

ANDREWS UNIVERSITY

School of Education

Leadership and Educational Administration Department

LEAD 625 Research Writing (D; 1-2 credits)

Fall, 2014

Instructor:

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<https://learninghub.andrews.edu>

SYLLABUS

LEAD 625 Research Writing

COURSE DESCRIPTION

Designed specifically for advanced graduate participants, this course offers an introduction to the practice of scholarly discourse to prepare doctoral participants for writing research papers and dissertations. It covers topics such as literature reviews, methods, discussion of results, reviewing and critically evaluating peer-reviewed publications, and APA publication style and format. Emphasis is placed on research writing as both a process and a skill learned best through continual practice. Repeatable

PRE-REQUISITES

Admission to a doctoral degree program at Andrews University

CREDIT HOURS

Distance learning, 1-2 credits with 60 hours corresponding to 1 credit hour. Thus, in LEAD 625, please plan to spend at least 10-15 hours each week during our time together (if taking the course for 2 credits; half this time if taking the course for 1).

TEXTBOOKS AND RESOURCES

It is assumed that participants can access these materials either through the James White Library's website or at amazon.com or similar resource. *All these resources are optional this semester*; however, you are strongly encouraged to review and study as many of these materials as possible for your own benefit.

Brand, J.L. (1996). Can we decide between logical positivism and social construction views of reality? *American Psychologist*, 51(6), 652-653.

A commentary on Madigan et al.'s article below. Approximately one year after the publication of feature articles, the *American Psychologist* publishes responses to those articles. It would be helpful to review all of these comments (in this issue).

Madigan, R., Johnson, S. & Linton, P. (1995). The language of psychology: APA style as epistemology. *American Psychologist*, 50(6), 428-436.

A provocative article exploring the role that APA style plays in the theoretical and empirical developments within the discipline of psychology; however, 'teaching' or 'learning' could easily be substituted for 'psychology' with little loss of meaning or significance.

Paul, R.P. & Elder, L. (2007). *The thinker's guide to How to write a paragraph:*

The art of substantive writing. The Foundation for Critical Thinking.

A concise demonstration that good writing comes from good thinking

Paul, R.P. & Elder, L. (2008). *The thinker's guide to How to read a paragraph: The art of close reading.* The Foundation for Critical Thinking.

A concise explanation of how careful reading guides thinking and writing

Rosenwasser, D. & Stephen, J. (2012). *Writing analytically, 6th ed.* Boston, MA: Wadsworth.

Because academic writing benefits from academic reading, I would recommend that in addition to these more targeted resources, you read at least 50-100 papers published in peer-reviewed journals in your area(s) of interest. Reading published research articles provides great examples of summarizing titles, synthesizing abstracts; focused, context-providing literature reviews; detailed methods and results (statistical analyses) sections, and discussion/theoretical implications. The conceptual integration and sequencing of published papers should be emulated in any research writing.

MISSION, ELEMENTS AND STANDARDS

a. Andrews University Mission

Andrews University educates its [participants] for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church. For an expanded mission statement, please refer to p. 9 of the Leadership Handbook (LH) 2014-15.

b. School of Education (SED) Conceptual Framework and Mission

1. Conceptual Framework

For a description of SED's Conceptual Framework, please refer to p. 10 of the LH 2014-15.

2. Mission

The School of Education's mission at Andrews University is to provide programs based on a redemptive Christian worldview to prepare professionals for global service. The mission is succinctly captured in the phrase, "To educate is to redeem," through harmonious development of [participants] for service. The mission is expressed through six Elements that reflect the ideal development for all graduates of the School of Education. For descriptions of these Elements, please refer to pp. 10-11 of the LH 2014-15.

3. Leadership and Educational Administration Department (LEAD)

a. Mission

The Leadership Department develops a community of scholar-practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life, and human dignity. For an expanded Mission Statement, please refer to p. 6 of the LH 2014-15; for expanded definitions of the Core Values, please refer to pp. 12-13 of the LH 2014-15.

Additionally, pp. 14-16 illustrate how the department's three programs, Leadership, Educational Administration, and Higher Education interrelate with each other.

4. Leadership Program Foundations

a. Philosophy Statement

Please refer to p. 17 of the LH 2014-15.

b. Pedagogy for Reflection

Essentially every element of the unique degree programs offered within the Leadership and Educational Administration Department (LEAD) requires careful, thoughtful, precise, accurate and thorough reflection and its documentation through writing. Our course lays a critical foundation for this important process. For an expanded description of the Pedagogy for Reflection, please refer to pp. 17-18 of the LH 2014-15.

ACADEMIC INTEGRITY

In harmony with the mission statement, Andrews University expects that [participants] will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, [participants] are expected to display honesty in all academic matters. For an expanded, thorough definition of academic dishonesty and the academic integrity policy, please refer to p. 27 of the LH 2013-14 and the Student Handbook.

SPECIAL NEEDS ACCOMMODATION

If you qualify for any relevant considerations, please refer to the Andrews University Bulletin, p. 23, for an outline of the process; this website has further information: <http://www.ed.gov/about/offices/list/ocr/transition.html>

ONLINE CLASSES

For an overview of the expectations and requirements for online courses, please refer to pp. 37, 66-67 of the LH 2014-15.

WRITING AND EDITORIAL SUPPORT / SERVICES

Although we hope this course will adequately prepare participants for successful completion of all their writing requirements, in the event that you still need additional help, Andrews University has a number of useful options. For an outline and description of these services, please refer to pp. 37-40 of the LH 2014-15.

In addition to these resources, the Department of Leadership and Educational Administration maintains a current list of editors available to help our participants with dissertations and other necessary research writing. Participants should contact Kezia Saint-Louis or Evelyn Perez for more information. However, participants make their own arrangements; these services are not provided by the department.

COURSE OBJECTIVES

Participants will understand the importance of concise, precise and accurate writing for academic research constituencies. Fair, balanced treatment of all relevant evidence must be considered in research writing.

As far as possible, an objective perspective, free of bias, should be used. However, experts within even research universities have begun grudgingly to acknowledge the influence of personal, cultural and linguistic contingencies on the formation of any writer's interpretive context.

Elements of scholarly research writing include but are not limited to:

- **a comprehensive, integrative title that clearly specifies the content of the entire paper, considered comprehensively;**
- **high-impact, comprehensive opening sentences and paragraphs (opening sentences in paragraphs and the opening paragraphs of papers and sections of papers);**
- **integrative summary statements at the end and beginning of paragraphs and to provide powerful segues between major sections of papers;**
- **logical, sequential (essentially, linear) conceptual development throughout papers but also within sections of papers (including paragraphs); this will eliminate, for example, conceptual redundancies within major sections of papers, particularly within the introduction and literature review;**
- **structural and conceptual alignment within and across sections of papers; for**

a simple example, if you outline a list of items prior to discussing each item, the order in which the items are discussed should correspond to the order used in the original list; however, this principle relates to higher levels of conceptual abstraction as well as to sequence;

- succinct, precise choice of words, phrases, sentences, and paragraphs throughout papers; contrary to popular myths about academic writing, disciplinary jargon should be used only to clarify rather than obscure one's meaning; more or longer words never function as ends in themselves.

COURSE STRUCTURE AND DELIVERY

This course will be delivered entirely online through the Moodle learning management system. Please use your Andrews University username and password to login to this course and access and respond to all course lessons, assignments and materials online: <https://learninghub.andrews.edu> Links to tutorials are available for newcomers to Moodle, but you may also contact dlit@andrews.edu (or 269.471.3960) for any additional help. (Please cross-reference back to the "ONLINE CLASSES" section above)

Before the course begins, please upload your profile and photo. A collaborative, collegial community contributes to successful online learning.

COURSE REQUIREMENTS

Depending on whether you are taking this course for 1 or 2 credits, you should complete these assignments in order as follows:

Read, study and review the optional textbooks and other course materials

Make five posts to our Discussion Board (approximately one every two weeks); although these will not be graded beyond participation, they will serve to help us explore the optional readings together and address/answer any questions

EVALUATION/GRADES

Grading rubrics will be developed and posted on Moodle for the individual projects you are working on. You may turn in drafts of your writing projects as many times as you wish during the semester. I will use the grading rubric to assign a grade and provide additional suggestions and feedback each time. Presumably, we will iteratively improve your paper until you earn a good grade – although this depends on your willingness to respond to my critiques of at least half a dozen drafts of your projects (or more), and in any case, an A grade cannot be guaranteed *a priori*. Normal grading will be used, applying Andrews University's conventional grading system. Details can be found in Andrews University's Academic Bulletin under any Graduate Course Description.

Percentages of Final Grade Associated with Component Requirements

Participation in the Discussion Board will constitute 10% of your final grade

The grade on the final draft of your written project will constitute 90% of your final grade

Calculation of Letter Grades

90%-100% = A

86%-89% = A-

80%-85% = B+

76%-79% = B

70%-75% = B-

COURSE POLICIES

Communication with the Professor

Technology provides 24/7 access, but the Professor will not be available from sundown Friday evening until Monday morning; otherwise, you can expect responses within two business days of requests. Use either Moodle or brand@andrews.edu You may also contact my Graduate Assistant (GA): Fred Mainda, mainda@andrews.edu

Maintain professional conduct online

Please remember that due to the absence of nonverbal communication in online interaction, misunderstandings can arise quickly. Thus, use only appropriate language and maintain a sensitive, cordial tone in all course activities.

Disagreements are inevitable, perhaps even desirable in graduate education, but please manage them with respect for others, preserving their dignity just as you would prefer they do for you.