



**George Mason University
College of Education and Human Development
Ph.D. in Education
Emphasis: International Education**

**EDUC 896 - DL 1 (CRN 21218)
Special Topics:
Doctoral Seminar in Advanced Writing
3 Credits
Spring 2019**

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Office Hours: By appointment

Office: Virtual

Meeting Dates: Online

Meeting Location: Online

Course Description: This course is an advanced seminar in doctoral level writing. The aim is to build and refine academic writing skills through critical exploration of the writing process, the writer, and the audience.

Prerequisites/Co-requisites: Admission to the Ph.D. Education program or permission from instructor.

Course Delivery Method: This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before "@masonlive.gmu.edu or gmu.edu) and email password. The course site will be available on January 15, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a

face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and intercultural communication, understanding, and competence. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays and end on Mondays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should

email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Learner Objectives or Outcomes: This course is designed to enable students to:

1. to identify individual writing style and preferences;
2. to learn the expectations and style of academic writing;
3. to become a confident and proficient academic writer;
4. to learn how to identify a “doable” research topic;
5. to move from a topic of interest to a researchable idea;
6. to identify literature and write a literature review on a research topic;
7. to provide constructive criticism; and,
8. to learn how to incorporate feedback from multiple perspectives.

Required Texts:

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research*. Chicago: University of Chicago Press. 978-0226239736

**This book is available in hardback, paperback, and e-book.

Rocco, T. S. & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN: 978-0470393352

**This book is available in hardback, paperback, and e-book.

Recommended Additional Texts:

Silvia, P. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - American Psychological Association
<http://www.apa.org>
 - APA Formatting Advice
<https://owl.english.purdue.edu/owl/resource/560/01/>

**GMU Policies and Resources for Students:
Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Email and Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

Grading Policy: Since this is a doctoral level course, high quality work is expected of all participants. Participation in all classes for the entire class is a course expectation. In order to

qualify for a final grade of A+, a participant enrolled in EDUC 878 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Mason Catalog will be considered ‘excused’.

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Integrity of Work: All students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>.) The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). There is no guarantee that such withdraws will be permitted.

Netiquette: Something vital for our consideration as a class is netiquette. Netiquette, a combination of “internet” and “etiquette”, is the set of protocols we will observe for our online communication throughout this course. As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners that is a safe and productive space.

Whether we are engaging in dialogue in a collaborative discussion, or working in groups on a collaborative project, please keep the following norms in mind. These will form the basis for our online netiquette protocol:

- Write concisely and clearly - don't make others "guess" what you want to say.
- Post early in the module to give the discussion time to develop and honor the established timeline for responses. In projects, do not procrastinate; others are counting on your timely input for project to be successful.
- Make use of subject lines to help others know what you are writing about in your post.
- Read others' posts before making your own so everyone isn't saying the same thing.
- Refer to others' posts - we want to develop a dialogue in which we are talking *with* each other, not *at* each other.
- You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Be respectful: All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You can disagree... respectfully.
- Watch sarcasm - it doesn't always translate well online, and we have yet to develop a sarcasm font.
- Do not use offensive language.
- Avoid using all caps - IT IS LIKE YELLING.
- Watch overusing exclamation marks!!!!!!!!!!!!!!
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them. ☺☺☺☺☺☺☺☺☺☺
- Think before you push the "send" button.
- Remember that you are not competing with classmates, but sharing information and learning from others.
- Do not hesitate to ask for feedback.

As our work will unfold in an online environment, we need to be mindful that what we say and how we say it may translate in different ways when our words are read rather than heard.

COURSE PERFORMANCE EVALUATION

Course Requirements: This is a doctoral level course, and active informed participation is expected and required. Active informed participation is defined as: full attendance, active participation in discussions and activities, demonstration of positive and collaborative dispositions towards colleagues, and satisfactory completion of all project work on time.

A major part of course participation is reading, presentation, and facilitations of assigned course material. **ALL readings** must be completed for the class date for which they are assigned.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced, and in APA formatting unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each

writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.* I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

All students enrolled in the course will be expected to commit themselves to actively pursuing a research product, to diligently pursuing the literature and other sources in describing and developing the topic, to writing professionally as expected in academic writing, and to constructively critique the work of other students in the class.

1. Weekly Discussions and Activities (60%)

Each week in our class we will have an online group discussions or activities. These are meant to have us reflect on the readings, think about the writing process, and develop our sense of academic voice, style, and structure. Some weeks you will be asked to engage in either dialogue and peer review. Other weeks you will be asked to simply share your work and read the work others have shared.

2. Writing Logs (10%)

How do you get to Carnegie Hall? Practice... How do you become a better writer? You guessed it—practice! The strongest writers are, with few exceptions, those that read extensively and those who write extensively. This is true for elementary students, and it is true for doctoral students. Despite knowing how vital daily writing time is, daily writing time is often one of the first things sacrificed when other issues and life events occur. A good practice is to create a writing log in which we can trace our progress and hold ourselves accountable for maintaining a consistent writing regime.

For this class, you are asked to commit to writing at least one hour a day, five days a week. Additionally, you will create and keep a log for yourself. Different people respond differently in terms of recording information, so you have space here to create a log that best appeals to you. Minimally, however, you should include: date/time of day writing occurred, what you worked on, and what you accomplished (words written, pages read, pages revised, etc.). A sample is provided on Blackboard, but you made modify this to meet your personal style preferences.

Writing journals will be submitted twice throughout the semester: March 18 and April 29.

3. Writing Revision Proposal (10%)

Each student will select one piece of writing that he or she has already crafted for another class for revision. Using what we readings and work from this course, each student will create a writing proposal for how he or she will revise the original piece of work. More details will be provided on Blackboard.

Writing proposals are due on April 15.

4. Writing Revisions (20%)

Each student will revise and resubmit his or her chosen writing project. More details will be provided on Blackboard.

Writing revision projects are due on May 6.

Assignment Summary:

Assignment	Percent of Final Grade	Due Date
Weekly discussions and activities	60	Weekly
Writing logs	10	March 18; April 29
Writing Proposal	10	April 15
Writing Revisions	20	May 6

EDUC 896 Schedule Spring 2019

Class 1	January 22 – January 28
General Topics	Setting the Stage
Readings	<i>Handbook of Scholarly Writing</i> – chapters 1, 3 and 4
Assignments Due	*Post self-introduction meme *Discussion Board 1

Class 2	January 29 – February 4
General Topics	Research: Telling Your Narrative
Readings	<i>The Craft of Research</i> – chapters 1 and 2
Assignments Due	*Discussion Board 2 *Writing Exemplar

Class 3	February 5 – February 11
General Topics	The Power of <i>Your</i> Voice
Readings	<i>Handbook of Scholarly Writing</i> – chapters 7 and 8
Assignments Due	*Discussion Board 3 *One Page of Writing

Class 4	February 12 – February 18
General Topics	The Art of the Argument
Readings	<i>The Craft of Research</i> – chapters 7-11
Assignments Due	*Discussion Board 4 *One Page of Writing Reviews

Class 5	February 19 – February 25
General Topics	What is your “What”?
Readings	<i>Handbook of Scholarly Writing</i> – chapter 10 <i>The Craft of Research</i> – chapter 3 Review the GMU/CEHD Doctoral Portfolio Guidelines
Assignments Due	*Discussion Board 5 *Portfolio Section 2

Class 6	February 26 – March 4
General Topics	Sources
Readings	<i>The Craft of Research</i> – chapters 5, 6, and 14 *View video session by Anne Melville
Assignments Due	*Discussion Board 6 *Peer review of Portfolio Section 2

Class 7	March 5 – March 11
General Topics	Creating a Portfolio Page
Readings	No reading this week
Assignments Due	*Discussion Board 7 *Create a Portfolio Site to house your Portfolio documents *Create academic archive *Complete Proposed Program of Study

Class 8	March 12 – March 18
General Topics	The Power of Strong Introductions
Readings	<i>The Craft of Research</i> – chapters 16 and 17
Assignments Due	*Discussion Board 8 *Start Knowledge Discussion Essay *CV *Writing log #1 due

Class 9	March 19 – March 25
General Topics	Literature Review
Readings	<i>Handbook of Scholarly Writing</i> – chapter 11
Assignments Due	*Discussion Board 9 *Knowledge Discussion Essay – Literature Review section

Class 10	March 26 – April 1
General Topics	Thinking Ahead to Future Writing
Readings	<i>Handbook of Scholarly Writing</i> – chapter 9
Assignments Due	*Discussion Board 10 *Complete Knowledge Essay

Class 11	April 2 – April 8
General Topics	Communication through Visuals
Readings	<i>The Craft of Research</i> – chapter 15
Assignments Due	*Discussion Board 11 *Visual Representation of Data *Peer Review

Class 12	April 9 – April 15
General Topics	Writing Proposal
Readings	<i>Handbook of Scholarly Writing</i> – chapters 17 and 18
Assignments Due	*Writing Proposal

Class 13	April 16 – April 22
General Topics	Writing
Readings	<i>Handbook of Scholarly Writing</i> – chapter 19
Assignments Due	*Discussion Board 13 *Twitter Post

Class 14	April 23 – April 29
General Topics	More Writing
Readings	None
Assignments Due	*Writing log #2 due

Class 15	April 30 – May 6
General Topics	Yet More Writing
Readings	None
Assignments Due	*Discussion Board 15 *Submit writing project