Course Description: The course covers the current APA guidelines (required by Curriculum and Instruction for all written assignments, including theses and dissertations) for completing written reports, annotated bibliographies, and reviews of literature. Participants will read, critique, 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.

The College of Education and Human Services’ conceptual framework focuses on Preparing Reflective Educational Leaders (see below for more details). You will be encouraged to reflect upon the concepts addressed in this course as they apply to your school and classroom situations.

Instructor: Ed Pultorak, Ph.D., office hours by appointment, email pultorak@siu.edu, 618-536-2441

Course Objectives:
1. Students will participate in scheduled 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 orally to the class.
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 the elements of an APA paper.

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

Course Assignments and Grading:
Attendance and participation: 30%
Chapter written reflections: 15%
Annotated bibliography: 15%
Literature review (final paper) & presentation: 15%
Mock Call for Paper Presentation: 5%
Final exam: 20%

A= 90-100%  C=70-79
B= 80-89%  D=60-69%

Attendance and participation: Class attendance and active participation in discussions and activities are expected. You are required to attend every class meeting and turn in all assignments on time. Unless instructed to use electronic devices during class, they should remain off as I will assume you are disengaged and your participation grade will be lowered.

Tentative Schedule: All assignments are required to be uploaded into Desire2Learn (D2L) on the SIU website by 11:59 pm on the date they are due.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics Tentative</th>
<th>Assignments</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>August 24, 2016</td>
<td>Introduction</td>
<td>Review of syllabus and expectations</td>
</tr>
<tr>
<td>August 31, 2016</td>
<td>Academic Writing</td>
<td>Ch. 1 Reflection in D2L</td>
</tr>
<tr>
<td>September 7, 2016</td>
<td>Manuscript Structure and Content Interactions-Ch. 1 &amp; 2</td>
<td>Ch. 2 Reflection in D2L</td>
</tr>
<tr>
<td>September 14, 2016</td>
<td>Writing Clearly and Concisely</td>
<td>Ch. 3 Reflection in D2L</td>
</tr>
<tr>
<td>September 21, 2016</td>
<td>The Mechanics of Style Interactions-Ch. 3 &amp; 4</td>
<td>Ch. 4 Reflection in D2L</td>
</tr>
<tr>
<td>September 28, 2016</td>
<td>Displaying Results</td>
<td>Ch. 5 Reflection in D2L</td>
</tr>
<tr>
<td>October 5, 2016</td>
<td>Crediting Sources Interactions-Ch. 5 &amp; 6</td>
<td>Ch. 6 Reflection in D2L</td>
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<tr>
<td>October 12, 2016</td>
<td>Referencing</td>
<td>Ch. 7 Reflection in D2L</td>
</tr>
<tr>
<td>October 19, 2016</td>
<td>The Publication Process Interactions-Ch. 7 &amp; 8</td>
<td>Ch. 8 Reflection in D2L</td>
</tr>
<tr>
<td>October 26, 2016</td>
<td>Work on Annotated Bibliography, Lit. Review, Presentation Proposal, etc.</td>
<td>Outline of final paper in D2L</td>
</tr>
<tr>
<td>November 2, 2016</td>
<td>Peer Review of Annotated Bibliography Present Progress on Final Paper Interactions-</td>
<td>Annotated Bib. Due Nov. 1</td>
</tr>
<tr>
<td>November 9, 2016</td>
<td>Work on Annotated Bibliography, Lit. Review, Presentation Proposal, etc.</td>
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<tr>
<td>November 16, 2016</td>
<td>Peer Review of Final Paper Interactions-</td>
<td>Final Paper Due Nov. 15</td>
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<tr>
<td>November 30, 2016</td>
<td>Present Final Paper Interactions-</td>
<td>Presentation Proposal Due Nov. 29</td>
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<tr>
<td>December 7, 2016</td>
<td>Review Sample Research Projects</td>
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<tr>
<td>December 14, 2016</td>
<td>Final Exam</td>
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</tbody>
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**Emergency Procedures:**
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
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; Winburg, 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 through 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


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:
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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
IMPORTANT DATES *

Semester Class Begins: ..........................................................08/22/2016

Last day to add full-term course (without Dean’s signature): ..........08/28/2016

Last day to withdraw from the University with a full refund: ........09/02/2016

Last day to drop a full-term course for a credit/refund: ..................09/04/2016

Deadline to apply to graduate at the end of this term: .................09/16/2016

Last day to drop a full-term course (W grade, no refund): ..........10/30/2016

Final examinations: .............................................................12/12–12/16/2016

Commencement: .................................................................12/17/2016

Note: For more detailed information on the above deadlines, please visit
http://registrar.siu.edu/calendars. For add/drop dates that apply to shorter-than-full-term courses,
please look at the Schedule of Classes search results at http://registrar.siu.edu/schedclass/index.php

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/05/2016

Fall Break 10/08—10/11/2016

Veterans Day Holiday 11/11/2016


WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session must officially withdraw from that registration in a timely
manner to avoid being charged as well as receiving a failing grade for those classes. An official
withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and
be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and
when withdrawing from SIU visit: http://registrar.siu.edu/students/withdrawal.php

INCOMPLETE POLICY~ Undergraduate only

An INC grade may be assigned when, for reasons beyond their control, students engaged in passing
work are unable to complete all class assignments for the course. An INC must be changed to a
completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student's grade point average. For more information visit:
http://registrar.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at
http://registrar.siu.edu/students/repeatclasses.php

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

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 contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student-conduct-code/
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: call(618) 453-1492, email siucares@siu.edu, or http://salukicares.siu.edu/

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES

We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER

The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://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://math.siu.edu/courses/course-help.php
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/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours