Course Meeting Date and Location:

Tuesday, 4:00 – 6:30 PM, College of Education Room 502
Individual and/or small group appointments as scheduled

Course Objectives:

Students will:

1. Develop a data-based research literature review suitable for publication in a research journal in the student's field of study.

2. Use APA style accurately throughout the data-based research literature review.

3. Demonstrate skills in the use of English grammar as evidenced in the data-based research literature review.

4. Participate in peer-editing activities throughout the semester to support classmates in the development of their data-based research literature review.

5. Complete assignments, both in-class and outside of class sessions, to strengthen professional writing skills.

Required Texts:


Articles, manuscripts, and other material will be assigned throughout the semester and placed on the course D2L website.

**Structure of the Course:**

This is a doctoral level seminar course. Students are expected to attend all sessions and be fully prepared to participate. Activities will vary throughout the sessions and may include:

- Analyzing excellent reviews of research and discussing their common and unique elements.
- Discussing the APA manual and textbook for the class.
- Having “workshops” on common errors in grammar, punctuation, and APA style.
- Learning about UofA library resources including databases and referencing tools.
- Discussing strengths and needed improvements of papers in peer editing groups.
- Reviewing and critiquing one’s own writing.
- Reviewing common grammatical errors and ways to correct them.

Students will meet with a professor in their area of expertise twice during the semester to receive feedback on their data-based research literature review.

**Students with Disabilities:**

If you have a documented disability, please present information from the Disability Resource Center (DRC) to the instructor on or before the first day of class. You are expected to inform the instructor of the accommodations you are requesting for the course so that together you can work out an accommodation plan. It is your responsibility to communicate about material or testing accommodations that will allow you to be successful in the course.

**University Statement on Academic Integrity:**

Students are required to follow the Code of Academic Integrity of the University of Arizona. Plagiarism (representing ideas and/or writing of another as one’s own) or obtaining unauthorized assistance in any academic work will result in failure in the course. Visit [http://deanofstudents.arizona.edu/policies-and-codes/code-](http://deanofstudents.arizona.edu/policies-and-codes/code-)
academic-integrity for more information about the policies and procedures related to academic integrity.

**Attendance and Participation:**

Students are expected to attend and participate in all class meetings. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. After two absences the instructor may opt to (a) lower the student’s grade, (b) require the student to do work missed during class and submit it within 2 weeks of the absence, and/or (c) require the student to do additional work to make up for missed content. Work is due on the date stated on the syllabus regardless of absence. More than one late assignment/meeting a deadline may result in the lowering of the student's course grade. Students are expected to participate in class discussions and provide their peers high quality feedback. Lack of participation or high quality feedback to peers may result in the lowering of the course grade.

**Changes to the Syllabus and Schedule:**

Information contained in this syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Course Requirements:**

1. **Data-based research literature review** (70 points) - Most students have written at least one review of literature during the previous semester, and are expected to refine and improve a review of research they started previously, or to write a new one, making them consistent with APA style in all aspects and publishable in the field of study in which they are writing. The paper also can be used for students’ qualifying exams, and could be preliminary reviews for dissertations. The difference between this paper and those expected in other classes is that it is a review of research, not literature. Papers written for this class are reviews of data-based research, and can contain reviews of other literature such as opinions and theory only to “set the stage” for the review of research.

The student’s review of research will be refined and evaluated by both the instructor and a professor in the area of study in which the student is writing. Normally, this individual is the student’s advisor, but may be another professor if the other professor is more knowledgeable about the field of study in which the student is writing. Dr. Rosenblum will evaluate the paper’s technical quality, organization, and comprehensiveness of
methods used in research. Both Dr. Rosenblum and the advisor or other professor will evaluate the comprehensiveness, accuracy, and timeliness of the content of the paper.

This review needs to include both empirical studies and theoretical articles. When appropriate, it can include other literature such as reports on professional practices and standards, but should not contain anecdotal reports. Students must distinguish between the various types of literature, and must present an integrated synthesis of the literature—not simply a summary of the opinions and findings in the articles reviewed. Students must include a minimum of 15 empirical studies in their data-based literature review.

This review will be written in four parts (introduction, methods, results, and discussion/conclusion), and members of the class will review the writing of their classmates, offering feedback and helpful suggestions for improvement. The sections of the paper due for review at a particular class session are sent by email the class member(s) reviewing them on the Friday before the Tuesday these sections will be discussed in class. They are also submitted to the D2L Assignment folder for Dr. Rosenblum’s review and feedback. This schedule gives class members time to review each paper carefully, be prepared to discuss them in class, and give helpful suggestions for improvement.

Please note: The first draft should NOT be only part of the intended section. It is a first draft of the entire section. You may be asked to submit a second or third draft to the instructor for additional feedback and revision.

2. English Grammar and APA Exercises – (5 points) One of the most important aspects of this class is to develop clarity, grammatical accuracy, and technical quality in writing. In professional, academic contexts, grammar errors and ambiguity detract from the message a writer is trying to convey and errors in technical quality can cause a grant proposal or a manuscript to be rejected simply because of format errors. Inaccurate use of APA formatting also has negative ramifications in professional writing. Students will complete writing mechanics and APA exercises that have been developed to provide references and resources as well as to provide an opportunity to practice. Students will obtain the exercises from the D2L site and will bring completed exercises to class for group review. The instructor may ask students to submit their completed exercises through D2L prior to the start of class or may assign additional exercises to individual students to provide more practice in areas of need.
3. **Peer Editing** – (10 points) Peer editing and feedback will be used extensively in the course because the ability to recognize strengths and problems in others’ writing will help develop the ability to recognize these same strengths and errors in one’s own writing. To facilitate this process, students will complete the "Form for Evaluating Mechanics of the Manuscript" for each section of a peer's manuscript reviewed. The student will submit the "Form for Evaluating Mechanics of the Manuscript" to the D2L Assignment folder for each manuscript reviewed and will bring a hard copy to class to share with the peer author. In addition, if the student uses track changes when reviewing a peer's manuscript, he/she will upload the manuscript to the D2L Assignment folder when submitting the "Form for Evaluating Mechanics of the Manuscript". **Students are to point out errors in a peer's manuscript but are not to correct the errors.**

Students will earn up to 10 points for peer editing. These points will be based on: (a) submission of peer reviews on-time, (b) quality of the peer review, and (c) accuracy of grammar and APA formatting errors located in the peer author's manuscripts.

4. **Critique of a Literature Review** – (5 points) Students will follow the directions provided to complete the assignment critiquing a high-quality literature review. Points will be assigned based on the thoroughness of your answers to the questions and the accuracy of the article citation and grammar.

5. **Peer Review of a Manuscript** – (5 points) Students will follow the directions provided to complete the assignment reviewing a manuscript submitted for publication. Points will be assigned based on the thoroughness of the review and the accuracy of your grammar.

6. **Tables of Articles Reviewed** – (5 points) Students will follow the directions provided to prepare two tables of 10-15 articles reviewed. Points will be assigned based on the amount of detail provided within the tables.

**Considerations:**

1. **Identifying Strengths in Own and Others’ Writing.** Many graduate students have strengths in organizing their thoughts, and in analyzing the strengths and weaknesses of research and practice in their fields. They also come with varied levels of knowledge of APA style and conventions. Strengths in the use of grammar, integration of varied perspectives, and ability to draw on one’s own experiences in the analysis of literature also are common strengths. Observation of these strengths in others’ writing as well as in one’s own writing provides a model for the improvement of each new piece of writing.
2. **Identifying Common Problems in Own and Others’ Writing.** Common problems encountered in the writing of graduate students include using pronouns with unclear or nonexistent antecedents, using ambiguous terms, using possessive forms instead of plural forms, changing tenses in paragraphs and sentences, using subjects and verbs that do not agree in tense or number, using inapposite adjective modifiers or dependent clauses, using too many direct quotes, using which instead of that, and other similar mechanical problems. Other problems include inability to make transitions between important ideas, difficulties connecting ideas logically, and lack of clarity in writing. A list of these common problems has been generated based on Dr. Maker's over 25 years of reviewing the writing of graduate students, and has been combined with information from the APA style manual. The list of common errors is divided into three categories: basic grammar, punctuation, and APA style. Students will identify these errors in their own writing and the writing of others.

3. **Identifying APA Style Accuracies and Inconsistencies in Own and Others’ Writing.** Students will become experts in the use of APA style in writing manuscripts. They will edit and examine their own papers and the papers of others, identifying accuracies, problems, and inconsistencies. Students will correct errors in their own writing after each editing session and prior to their submission of the next draft of the paper.

**Grades**

Grades are based on the three areas of emphasis in the course: (a) development of technical skills in use of grammar, punctuation, and APA style; (b) development of skills in writing a high quality, publishable review of research; and (c) development of skills in reviewing others’ writing. Other important additional considerations when assigning final grades are late submission of more than one assignment and lack of class participation. The instructor reserves the right to lower a student’s grade by either one letter or two letter grades. Students will receive both verbal and written communication if they are in jeopardy of having their grade lowered for any reason.

**Point Scale**

- **A** = 90 to 100 points
- **B** = 80 to 89 points
- **C** = 70 to 89 points
- **D** = 60 to 69 points
- **F** = 59 points and below
Schedule for the Course  
Spring 2017

Week 1: January 17
In Class: Course requirements, review syllabus, peer review process, overview of parts of a literature review, how to review manuscripts submitted for publication, explain critique of a literature review & peer review of a manuscript assignments

Week 2: January 24
Reading: Galvan chapters 1-7
In Class: APA formatting; developing a table to assist you in your synthesis of literature; explain table of articles to review assignment
Assignment(s) Due:
   (1) Place your SERP 595D paper in the D2L Assignment folder
   (2) Critique a literature review - submit the worksheet in the D2L Assignment folder and bring a hard copy to class
   (3) Meet with your professor and begin to identify a topic for your literature review

Week 3: January 31
Reading: Galvan Chapter 13
In Class: Using the UofA library to conduct research – MEET IN LIBRARY ROOM 112A WITH LESLIE SULT
Assignment(s) Due:
   (1) Peer review of a manuscript - submit in the D2L Assignment folder

Week 4: February 7
Reading: Galvan chapters 8-10, 14
In Class: APA formatting, comparison of peer review with partner and editor; 5:30-6:30 Dr. Jina Yoon, Associate editor of the Journal of School Psychology (Nov. 2013-present) will share her experiences and advice related to professional writing and publication.
Assignment(s) Due:
   (1) Table 1 (in APA format) of 10-15 articles you have reviewed - submit in the D2L Assignment folder and bring a hard copy to class
   (2) Bring a hard copy of your peer review of a manuscript to class

Week 5: February 14
Reading: Galvan chapter 11-12
In Class: Grammar, APA formatting, discussion of preparing introduction and methods sections; reviewing table of research articles reviewed
Assignment(s) Due:
   (1) Table 2 (in APA format) of 10-15 articles you have reviewed - submit in the D2L Assignment folder and bring a hard copy to class
   (2) Assigned grammar and APA exercises
Week 6: February 21
Reading: TBD
In Class: Grammar, APA formatting, faculty panel
Assignment(s) Due:
   (1) Assigned grammar and APA exercises

PEER EDITING – FRIDAY, FEBRUARY 24
   (1) Email the introduction and methods sections of your manuscript to your peer editor
   (2) Place your introduction and methods sections of your manuscript in the D2L Assignment folder

Week 6: February 28
Reading: TBD
In Class: Peer editing groups to review introduction and methods section; grammar and APA formatting
Assignment(s) Due:
   (1) Feedback for peer on the introduction and methods section s- place in the D2L Assignment folder and bring a hard copy to class
   (2) Assigned grammar and APA exercises

Week 7: March 7
Reading: TBD
In Class: Discussion of preparing the results section; APA formatting; grammar; doctoral student panel
Assignment(s) Due:
   (1) Assigned grammar and APA exercises

Week 8: March 14
Spring Break – No Class

PEER EDITING – FRIDAY, MARCH 17 (Note this is the end of spring break week.)
   (1) Email your first draft of the results of your manuscript to your peer editor
   (2) Place your first draft of the results of your manuscript in the D2L Assignment folder

Week 9: March 21
Reading: TBD
In Class: Peer editing groups to review results section, grammar, APA formatting
Assignment(s) Due:
   (1) Feedback for peer on the results section - place in the D2L Assignment folder and bring a hard copy to class
   (2) Assigned grammar and APA exercises
Week 10: March 28
Reading: TBD
In Class: Discussion of preparing introduction and methods sections; grammar, APA formatting
Assignment(s) Due:
   (2) Assigned grammar and APA exercises

PEER EDITING – FRIDAY, MARCH 31
   (1) Email your second draft of the results of your manuscript to your peer editor
   (2) Place your second draft of the results of your manuscript in the D2L Assignment folder
   (3) Email your entire draft manuscript to your professor and set up a meeting with him/her for the week of April 10

Week 11: April 4
Reading: TBD
In Class: Peer editing groups to review results section; preparing the discussion and abstract
Assignment(s) Due:
   (1) Feedback for peer on the results section - place in the D2L Assignment folder and bring a hard copy to class

Week 12: April 11
NO IN CLASS - MEETING THIS WEEK – Individually meet with your advisor to review your draft manuscript.

PEER EDITING – FRIDAY, APRIL 14
   (1) Email your abstract and discussion of your manuscript to your peer editor
   (2) Place your abstract and discussion of your manuscript in the D2L Assignment folder

Week 13: April 18
Reading: TBD
In Class: Peer editing groups to review abstract and discussion sections
Assignment(s) Due:
   (1) Summarize the feedback you received from your advisor on your draft manuscript and submit to the D2L Assignment folder
   (2) Feedback for peer on the abstract and discussion - place in the D2L Assignment Folder and bring a hard copies to class

PEER EDITING – FRIDAY APRIL 21
   (1) Email your near final manuscript to your peer editor
   (2) Place your near final manuscript in the D2L Assignment folder
**Week 14: April 25**

**Reading:** TBD  
**In Class:** Peer editing groups to review near final manuscript  
**Assignment(s) Due:**  
(1) Feedback for peer on the near final manuscript - place in the D2L Assignment folder and bring a hard copy to class

**Week 15: May 2**

**Assignment Due:**  
(1) Place your final manuscript in the D2L Assignment folder  
(2) Email your final manuscript to your professor and set up a meeting to review it with him/her prior to May 11.