**Scholastic Writing and Teaching**

EPCE 6355

Phase 2

3 Credit Hours

**Summer 2020**

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**Office Hours:** TBA

**Meeting Time/Place:** TBA

**Meeting Dates:** May 9 and 10; June 5 and 6; June 19 and 20

1. **Course Goals**:

The goal for the Scholastic Writing and Teaching course are to:

1. Demonstrate an understanding of APA style.
2. Demonstrate an understanding of how to evaluate a journal article.
3. Development of a basic understanding of the Qualifying Examination.
4. Development of a basic understanding of the format for a dissertation proposal.
5. Development of a basic understanding of the format for a dissertation.
6. Development of skills needed for successful scholastic writing.
7. Development and demonstration of effective teaching skills.

**II. Conceptual framework**

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

**A. CAEP Transformation**

Across the nation, there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform the Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

In this course:

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skills and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. These include but are not limited to, state and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, Multicultural Counseling Competencies, professional literature, and a variety of focus groups. Counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved professional identity within the profession as well as positive outcomes of clients/students you will be counseling.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

Trademark Outcomes:

Trademark Outcomes (signature products) and distinctive assessments were developed for the three programs in Counselor Educations.

**The** **Trademark Outcome for the PhD is:**

* **PhD- Counselor Education**

*Create, implement and evaluate the impact of the Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools, and the counseling profession.*

**A distinctive assessment for EPCE 6355 is:**

Complete higher level scholastic writing skills as defined in class and in this course outline.

Scholastic Writing and Teaching (EPCE 6355) is a Phase 2 course. A phase 2 course is a course in which students assimilate learnings from Phase 1 classes and implement them into simulated experiences in Phase 2 classes.

1. **Counselor Education Technology Competencies**

Specific technology courses covered in this course include:

1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

6. Be able to use email.

7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.

9. Be able to access and use counseling-related research databases

1. **CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific standards taught in this course are listed as follows:

6.A.2 Doctoral programs (a) extend the knowledge base of the counseling profession in a climate of scholarly inquiry, (b) prepare students to inform professional practice by generating new knowledge for the profession, (c) support faculty and students in publishing and/or presenting the results of scholarly inquiry, and (d) equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

6.A.5 Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

6.B.3.a Roles and responsibilities related to educating counselors.

6.B.4.a. research designs appropriate to quantitative and qualitative research questions

6.B.4.b. univariate and multivariate research designs and data analysis methods

6.B.4.c. qualitative designs and approaches to qualitative data analysis

6.B.4.d. emergent research practices and processes

6.B.4.e. models and methods of instrument design

6.B.4.f. models and methods of program evaluation

6.B.4.g. research questions appropriate for professional research and publication

6.B.4.h. professional writing for journal and newsletter publication

6.B.4.i. professional conference proposal preparation

6.B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review

6.B.4.k. grant proposals and other sources of funding

6.B.4.l. ethical and culturally relevant strategies for conducting research

**III. Course Purpose**

This course focuses on basic skills in scholastic writing and teaching. The scholastic skills include but are not limited to APA style, conference proposal writing, conference presentation style, qualifying examination writing of Powerpoint, and writing a draft of a dissertation proposal. In addition, students will learn about the writing of dissertation chapters. The teaching skills focus on successful teaching.

**IV. Course Description**

A course designed to focus on basic scholastic writing skills.

1. **Prerequisites**

Prerequisite: Admission to the PhD program in Counselor Education (EPCE), completion of all coursework including practicum and internship classes with a grade of A or pass.

1. **Methods of Instruction**

This course utilizes face-to-face and online teaching with assignments outside class. Additionally, didactic teaching, class (group) discussions, class assignments, and out-of-class assignments will be evaluated through written assignments, written papers, class attendance, and class participation. A grade of I is not given. All late assignments will receive a grade of F which will result in class failure.

**Instructional Units**

Overview of Course

Code of Ethics

Writing for Presentation

Writing for Publication

Basic Information for Writing a Proposal

Basic Information for Writing a Dissertation

Journal Articles, Reading and Critique

Teaching for Success

**V. Course Objectives/Learning Outcomes and Assessments**

|  |  |
| --- | --- |
| **Student Learning Outcomes: At the conclusion of the course, students will:** | **Assessments: Assessments will be made as follows:** |
| Demonstrate the knowledge to incorporate APA Style into writing papers and proposal. | Students will demonstrate these skills in papers written for class. |
| Demonstrate a knowledge of how to prepare their quals. | Students will demonstrate these skills in class. |
| Demonstrate basic knowledge about how to write a proposal and dissertation | Students will demonstrate skills via in class and out-of-class assignments. |
| Engage in appropriate professional and ethical conduct | Students will be evaluated regarding ethical behaviors in class and out-of-class. |

**VI. Course Requirements/Methods of Evaluation**

**Assignments**

A. Time Requirements

1. Each student will attend class lectures on time and will attend all classes.

2. Each student must complete all assignments on time. Failure to complete any assignment on time will result in a grade of F for the course.

B. Course Requirements

1. The course assignments are outlined on page 7 of this syllabus. All assignments must be completed on time. Late assignments are not accepted and will receive a grade of F (0 points).

2. Students will be assigned manuscripts to critically evaluate.

3. Students will attend a “boot camp” on how to write a dissertation proposal and dissertation.

4. Students will complete assignments focusing on APA Style.

5. Students will complete a fictional dissertation proposal. This project should be completed as a group project.

6. An alternate project other than item 5 may be proposed. The alternate project **must be approved** by Dr. Bradley by at least May 15.

**Evaluation and Grading Policy**

EPCE 6355, Scholastic Writing and Teaching will be evaluated using the following criteria:

* Attendance at all class meetings.
* Being on-time to all class meetings.
* Participation in class discussions.
* Completed homework and projects.
* Good ethical practice on and off campus.

Please note that high marks on written assignments are not the only criteria for a grade of A or B. To obtain a grade of A or B, sound ethical practice is required both in and out-of-class.

Success in the Counselor Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for immediate dismissal from the Counselor Education Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas Tech Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas Tech University.

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| --- | --- | --- |
| **Assignment** | **Due** | **Points** |
| Write a paper on effective teaching | May 16 | 10 |
| Critique journal article | May 23 | 5 |
| Proposal Assignment I | June 5 | 25 |
| Proposal Assignment II | June 19 | 25 |
| APA Exercise | June 12 | 20 |
| Attendance on time to both Friday/Saturday classes | May 9/10 #1 | 5 |
| Attendance on time to both Friday/Saturday classes | June 5/6 #2 | 5 |
| Attendance on time to both Friday/Saturday classes | June 19/20 #3 | 5 |
| **Total** |  | **100** |

**Grading**

90 – 100 A

80 – 89 B

70 – 79 C

60 – 69 D

Below 60 F

**VII. Content Outline**

**EPCE 6355**

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment** |
| **Weekend**  **I –**  **May 9/10** | 1. Overview of class  2. Overview of APA Changes from 6th to 7th APA Style Manual  3. Discussion of   * 3 sections of proposal * 5 chapters of dissertation * Methods for writing a paper * Methods for writing a proposal * Methods for writing a dissertation | 1. Class attendance  Class Discussion  2. a. **Due May 16** Paper(4 pages) on Effective Teaching  2. b. Due **May 23** Critique (1 page of Journal Article)  3. Proposal Assignment due **June 5**  Select one from a, b, c, below  a. Introduction  b. Literature Review  c. Methodology  (select as group project)  4. Proposal Assignment due **June 19**  Select from a, b, c, above |
| **Weekend**  **II –**  **June 5/6** | 1. Discussion of Weekend Class from Weekend I (May 9/10)  2. Discussion of APA style  3. Discussion of proposal | 1. Class attendance  Class discussion  Due **June 5** Group proposal assignment  2. APA exercise due **June 12** (handout in class)  3. Proposal due **June 19** (see #4 above) |
| **Weekend**  **III –**  **June 19/20** | 1. Discussion of weekend class from June 5/6  2. Compare/contrast sections of proposal  3. Compare/contrast chapters of dissertation  4. Discussion of Conference Proposal  5. Discussion Conference presentation  6. Journal ranking | 1. Class attendance  Class discussion (items 1-6)  2. Group proposal assignment due **June 19** A. Introduction B. Literature Review C. Methodology (select a topic different from the topic selected for June 5) |

**VIII. Required Text:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

**IX. Course Policies**

Electronics: All phones must be turned off during class. You may bring your laptop or tablet to class for taking notes and doing research that is related to class. However, if you are using your laptop, notebook, or phone for anything not class related, you will be asked to turn it off and not bring it again.

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**XI. Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has provided proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

**XVI. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806-742-5433.

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

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