module 6 – Developing the Proposal	Online lectures, Cone & Foster (2006) Ch 9	1. One discussion question (number 2) (30 points) 2. Application (30 points) 3. Project (25 points)
Nov 18	12			Module 6 Assignments Due Monday Nov 24
Nov 25	13	Module 7 – The Presentation and Interpretation of Research Results	Online lectures, Cone & Foster (2006) Ch 11, Ch 12	1. One discussion question (number 3) (30 points) 2. Application (complete only question 2) (30 points) 3. N/A
Dec 2	14			Module 7 Assignments Due Monday Dec 8
Dec 9	15	Module 8 – Feedback	None	None

General Guidelines for Evaluation of Written Assignments:

1. **Organization:** You will also need to document your thinking process as you reason through a research area and/or dilemma.
2. **Conciseness:** You must show evidence of a logical and meaningful consistency in the structure of your responses to assignments, having a clear flow from beginning to middle to end.
3. **Content:** Evidence of having developed the response from significant concepts and insights gained from the readings, drawing upon theories and standards of practice.
4. **Relevance:** Maintenance of pointed and clear relationships in response to the assignment, staying focused on the point of the assignment, and avoiding educational jargon and/or unnecessary wordage.
5. **Clarity:** Depth and breadth of argument – using reasoning, insight, and overall understanding of underlying concepts and principles.

6. APA format: Read and study the APA Manual, 5th Edition. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University and although the university may modify some of the rules to fit local needs or wishes, you must become very familiar with its usage. Remember the APA Manual is also a guide that addresses style issues and goes beyond structure and format.
 - a. The following outlines specifics for the papers: one-inch margins around; a cover sheet in APA form and style, and a page of references.
 - b. Page numbers should start on the second page; the first page (e.g., the cover sheet) should be suppressed. The page numbers should appear on the top right margin without regard to the 1-inch margin rule.
 - c. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading Requirements

See online course outline.

Library Information

Library Support

Argosy University's core online collection features nearly 21,000 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>.

Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

The Argosy University San Francisco Bay Area campus Library is located in the main campus building, or you can search the catalogue at <http://stu.aui.edu/~gwd301/library.html> The library website has numerous databases you can search for full-text, peer reviewed articles. All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords. You can also find information on the campus website via the library link, <http://www.auconnection.net/orangecounty/library.htm>

Below are some examples,

1. **EBSCO Database:** <http://search.epnet.com> *(The campus librarian will provide students with links, user IDs, and passwords)*

Psychology & Behavioral Sciences Collection

Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

Academic Search Elite

This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

2. **LIRN Databases:** <http://lirn.net/auth> *(The campus librarian will provide students with links, user IDs, and passwords)*

Gale's Searchbank

Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.

PA General Research

1986 to present. 1800 full-text articles in arts, business, education and social sciences.

ProQuest

Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.

Academic Policies

Academic Dishonesty and 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 *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in most courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

The University has a zero tolerance policy regarding academic dishonesty and plagiarism. All work should be the student's, unless otherwise cited. This includes citing from the internet. Do not cut and paste from the internet and count it as your own. Any case of academic dishonesty will be dealt with in accordance with university policies and procedures. According to *Argosy University Academic Catalogue for the 2005 Academic Year through 2006 (2005)*, "... The university seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source produced by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. (p. 14).

Furthermore, the *Student Conduct Committee Policy (2005, p. 15)* states that: "Students found guilty of violating the *Ethical Code of Conduct* [found on p. 14 of the *Argosy University Academic Catalogue for the 2005 Academic Year Through 2006*] committing academic dishonesty or plagiarism or failing to meet the professional standards of the University shall be subject to disciplinary action up to and including dismissal from the university. Any student suspected of violating these standards will be referred to the *Student Conduct Committee* to investigate the allegations."

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.

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.

Note: Instructor reserves the right to make syllabus and assignment adjustments which in her/his judgment are appropriate and are supported in terms of learning objectives.