Professional Writing I: Foundations in Professional Writing

EDLD 610 – 2 Credits
University of Oregon – College of Education – Educational Methodology, Policy and Leadership

Summer 2015 Term Syllabus
Meeting Days/Time: Thursdays, 4:00pm-5:50pm
Location: ONLINE

INSTRUCTOR

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Center on Teaching and Learning (CTL)
Instructor
Department of Educational Methodology, Policy, and Leadership (EMPL)

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E-mail: carlsons@uoregon.edu
Skype: sarahlizc

Address: CTL Address:
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Eugene, OR 97403

Office Hours: Thursdays 1:00PM-3:00PM
Location: CTL office, 108E or by appointment (virtual/online meetings are also possible).

DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

This two-credit course covers early foundational knowledge in learning the nuances of APA writing style and learning how to begin to conduct a literature search on a professional topic. The course serves as an introduction, designed to cover fundamental topics around the APA writing style and structure, APA citations, and the beginning processes of conducting a literature search. The major product obtained from this course – a product of summaries for articles in your research area of interest, along with a short synthesis on the connections between the articles – serves as a basis for later courses that provide a deeper look into conducting a literature review (e.g., for a dissertation proposal) and developing the skills needed for following APA guidelines in professional/academic writing. The content is suited for Undergraduates looking to pursue an advanced degree in Education, Master’s and D.Ed. students, and for Ph.D. students with no background in APA writing styles.

POSITION IN CURRICULUM

The course is a pre-requisite for first year EMPL D.Ed. students who also plan to take other professional writing courses in the series (e.g., EDLD 659 Scholarly Writing, or similar courses). It is also required for reading endorsement students in EMPL and EDST, and for EMPL Master’s students completing one of the Master’s specializations. This course may also be appropriate for Master’s students in other College of Education programs and for undergraduates interested in pursuing an advanced degree in Education.

OBJECTIVES

In this course you will:
• Learn the nuances associated with the American Psychological Association’s (APA) guidelines and requirements for professional and academic writing.
• Participate in exercises associated with using APA guidelines during professional writing.
• Learn how to locate and value different sources of research in education, educational policy, measurement, and/or other areas of educational psychology and begin to think about developing a theoretical and empirical framework and argument on a topic of interest.
• Become knowledgeable about analyzing, integrating, summarizing, and synthesizing educational literature. This objective will have implications for later courses that focus developing an articulation of a theoretically and empirically supported framework upon which to build a convincing perspective (i.e., dissertation proposal).

TEXTBOOKS & READING MATERIALS

<table>
<thead>
<tr>
<th>REQUIRED READINGS/BOOKS</th>
<th>TITLE</th>
<th>AUTHOR/PUBLISHER</th>
<th>PUBLISHER &amp; PUB. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1 of Mastering APA style: Student’s workbook and training guide 6th Edition</td>
<td>American Psychological Association</td>
<td>American Psychological Association, 2010</td>
</tr>
<tr>
<td></td>
<td>TBA – Articles assigned to small groups</td>
<td>See ObaVerse</td>
<td>Research Articles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED READINGS/BOOKS</th>
<th>TITLE</th>
<th>AUTHOR/PUBLISHER</th>
<th>PUBLISHER &amp; PUB. DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Elements of Style, 4th or 5th Edition</td>
<td>Strunk, W. &amp; White, E. B.</td>
<td>Boston, MA: Allyn and Bacon, 2001 or 2009</td>
</tr>
</tbody>
</table>

FORMAT
This course is delivered online or asynchronous (i.e., online and independent), but also utilizes one in-person synchronous (i.e., live) meeting (with potentially 1-2 additional small group meetings). Students will assemble on-line via web-conferencing for a synchronous meeting in Week 1 and at other times if assigned for small groups. This first meeting in Week 1 will establish the course structure, expectations, and protocols. Online content will be completed based on a weekly schedule and will involve students watching presentations, completing activities, posting weekly on the course discussion board, and taking weekly quizzes.

COURSE WEBSITES
We will use ObaVerse (Oba; https://www.obaverse.net/welcome/) as the main course website. You will go here for announcements, assignments, datasets, grades, etc. You MUST get an ObaVerse account and enroll in this course on that site. You can find a video on getting an Oba account here: http://www.youtube.com/watch?v=wHGopK2yDlU.
STUDENT ENGAGEMENT INVENTORY

- Undergraduate: 1 credit hour = 30 hours of student engagement
- Graduate: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hrs student engaged (undergraduate/graduate)</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>2 / 2</td>
<td>Synchronous/asynchronous meetings (online and in-person)</td>
</tr>
<tr>
<td>Assigned readings/assignments</td>
<td>39 / 59</td>
<td>Readings, assignments and papers</td>
</tr>
<tr>
<td>Online interaction</td>
<td>19 / 19</td>
<td>Online content</td>
</tr>
<tr>
<td>Total hours:</td>
<td>60 / 80</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT WORKLOAD EXPECTATIONS

- “In-class:” The live, synchronous meeting will comprise of about 2 hours and asynchronous online content, which includes independent and group activities, will comprise about 19 hours. Together, these amount to about 5.25 hours of attendance and interaction time per week.
- Outside of class: Readings and course activities (which may include additional small group meetings) will consume approximately 9.75 hours per week for undergraduate and 14.75 hours per week for graduate students.
- The course schedule clarifies the exact expectations by week.

FORMS OF ASSESMENT

Participation/Discussion board
Student participation and engagement will be assessed through completion of online lessons, including weekly participation on Forums. Students MUST post content-rich posts of their own as well as any responses to peers’ posts. These posts must make a unique contribution to the discussion and demonstrate evidence of engagement. **Participation constitutes 20% of your grade.**

Assignments
Students will be assigned weekly activities that are related to the content for the week. For instance, these assignments will include activities for acquainting oneself with APA guidelines for writing style and manuscript organization, as well as learning how to search for research articles related to an area of interest. **Assignments constitute 20% of your grade.**

Quizzes
Learning and engagement with the assigned readings will be assessed through completion of online weekly quizzes. These quizzes will be open book, and will consist of content from the APA Manual. **Weekly quizzes constitute 20% of your grade.**

Final paper
Advanced knowledge of APA guidelines and summarizing research will be assessed through completion of a collection of summaries from three research articles and a brief synthesis that connects each of the articles. These articles will be an accumulation within the students’ area of interest. This paper will provide students with practice and knowledge for later courses in professional writing. **The final paper constitutes 40% of your grade.**
GRADING POLICY

Your final grade for this course will be determined based on attendance/participation in discussion synchronous meetings and online discussion boards, weekly multiple-choice quizzes, weekly assignments, and a final paper. These are detailed below:

- Participation (weekly) = 20%
- Assignments (weekly) = 20%
- Multiple-Choice Quizzes (weekly) = 20%
- Final synthesis paper = 40%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
<td>A</td>
<td>93-96.9%</td>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>B</td>
<td>83-86.9%</td>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>C</td>
<td>73-76.9%</td>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
<td>D</td>
<td>63-66.9%</td>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please note that if this class is taken P/NP, 70% or higher is required to pass the class is required for undergraduate students, and 80% or higher is required to pass the class for graduate students.

GRADUATE/UNDERGRADUATE DIFFERENTIATION

Undergraduate and Graduate students’ work will differ in terms of the amount and substance of reading assignments and the length and content of the assignments. Graduate students’ readings will also be longer and more in-depth and technical.

Note: If no undergraduates are registered for this course, the distinction will not be listed in the weekly schedule.
SCHEDULE OF TOPICS AND ASSIGNMENTS

NOTE: Dates listed below are for Thursdays because of how it is listed on the web. In addition, group meetings are scheduled for Thursdays (date listed below); however, any readings and other activities that DO NOT require meeting virtually, can be completed outside of the dates listed.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 25</td>
<td>Synchronous (4:00-5:50pm)</td>
<td>Course introduction and fundamental issues in professional writing</td>
<td>APA: Introduction, Chapters 1, 6</td>
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<td></td>
<td></td>
<td></td>
<td>“Why do we use APA?”</td>
<td>Mastering APA: Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Assignments and quiz due: Wednesday, July 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5:00pm</td>
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<tr>
<td></td>
<td></td>
<td>NOTE: The dates of Week 1 are listed as June 22-July 1 on ObaVerse to account for the timing of when this class meets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 2</td>
<td>Synchronous (4:00pm-5:50pm): Small Group</td>
<td>Navigating the UO library and other online resources to begin a</td>
<td>APA: Chapters 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings</td>
<td>literature search; organizing a literature search for a topic of</td>
<td>Research Article: TBA</td>
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<td></td>
<td></td>
<td></td>
<td>interest</td>
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<tr>
<td></td>
<td></td>
<td>Assignments and quiz due: Wednesday, July 8</td>
<td></td>
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<td></td>
<td></td>
<td>5:00pm</td>
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<tr>
<td>3</td>
<td>July 9</td>
<td>Synchronous (Optional) (4:00-5:50pm): Small</td>
<td>Outline of final paper</td>
<td>APA: Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Meetings – decide amongst each other if you want to meet to get feedback</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assignments and quiz due: Wednesday, July 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>July 16</td>
<td>Asynchronous</td>
<td>Final paper and peer review</td>
<td>APA: Chapters 5, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments and quiz due: Wednesday, July 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00pm</td>
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</table>
ATTENDANCE AND ABSENCE GUIDELINES
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, professors, and lecturers with respect.
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Return from breaks in a timely manner.
- Do not read other materials, books, or newspapers.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Eating during class is allowed, but please try to keep noise and mess to a minimum. Food waste should be disposed of outside the classroom.

If you open a window or door, it is your responsibility to close it when class is over.

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic
Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
- **UO Bias Response Team: 346-1139 or** http://bias.uoregon.edu/whatbtrt.htm
- **Conflict Resolution Services 346 -0617 or**
  http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- **Affirmative action and Equal Opportunity: 346-3123 or** http://aaeo.uoregon.edu/

GRIEVANCE POLICY
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.
IN CASE OF INCLEMENT WEATHER
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on the UO website or via email. During periods of inclement weather, please check the UO website, Oba, and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

COURSE INCOMPLETE POLICY
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
ASSIGNMENTS

IDENTIFYING APA CITATIONS

The purpose of this assignment is to be able to recognize the correct or incorrect ways in which citations are listed within text and in a reference section of a manuscript. Each student will:

1. Read the shortened draft of a manuscript entitled: Learning & Individual Differences;
2. Determine which references are incorrect;
3. Prepare a handout that lists each incorrect reference, state why it is incorrect, and make the correction for each citation on the manuscript (due 5:00pm, July 1).

Instructions:

Open the attached document “Learning & Individual Differences.” Read the document and identify which references – both within the text and in the reference section – are incorrect. There are a total of 20 incorrect references. One of the citations has 2 elements that are incorrect. Follow the steps below:

1. Determine which references in the manuscript are incorrect and prepare a handout that lists each incorrect reference and state why it is incorrect (see sample table below).
   a. It would be good practice for you to develop a table for this handout (as seen below), as you will need to do so for later papers in other courses. To do this, open a word document and insert a table. You can find other examples and formatting specifics in the APA Manual, 6th Edition.
   b. For Dutch names, ‘van’ should not be capitalized.
2. Save a new draft of the manuscript with your initials and turn on the ‘Track Changes’ under the ‘Review’ tab on your word document. You will need to go through the document and correct each citation. I will be able to see your changes because “track-changes” shows a record of any deletions and highlights what the change is.
3. Turn in (1) your handout of the incorrect citations/reasons why; and (2) the manuscript with track-changes.
4. Attach your handout and saved manuscript draft with track changes on ObaVerse by Wednesday, July 1, 5:00pm PST.

Table 1. Sample assignment format

<table>
<thead>
<tr>
<th>Incorrect Reference</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Bob Jones, April Wilson, and Steven Marks, 2010)</td>
<td>This is incorrect because within text references should be listed with only last names, not first and last names. In addition, APA has developed a guideline for listing authors by using the ‘&amp;’ sign instead of the word ‘and’ to be more consistent and concise.</td>
</tr>
</tbody>
</table>
### IDENTIFYING APA CITATIONS RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Incomplete</th>
<th>Partially Complete</th>
<th>Complete</th>
<th>Total Possible Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect reference listed in handout</td>
<td></td>
<td></td>
<td></td>
<td>.5 point for each complete incorrect reference = 10</td>
<td></td>
</tr>
<tr>
<td>Statement of why the reference is incomplete</td>
<td></td>
<td></td>
<td></td>
<td>1 point for each complete statement = 20</td>
<td></td>
</tr>
<tr>
<td>Corrected reference on manuscript</td>
<td></td>
<td></td>
<td></td>
<td>.5 point for each complete correct reference = 10</td>
<td></td>
</tr>
</tbody>
</table>

**Total score:** /40
SMALL GROUP ARTICLE AND SUMMARY OUTLINE
The purpose of this assignment is to be able read and learn to put together an outline of a summary of a research article. Each student will:

1. Read an assigned research article based on the research interests listed in the poll in Week 1;
2. Meet with their assigned small group;
3. Prepare (as a group) an outline of a summary of the research article (due 5:00pm, July 8).

Instructions:
Read the assigned research article made available for your assigned group. Then, meet with your group members on Thursday at 4:00pm-5:50pm to discuss and put together an outline for a summary of the article. The outlines must include no more than 5 key sentences (can be bullet points) for each of the following components:

1. Introduction
2. Methods
3. Results
4. Discussion
5. Future directions; as well as, implications for research and/or practice (if applicable)
6. Conclusions
7. Reference list

Upload your outline ObaVerse by 5:00pm PST on Wednesday, July 8.

ARTICLE SUMMARY OUTLINE RUBRIC

<table>
<thead>
<tr>
<th>Component</th>
<th>Partially Complete (2-3 key sentences = ½ credit)</th>
<th>Complete (4-5 key sentences= full credit)</th>
<th>Total Possible Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td>4 point</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td></td>
<td></td>
<td>2 point</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td></td>
<td></td>
<td>2 point</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td>4 point</td>
<td></td>
</tr>
<tr>
<td>Future directions; implications for research/practice (if applicable)</td>
<td></td>
<td></td>
<td>2 point</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
<td>4 point</td>
<td></td>
</tr>
<tr>
<td>Reference list</td>
<td></td>
<td></td>
<td>2 point</td>
<td></td>
</tr>
</tbody>
</table>

Total score: /20
LITERATURE SEARCH ORGANIZATION

The purpose of this assignment is to be able to learn how to efficiently organize a literature search for a research paper, synthesis, or future dissertation proposal. Each student will:

1. Need to search for and obtain 3 research articles (e.g., articles that include an experimental or quasi-experimental designs) that match your area of interest;
2. Complete a table that identifies key points about the articles found (see example below).

Instructions:
After watching the related lecture and videos for Week 2, you will need to conduct your own literature search to obtain 3 research articles in your area of interest. To locate the articles, follow the steps below and then follow the example table to organize your search (please limit your search from dates no older than 2000):

1. Go to http://library.uoregon.edu/ to begin your search (i.e., follow the steps I suggested in the lecture for Week 2).
2. Enter in your key words or title phrases (or author, if applicable) and narrow down your search by additional topics such as:
   a. Sample type (e.g., race, age, schools, districts)
   b. Demographic region
   c. Educational content area (e.g., social studies, English language arts)
3. Begin to track and organize your search by creating a table similar to the one shown on the next page. In your table, you must include:
   a. Date and Key words (or title phrase) from your search
   b. First author name
   c. Year
   d. Full reference
   e. Type of text
   f. Additional components: Design; demographics of participants (e.g., age, race, ELL); or methods
   g. Highlights/conclusions
4. Note: Be sure to track the articles of interest that you find under the key words and list new key/title words in a new row when you change your search. It is OK if you only identify 1 article for each key word search.
5. Product: Turn in your Literature Search Organization Table after you have found the 3 articles.
   a. If you find more than 3 articles, highlight the 3 articles that you choose to focus your final summary/synthesis paper on.
6. This table will be graded as part of your final paper and is worth 14 points.
7. Upload your table ObaVerse by Wednesday, July 8, 5:00pm PST.

LITERATURE SEARCH TABLE RUBRIC

<table>
<thead>
<tr>
<th>Each component listed above</th>
<th>Partially Complete (½ credit)</th>
<th>Complete (full credit)</th>
<th>Total Possible Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 points each = 14</td>
<td></td>
</tr>
</tbody>
</table>

Total score: /14
<table>
<thead>
<tr>
<th>Today's Date</th>
<th>Key words/title words</th>
<th>First Author</th>
<th>Year</th>
<th>Full Reference</th>
<th>Design</th>
<th>Type of Text</th>
<th>Conclusions/Comments</th>
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| 6/29/15      | Key words: Reading interventions; middle school | Vaughn, Sharon | 2012 | Vaughn, S., & Fletcher, J. M. (2012). Response to intervention with secondary school students with reading disabilities. *Journal of Learning Disabilities, 45*, 244-256. | Review | Peer review article | Overview: Review of Response to intervention (RTI). RTI has been conceptualized as a prevention and remediation framework designed to provide universal screening, ongoing progress monitoring and/or curriculum-based measurements with research based classroom instruction (Tier 1), and increasingly layering of more intensive interventions to meet students' instructional or behavioral needs (van der Heyden & Burns, 2010; Vaughn & Fuchs, 2003).  
Highlights:  
1. Limited RTI for secondary students  
2. Interventions used with secondary students (with reading disabilities and at risk)  
3. See page 2 – figure 1.  
Findings:  
1. Middle school teachers “crave instructional practices to enhance vocabulary and comprehension…many of their students could not understand or access area texts through reading – other than reading the texts out loud to them.”  
2. Findings from studies support the notion that Tier 2 research developed interventions, along with Tier 2 research based programs benefit students’ learning and change.  
3. Tier 3 individualized programs may need more attention and further research.  
Recommendations:  
1. Implications for further development in RTI, including screening, assessment, tiers of intervention for secondary students with LD or at risk.  
2. The authors empirical and clinical evidence suggests that the implementation of a multi-tiered approach to instruction and intervention is different for older students.  
3. Should time be spent on reading components (e.g., word level, fluency)? Yes, for texts that will be useful for secondary students (content level texts – science, social studies). Include vocab and comprehension strategies.  
4. For students at least 2 grade levels below in reading – receive additional Tier 2 support; Tier 3 support for students with persistent reading disabilities – including small group instruction; all students with significant reading disabilities should receive additional summer support.  
6. The role of technology has been understudied. |
Final Paper: Article Summaries/Synthesis

The purpose of this final paper is to be able to efficiently and clearly write a summary for a set of research articles, of which represent your area of interest, and thoughtfully discuss and synthesize these articles. Each student will:

1. Read 3 research articles in their area of interest based on the articles found during your literature search (see the Literature Search Organization table);
2. Prepare a separate summary for each article. These summaries must include brief descriptions (1-2 paragraphs each) for the following components:
   a. Introduction
   b. Methods
   c. Results
   d. Discussion
   e. Future directions/Implications for research and/or practice (if applicable)
   f. Conclusions
   g. Reference

   NOTE: If your articles do not list the sections of their studies like this, please note that in your summaries and identify and include the information that is closely related.

3. Prepare a synthesis (3-4 paragraphs) that covers the following components:
   a. What did you learn from the 3 research articles, collectively? Are there any strong opinions that you can take away from the articles – do you strongly disagree or agree with the information stated in the articles?
   b. How are the 3 research articles connected/related?
   c. How are the 3 research articles different?
   d. What future directions are you most interested in seeing this research follow and why?
   e. Reference list – include the references from each of your articles in APA format at the end of your paper.

Instructions:
Write three the three summaries and conclude your summaries with a brief synthesis. This final paper must follow the current guidelines for APA formatting (i.e., double spacing, section headers, citations within text, reference list). This final paper is due on Wednesday, July 22, by 5:00pm PST. If you are interested in having a draft or outline looked at for feedback, turn this in on Wednesday, July 15, by 5:00pm PST (this is optional).

Final Summary/Synthesis Paper

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Total score: /70