

Syllabus for
GADM: 920 Directed Study Dissertation Level Writing
3 Credit Hours

ONLINE: Desire2Learn

The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

This course will provide students with an overview of the techniques necessary for graduate level written analysis, with a goal of preparing for the dissertation process. This course will include emphasis on the importance and necessity of grammatical and mechanical correctness, APA documentation (only as needed), appropriate language, expression, transitions, paragraph development, and logical organization.

II. COURSE GOALS: The purpose of this course is to enable students to

A. **Formulate a thesis** on a current education oriented topic by evaluating research.

B. **Effectively and logically organize** ideas and incorporate accurate APA documentation while including a complete and accurate References Page to avoid plagiarism.

C. **Edit, revise, and proofread** their own work.

D. **Analyze and interpret** other research and texts while using textual evidence as support.

E. **Support claims** (interpretations) with appropriate and pertinent evidence while employing suitable terms in discussions and/or writings.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE: As a result of completing this course, the student will be able to

A. Write and revise organized, unified, well-developed papers, effectively using analysis and primary and/or secondary source material.

B. Formulate a thesis, conduct scholarly research, cite textual evidence using APA parenthetical documentation, and produce a final research paper of at least 6-10 pages plus References pages using APA format.

C. Discuss, critique, and analyze different modes of writing and grammatical traditions required to produce an excellent paper.

D. Use appropriate terminology and cite specific examples thereof in the appropriate works.

E. Apply the conventions of logical, organized, academic writing including appropriate use of source material, textual evidence, documentation, and highly developed composition skills.

IV. TEXT BOOKS AND OTHER LEARNING RESOURCES

A. They Say; I Say by Gerald Graff and Cathy Birkenstein, 2nd Edition without readings, ISBN: 978-0-393-93361-1

B. Current APA Manual

C. Guide to Rapid Revision by Daniel Pearlman and Paula R. Pearlman
ISBN: 0-321-10757-8

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. School and/or Department Policies and Procedures
1. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 2. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the

proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5th edition.

- d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. COURSE POLICIES AND PROCEDURES

1. Evaluation Procedures

- a. The final grade will be based on a composite assessment of the following:

Discussion Boards (20%)

Grammar Review Assessment (10%)

Paper 1 (10%): Lit. Review

Paper 2 (20%): Lit. Review, Revised

Paper 3 (20%): From Lit. Review Topic

Paper 4 (20%): Revision of #3 (Probably)

- b. Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=Below 60%

- c. All graduate students are expected make a grade of A or B. A grade of C will result in the student being placed on probation. Two or more grades of C will result in the student being suspended from graduate school.

2. Whole Person Assessment Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities indentified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.

3. Other Policies and Procedures

- a. The student is responsible for the following:
 - 1. Completing all reading assignments, including any individual assignments made by the professor based on individual need.
 - 2. Completing all assignments and submitting them on time, including any individual assignments made by the professor based on individual need.

3. Make complete and positive contributions to Discussion Boards, including any questions posed by the professor or other students in the course.

b. Absolutely NO research involving human subjects may be performed until full approval by the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

VI. COURSE SCHEDULE: Semester Online (Subject to Change as needed)

Unit/Assignment/Due Details: See the Online Assignments	Discussion Bd (Post by Mon.; Respond by Wed.)	Peer Review Bd. (Post by Wed.; Respond by Fri.)
Introductions Week 1 Text: Preface & Intro. Rapid Revision: 46-50 Begin Paper 1 <i>Grammar Review Due Sat. 10/19</i>	Yes—Colorado Café: Introductions Yes—Grammar Issues Also: Post to Dr. Stone's Board a Writing Sample	Yes: Post a Topic Idea and Explain your reasons. You will work with the same topic all semester.
Week 2 PDF Docs: Lit. Rev. Ex.: Page 14, #1	Organization and Logic	Yes: Post Page 14, #1 Yes: 1-2 pages of Lit. Rev. draft and discuss in ref. to pg. 51, Ex. 2
Week 3 Text: Chps 1-3 <i>Paper 1: Lit Rev. 11/2</i>	Revision, Summarizing, Quoting	Check as needed.
Week 4 Text: Chps 4, 5, 14 <i>Paper 2: Lit Review Revised 11/9</i>	Flow and Transitions	Post Revision; Review using pg. 51, Ex. 2
Week 5 Text: Chps 6,7	"So What" Question	Post a clear outline of your paper. Include your Thesis Statement.
Week 6 Text: Chaps 8, 12	Support & Development	Discuss ideas fully.
Week 7 <i>Paper 3: Due 11/30</i>	Check as needed	Post 2 pgs paper #3 revision (if necessary); Respond in ref. to Pg 51, 120 Ex. 2

Week 8 <i>Final Paper Due (if revision was needed)</i> 12/7	Yes: Course Feedback	

SYLLABUS SCHEDULE WITH DATES FOR ORU GADM 920

Course Inventory for ORU's Student Learning Outcomes

Graduate Writing

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes target assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contributio n	Minimal Contributio n	No Contributio n
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability	X			
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity	X			

