Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Minneapolis Campus
Fall 2021
EDD809A, Advanced Research Writing
Dr. Sonia Feder-Lewis, Professor

3 Credit Hours
Face to Face Delivery

Course Dates and Times: All sessions are face to face unless otherwise noted.

- Thursday, September 2, 2021, 5-10 pm
- Thursday, September 9, 5-10 p.m.
- Week of September 12-18 : online class
- Thursday, September 23, 5-10 pm.

- Thursday, September 30, 5-10 p.m..
- Thursday, October 7, 5-10 pm.
- Thursday, October 14, 5-10 pm.
- Thursday, October 21, 5-10 pm.

Faculty Contact Information –
Professor Sonia N. Feder-Lewis, Ph.D.
 email: sfeder@smumn.edu
By arrangement, either via Zoom or phone call.   Emails usually returned within 24-48 hours.

Course Description
This course focuses on developing and refining a writing process for extensive research projects. Emphasis is on identifying and strengthening one's "voice" as an academic writer; establishing a relationship with readers; achieving advanced skills in development, analysis, revision of ideas, and editing to mastery of research writing. APA style is a key component of the class.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Engage the research writing process.

2. Master APA writing style.

3. Evaluate the use of primary and secondary sources of research.

4. Conduct and evaluate effective manual and electronic literature searches.

5. Create a literature review employing an academic/scholarly research writing format.

6. Evaluate literature content.

7. Evaluate research ethics.

8. Evaluate the nature of research.

Canvas Access

Canvas may be accessed here at [Dashboard (instructure.com)](#)

Required Textbooks

American Psychological Association. (2020)*. Publication manual of the American Psychological Association* (7th ed.). Author. ISBN 978-1-4338-3216-1

Bullock, R., Brody, M., & Weinberg, F. (2021). *The little seagull handbook 4th ed. .* W.W. Norton & Company.

Assigned Articles

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing, 17*(1), 38-43.

Hatcher, T. (2011). Becoming an ethical scholarly writer. *Journal of Scholarly Publishing, 42*(2), 142-159. doi: 10.3138/jsp.42.2.142

Hostetler, K. (2005). What is good educational research. *Educational Researcher, 34*(6), 16-21.

Lamott, A. (1994). Shitty first drafts. In P. Eschholz, A. Rosa, & V. Clark, (Eds.), *Language Awareness: Readings for College Writers. .* (9th ed.) Bedford/St. Martin's, (pp. 93-96). [Excerpt from Lamott's (1994) book *Bird by bird.*]

Rosner, H. (2018, March 21). The strange, uplifting tale of *"Joy of Cooking"* versus the food scientist. *The New Yorker.* Retrieved from https://www.newyorker.com/culture/annals-of-gastronomy/the-strange-uplifting-tale-of-joy-of-cooking-versus-the-food-scientist.

Torraco, R. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review, 15*(4), 404-428. DOI: https://10.1177/1534484316671606

Wansink, B. & Payne, C. (2009). The Joy of Cooking too much: 70 years of increases in calories of classic recipes. *Annals of Internal Medicine, 150*(4), 291.

Technical Support
For technical support, contact our HelpDesk at the following:

tchelpdesk@smumn.edu
HelpDesk Website
612-728-5100: x7800, local Twin Cities
866-437-2788; Choose HelpDesk menu option

Topical/Activity Course Outline

The table below outlines assignments and course content in a period by period format, with due dates in the intervening weeks also noted. The following table will provide a general structure. **Dates Below are Planned but Subject to Adjustment as the Term Progresses.**
Some General Guidelines: ● Blog Posts are due on Mondays, the first day of each week for which they are required. Responses are due by Fridays. Respond to at least 2 others. ● Otherwise, due dates are as posted below. **You Must be Present To Win!** **(In other words, you won't learn sitting on the sidelines.)**
Prior to the beginning of 809 Determine a topic you think you might like to investigate further that relates to your area of professional and scholarly interest. Explore the online library website and databases a little and see if you can find some interesting articles. Read the article assigned in Canvas for the First Week Discussion.

Modules/Dates	Topics/Activities	Assignments
Module 1/ Sept. 2 All classes will be face to face except for Week 3, which coincides with Yom Kippur.	. ● Course Introduction ● Getting started on research ● Finding and evaluating sources ● How do we really "read" a scholarly article, and what makes one good? Discussion of a somewhat provocative article. ● Work on developing a research topic and question. ● Begin building a working bibliography.	**Readings:** *Little Seagull Handbook, Pages 116-136, "The Joy of Cooking Too Much" and Helen Rossner, from The New Yorker, on "The Strange, Uplifting Tale of 'The Joy of Cooking' Versus the Food Scientist".* ***Chapters 1 and 3 of the APA Manual can be helpful here too.***

Module 2/ September 9	. - Discussion of research so far, research problems, and progress. - Documentation and annotation. - Practicing documentation. APA reference lists; APA Workshop - Working with challenging sources. - Build the working bibliography	**Readings:** *Articles on The Literature Review: Cronin, Ryan, and Coughlan (2008), "Undertaking a literature review: A step-by-step approach."* **Bring your manual and post its to class; we will be working with the manual.**
Module 3/ September 12-18, Online	- Continuing research. Use the Working Bibliography to support your research. - Work on building the working bibliography. - Active searching and discussion of research to date. - Discussion of favorite journals; bias in research; and other related topics. - Working with and writing about Data.	**Reading:** *Torraco (2016)," Writing integrative literature reviews: Using the past and present to explore the future".* **Blog Post 1 Due Monday, September 13. The post should discuss a minimum of 4 scholarly sources.** **Read and Comment on at least 2 other blogs.** **Discussion: Developing research skills: searching epiphanies and challenges. You will be able to respond either in text or in video in the forum in Canvas.**
Module 4/ September 23	- The modern era of research and alternative methods of peer review - Exploring sources such as government reports and white papers from think tank and research organizations.	**Reading: See article linked on Canvas on Alternative Peer Review and visit the Humanities Commons website.** **Blog Post 2 Due Monday, September 20. The post should discuss a minimum of 4 scholarly sources. Read and Comment on at least 2 other blogs.**

		Rough Drafts of Working Bibliographies: bring 4 copies to class. Peer review in class. .
Module 5/ September 30	● Introduction to a Full Dress Literature Review. ● The evolution of research over time—how is your own research changing as you dig more deeply into your topic? ● Working with data!	**Blog Post 3 Due Monday, September 27, 2020. The post should discuss a minimum of 4 scholarly sources. Read and Comment on at least 2 other blogs.** **Final Draft of the Working Bibliography Due, submitted in Canvas, Wednesday, September 29.**
Module 6/ October 7	● Writing the Down Draft—going from blogs and research to a review. ● Discussion of expectations of an 809 Literature Review in comparison to dissertation level lit reviews, using the rubric from Justus Randolph's (2009) article.	**Reading: Anne Lamott (1995), "Shitty First Drafts," excerpt from the book*, Bird by Bird*. Read this before you begin writing!!** **Blog Post 4 Due Monday, October 4. The post should discuss a minimum of 4 scholarly sources. Read and Comment on at least 2 other blogs.**
Module 7/ October 14	● A consideration of the ethical requirements of doing research within a discipline and how one belongs to the community in one's field. ● Developing a class ethos as professional scholars. ● Using Ithenticate and examining how you use sources. ● Developing a revision plan.	**Readings: Hatcher (2011) "Becoming an Ethical Scholarly Writer"; *APA Manual*, Chapters 1 and 2.** ***First Shared Rough Drafts due Thursday, October 14, in class. Bring 4 copies to class. Also, have it available in class. Peer review in class.*** ***Open your Ithenticate Account and submit your draft to Ithenticate early in the week, either the 11th or 12th. We will walk through it in class.*** ***Development of Revision Plans. Plans due on the 17th.***

Revision Plans Due to SF-L in Canvas by Sunday, October 17th		
Module 8 / October 21	- Abstracts, intros, and conclusions. - Discussion of how we best reach our target audience. - Critical Reflection on the Research and Writing Process - Voice, tone, and persona—how to have style in a literature review.	*Second Draft in class for revising and discussion.* *Detail Editing.*
Final Drafts of your Literature Reviews are due October 24, 2021, by 10 p.m. Submitted in Canvas as a Word document uploaded.		

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Synopsis of Assignments

Following are brief descriptions of course assignments. Detailed assignment descriptions will be provided for each assignment, as well. Late assignments will be accepted but will be downgraded unless prior approval is received. All assignments will focus on a subject of the student's choosing, approved by the instructor. The same sources will be used in multiple assignments but the style, use, and presentation of that material will vary. Assignments include:

Reading Blogs   (4 Blog Posts at 25 pts each = 100 Points)

As students read for their research, they will maintain a reading blog, posting at least weekly about their readings. Each weekly entry should contain at least four (4) new sources, and a minimum of 16 should be discussed in total. Although somewhat informal, the blog should include a full APA reference for each article discussed. The blog entries will summarize the sources briefly, as well as critically assess them, synthesizing the information from the four sources together if possible and relevant, comparing and contrasting between approaches or findings when appropriate. They may including some discussion of the journal or larger source from which it came. Commentary about the authors and explorations your personal responses to articles, which are usually omitted from other types of academic writing, should be included. Students should also actively read each other's blogs and comment where they can make

relevant comments. You must comment on a minimum of two other blogs per week. The blogs will complement the bibliography and build the literature review.   (Student Learning Objectives 1, 3, 6-8).

Canvas Discussion Online (5 points for the one online week)

Students will participate in a discussion for our online week in a forum on Canvas. Canvas discussions will center on issues relevant to the assignments and be an integral part of the course learning. Students should post their own response and respond to at least 3 other people.

Working Bibliography on your research subject. (15 points)

The bibliography will include an alphabetical, APA formatted list of at least 25 strong, scholarly sources. These sources do not all need to appear in the literature review and you do not have to have read the articles yet to include them in the bibliography, but it will provide a good base from which to draw upon. (Student Learning Objectives 2, 4).

Self-Assessment of Use of Sources and Draft Revision Plan, based on Ithenticate Report (20 points)

Based on your Ithenticate Report regarding your draft of your literature review, which you will share with your professor, you will reflect on how effectively you are using resources in terms of integrating them into your writing, focusing on summarizing, paraphrasing, and quoting effectively, along with proper documentation. As part of this reflection, you will also develop a revision plan. You will submit this reflection and revision plan to the professor for evaluation and to get feedback and guidance. (Student Learning Objectives 2,7).

Literature Review (100 points)

Based on their understanding of the subject they have been researching, and using research from the blogs and working bibliography, students will write a cohesive, well-organized, and analytical literature review on the subject that they have selected. The literature review will illustrate critical reading and understanding of APA style and documentation. The review should have a minimum of 20 good sources and probably more, be approximately 15-25 pages, explore a clearly stated question, and demonstrate mastery of academic voice and style. (Student Learning Objectives 1-8).

Evaluation and Assessment

Papers will be evaluated on the following criteria: clarity, coherence, correctness, use of support for assertions, logic, completeness, adherence to specific formats, use and documentation of sources, use of scholarly academic voice and persona, awareness of audience, use of the process to achieve a good final paper, use of the APA format and manual, and understanding of the topic.

Blog posts will be evaluated for quality of content, relevance to the discussion topic, and overall engagement in the discussion. The feedback process will be evaluated by the engagement in the reading of peers' papers as evidenced by the feedback provided. The objectives for the course will be assessed through their demonstration in both the papers and the Canvas assignments.

Late Assignments Policy

Students are strongly encouraged to submit work promptly and by the due dates, including having rough drafts done when assigned. You are responsible to your class members, as well as yourself, as much of the learning in this class is collaborative. Late papers will be accepted but may be penalized if the student does not check with the instructor about this lateness in advance. Blog postings must be done in a timely fashion—"catching up" is not keeping up. **Full credit will only be given for Canvas Blog posts posted on time for the week they are required.** If you are going to be away or must miss a week, check with the instructor in advance.

Student Expectations

- Students are expected to post weekly in Canvas in reading blogs and log in at least two other times to respond to posts from classmates.
- Students will need to use Microsoft Word and submit the drafts of the literature review as a Word document attachment, via email, to me and at sfeder@smumn.edu.
- Students must use FlipGrid to respond to one discussion forum. This will require both audio and video.
- Students are expected to be thoughtful and respectful at all times in responding online, engaging in critical conversations with mutual good will.
- Students are expected to be timely with all assignments.

Assessment of Student Performance/Grading Policies

Graduate Grading Scale		
A	90-100%	216-240 points
B	80-89%	192-215 points
C	70-79%	168– 192 points
NC	below 70%	Below 168 points

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicessgpp@smumn.edu, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

University Conduct and Academic Policies
See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services
See the course Canvas site for direct links to these departments.

There are no tests in this course.