Course Description: The course covers the current APA guidelines (required by Curriculum and Instruction for all writing, including theses and dissertations) for reporting and writing reports, annotated bibliographies, and reviews of literature. Participants will read, critique, and write and present scholarly research results and/or scholarly reviews of literature. The course will emphasize professional vocabulary, format, and writing style. Participants will write final, detailed and thorough literature reviews and/or scholarly articles using APA format and style in their fields of study. Students from all CI specialty areas are welcome. This course has been recommended by the CI Graduate Faculty for all CI graduate students, especially those who are early in their programs.

Meetings are Wednesdays 4-6:25 p.m. in Wham 210B. Assignments are on dates due indicated on the calendar.

Final exam: Dec. 16: 5-7 p.m.


Contact information: Cell phone: 618-246-8298. Email: agarrett@siu.edu

Office hours: Monday: 12:00-1 p.m. and 3:15-4:15; Tues. 2:30 p.m. – 4 p.m.; Wed. 2:30 – 4 p.m. in Wham 323H. 1-2 p.m. and 4:15-4:45 p.m. at RLMP in Mt. Vernon. Other times by appointment.

Required textbook:
Also consult OWL Purdue online for APA guidelines.

Course Objectives:
1. Students will participate in scheduled seminars/professional discussions and activities about professional academic writing.
2. Students will write weekly as assigned in an academic writing style.
3. Students will write reviews of scholarly articles and present them to the class in technologically based oral presentations.
4. Students will participate in peer reviews of each others' writings.
5. Students will write and present a final literature review/paper in APA style that includes all of the elements of an APA paper.

Grading:
CI493 – fall 2015 - Garrett

Attendance and participation: 10/class meeting
Weekly writing/reflections: 10 as assigned
Midterm and final exams: 100x2 = 200
5 article summaries/reviews: 100@
Presentations: 100
Presentation of final paper: 100
Final paper: 200

A= 92-100%  C=70-82
B= 83-91%  D=60-69%

Guidelines for Success:
1. Attend every class meeting. Notify me in advance of tardiness or absence and prepare to make up the time/assignments missed if you do not want a grade penalty. Your attendance is important and expected. A missed class cannot be replicated by borrowing notes or asking someone what happened. Because we will be discussing and participating in activities during class, your absence deprives other class members of your insights, questions, observations, ideas, etc. You also miss that input from your classmates. We will begin promptly at the scheduled time.
2. Participate fully and professionally in all class activities.
3. Turn in all assignments on time. Late work will be accepted with a grade penalty. Written assignments are due at the beginning of the period unless otherwise noted.
4. Turn off cell phones and all electronic equipment.
5. Use academic language at all times.
6. This course abides by the Student Conduct Code of SIU and the University Policy on Academic Dishonesty. Do not, under any circumstances, plagiarize any work. Cite sources and give credit at all times. Failure to do so could result in loss of credit or removal from class.

IU Policy on “Incomplete” as a Course Grade: The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

• Attendance Policy – number of unexcused absences allowed, acceptable excuses, tardiness policy, and the effect of absences and tardiness on a student’s final grade. In particular, if there is a point at which missing a specific number of classes results in a failing grade, this should be explicitly noted on the syllabus. Also, the University Policy on Accommodating Religious Students (SIU 2011-2012 Undergraduate Catalog, p. 494) should be mentioned or included on a syllabus.

Late Work Policy: For weekly postings, students will lose a point for every day postings are late. For 100 point assignments, students will lose 10 points per day late. For the final literature review, students will lose 25 points per day late. Students must take tests when they are scheduled unless there is a documented emergency.

Prepared for Class: You will come prepared to discuss the chapter assigned for the week. Bring your textbook because we will use it for assignments. Reflections are due in hard copy at the beginning of the Tuesday or Wednesday scheduled meeting.
Mobile Technology Policy: Do not use any electronic devices unless you are directed to do so or unless I know what you are doing. Otherwise, I will assume you are disengaged and your grade/participation will be lowered.

Disruptive Behavior Policies: The classroom is a shared professional space where consideration and compassion for others are not negotiable. You must exhibit a positive, professional attitude at all times, be willing to listen and learn, and embrace differences as well as similarities. Respect for others is expected.

Statement on Inclusive Excellence – SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.

• Statement on Academic Honesty/Plagiarism – See the Morris Library Guide on Plagiarism No plagiarism ever.
(http://libguides.lib.siu.edu/plagiarism)

If there are any questions or concerns, please contact me as soon as possible. Do not wait. I will answer your emails promptly. Your learning and success are very important to me. This course is designed to prepare you for academic writing and your continued university success.

Calendar: Remember reflections are due on D2L turnitin dropbox by 11:59 on the date assigned. Please email or visit me with any questions. I want you to be successful!

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Due by noon of class meeting</th>
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</thead>
<tbody>
<tr>
<td>1- Aug. 26</td>
<td>Syllabus and expectations</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2-Sept. 2</td>
<td>Academic writing</td>
<td>Read introduction. 1 page summary and 1 page critique submitted to D2L</td>
</tr>
<tr>
<td>3- Sept. 9</td>
<td>Peer review article 1</td>
<td>APA – ch. 1 summary and critique on D2L. 1st draft of your first article</td>
</tr>
<tr>
<td>4 – Sept. 16</td>
<td>APA ch. 2 manuscript structure and content Present article 1</td>
<td>Final draft article 1 on D2L Present article 1 electronically</td>
</tr>
<tr>
<td>5-Sept. 23</td>
<td>APA 3 writing clearly Peer review article 2</td>
<td>Chapter 3 on D2L draft article 2 – D2L</td>
</tr>
<tr>
<td>6-Sept. 30</td>
<td>APA ch. 4 mechanics of style</td>
<td>Present article 2 final draft article 2 on D2L APA 4 on D2L</td>
</tr>
<tr>
<td>7-Oct. 7</td>
<td>APA 5 displaying results Peer review final paper outlines Peer review article 3</td>
<td>Outline of final paper draft article 3 – include tables or illustrations APA ch. 5 on D2L midterm evaluation</td>
</tr>
<tr>
<td>8- Oct. 14</td>
<td>Ch. 6 crediting sources</td>
<td>Ch. 6 D2L present article 3 final draft article 3 on D2L</td>
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<tr>
<td>9-Oct. 21</td>
<td>Peer review draft of final</td>
<td>Draft final paper</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>10 – Oct. 28</td>
<td>Present article and progress on your final paper</td>
</tr>
<tr>
<td>11-Nov. 4 (No class Nov. 11 for Veterans’ Day)</td>
<td>Work on articles and final Draft 5 on D2L</td>
</tr>
<tr>
<td>12- Nov. 18</td>
<td>Peer review 5 1st draft of 5 and final draft of final</td>
</tr>
<tr>
<td>13-Nov. 25 Thanksgiving break Dec. 2</td>
<td>Present 5 And final Final of article 5 on D2L</td>
</tr>
<tr>
<td>14-Dec. 9</td>
<td>Present final paper</td>
</tr>
<tr>
<td>15 – Dec. 16</td>
<td>5-7 p.m. final exam Final draft due on D2L – present</td>
</tr>
</tbody>
</table>

This is a tentative calendar and syllabus and, therefore, subject to change.

Assignments:

**Article summaries and analysis as indicated on calendar**

Regular exercises in Goodson as indicated on calendar

**Presentations**: must use technology

must summarize the article

must include class discussion questions/activities

**Literature review/article/research**: must include a minimum of 5 articles

must be written in correct APA format (see text for guidelines)

Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework: Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader,
ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:

Literacies:

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions
The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


Syllabus Attachment Fall 2015

IMPORTANT DATES *
Semester Class Begins ......................................................... 08/24/2015
Last day to add a class (without instructor permission):............. 08/30/2015
Last day to withdraw completely and receive a 100% refund: .... 09/06/2015
Last day to drop a course using SalukiNet:............................. 11/01/2015
Last day to file a diploma application (for name to appear in Commencement program): ........................................... 09/18/2015
Final examinations:................................................................... 12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugrgradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the se-mester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

See full policy at http://registrar.siu.edu/pdf/ugrgradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic sup-port services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Build-ing Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/#

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

http://pvcaa.siu.edu/