REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | EDCI 7129 | Title | Writing Seminar: From Idea to Manuscript

Short Title (≤ 19 characters) | W | R | T | G | S | E | M | I | D | E | A | M | N | S | R | P | T
Semester Hours of Credit | 3

If combination course type, # hrs. of credit for:
Lecture: _____ | Lab/Sem/Rec: __3

Repeat Credit Max. (if repeatable): 0 credit hours | Graduate Credit? Yes No
Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)
Lecture | Lab | Seminar | Recitation | Lec/Rec | Lec/Sem | Lec/Lab | Res/Ind | Clin/Pract | Intern

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 15-20
Grading System: Letter Grade yes | Pass/Fail | Final Exam: Yes | No

**(Attach justification if the proposed course will not hold a final exam during examination week.**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

EDCI 7129 Writing Seminar: From Idea to Manuscript (3) Current research on scholarly writing productivity with emphasis on expertise, competence, organization, skill sets, supports, and tools for producing manuscripts for publication, prospectuses, presentation proposals, or grants; demonstration and student production.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes No
Will additional space, equipment, special library materials or other major expense be involved? Yes No

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS
Department Faculty Approval Date 11-16-16 | College Faculty Approval Date 1-23-17

Department Chair Signature Neil Mathews/ab 1-18-17 (date)
Graduate Dean Signature Michelle A. Massé (date)
College Contact Casey Bennett/cbennett@lsu.edu

Academic Affairs Approval (date)

College Dean Signature Jacqueline Razo for Damon Andrew 1-24-17 (date)
Chair, FS C&C Committee John B. Hopley 2/9/17 (date)

(date)
JUSTIFICATION:
This course will fit into the current curriculum in all areas of concentration within the School of Education, but can also be available to students from across the College of Human Sciences and Education and accessible to students from across campus by supporting graduate students’ scholarly production by providing the space, the support, and the tools to succeed with the ability to produce scholarly writing beyond the requirements of a graduate degree. This proposed course does not duplicate other courses offered. In this course, students will learn how to manage continuous writing productivity that is publishable and considers differing fields of study.

This course was taught as a special topics course for three consecutive summers:
summer 2013 13 students enrolled/evaluation 4.949/5.000
summer 2014 (9 students enrolled/evaluation 5.000/5.000)
summer 2015 (8 students enrolled/evaluation 48.08/5.000)

Because of the content and format of the course, the culminating final project – a significant piece of writing – is provided in lieu of a final exam.
Writing Seminar: From Idea to Manuscript  
EDCI 7129 (formerly taught as EDCI 7107)  
Margaret-Mary Sulentic Dowell  
228 Peabody Hall  
Contact: sdowell@lsu.edu  
Office Hours:

COURSE DESCRIPTION:  
Current research on scholarly writing productivity with emphasis on expertise, competence, organization, skill sets, supports, and tools for producing manuscripts for publication, prospectuses, presentation proposals, or grants; demonstration and student production.

COURSE GOALS:  
Course experiences and activities are carefully planned to provide for ample opportunity for inquiry, questioning, and reflecting about scholarly writing; student will move from germination of an idea to fruition – from idea to manuscript. Issues are investigated in a gender-fair, multicultural environment where all areas of diversity are respected and welcomed.

COURSE OBJECTIVES:  
✓ Develop personal writing skill: scheduling writing time, including the developing writing goals, protecting writing time,  
✓ Participate in 7 demonstrations, applying knowledge to significant writing project (resources, purpose/goal, track changes, APA, calls, publishing, revision strategies),  
✓ Develop writing expertise through 5 major discussions (co-writing, peer-editing; editorial review board opportunities, self-editing, organizing/systemizing, scheduling/protecting time)  
✓ Increase understanding of the scholarly submission process by engaging with a guest speaker panel and guest speaker and through reading discussion and reflecting on 4 professional articles (5 addition for doctoral candidates), and  
✓ Personal course objective regarding significant piece of writing:

Required text:  

Required common article reads:  
Ballenger, R., Kaser, S., Kauffman, G., Schroeder, & Short, K. Our reflections on writing for publication. Language Arts, 83(6), 534-543.


**Suggested text for doctoral students:**

**Optional Texts (good reads about writing):**

**COURSE ASSIGNMENTS:**
Scholarly writing demands discipline, consistency, time, effort, and practice. Building knowledge involves thinking deeply about what we do as scholars. We will spend a significant amount of time discussing, sharing, reflecting, and writing about what we are reading and learning. If you are not present in mind, body and spirit, you cannot learn. As a class we will: 1) read and respond to one common significant text, 2) read 5 professional articles about differing aspects of scholarly writing, 3) participate in professional discussions, presentations, co-editing experiences, and status of the class charting activities, and as a final exam activity 4) complete a significant piece of writing that includes: establishing writing goals, developing a writing plan, and implementing that plan to achieve the goals of completing/submitting.

**COURSE ASSIGNMENTS POINT VALUE:**

<table>
<thead>
<tr>
<th>Professional article reflections</th>
<th>100 total points</th>
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<tbody>
<tr>
<td>Common Text Response</td>
<td>10 points each</td>
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<td></td>
<td>Written critique: brief written summary and key points or take-aways; participate in class discussion.</td>
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<tr>
<td>Significant piece of writing</td>
<td>20 points</td>
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<td></td>
<td>Written critique: this should be approximately three written pages which includes: brief overview of the text, identify segments (chapters) that addressed areas where you need more development as a writer; participate in class discussion.</td>
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<tr>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td>Establish goals, develop plan, and implement plan to complete significant piece of writing through completion/submitting.</td>
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</tbody>
</table>

**METHODS of ASSESSMENT:**
1. Participation
2. Preparation
3. Performance (written & oral)
4. Progress toward significant piece of writing

**INQUIRY PEDAGOGY & DIVERSITY:**
This class is designed to encourage exploration. All diversity is celebrated: economic, racial, ethnic, gender, religious, sexual orientation, and all exceptionalities.

**PROFESSIONALISM:**
LSU PS-22 will guide student participation. Attendance is expected; punctuality is required. Much of what we discuss, explore, observe and learn will be unique, dynamic, generative and one-of-a-kind experiences. This is an accelerated course. Simply "getting the notes" never replaces attending class. As a professional, I expect you will attend all classes, come prepared and ready to learn, and that you will conduct yourself as professionals. *Leave your cell phone on silent mode: do NOT text in class.*
GENERAL POLICIES AND EXPECTATIONS:

**Timeliness of Assignments**
All assignments must be submitted on the assigned date or full credit cannot be earned. PRIOR arrangements must be made and written verification provided (i.e. doctor excuses, jury slips, faculty open house, school function) for absences.

**Grading Policy**
To receive an A+ in this course, students will be required to do exceptional work. Conversely, students who receive a failing grade must demonstrate a lack of knowledge and/or disregard for the course policies (as stated in this syllabus). For more information, see the School of Education’s policy statement on grades.

**Incomplete Grades**
Assigning an INCOMPLETE or “I” grade will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. The student MUST request an incomplete from the Dean of Students and follow procedures stated in the university catalog. However, should an “I” grade be required, students should notify the instructor at the time circumstances exist. Upon notification of approval from the Dean of Students, a course completion contract between the student and instructor will be developed before the last week of the semester.

**Students with Exceptionalities**
If you have an exceptionality/disability that may have some impact on your work in this class and for which you may require accommodation, please see a coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me privately to discuss the provision of those accommodations as soon as possible. In the event that a student needs modifications to equipment (e.g. closed captioning) in CHSE classes, please work through ETS in obtaining the necessary modifications. ETS will serve as the contact with the Office of Disability Services in acquiring and installing any modification to CHSE equipment.

Additional contact information:
Office of Disability Services, 122 Johnson Hall, 225-578-5919 (voice) or 225-578-2600 (TDD).

**E-mail and MOODLE**
You will be expected to check e-mail regularly for important information, feedback about assignments, and other course information such as my initial e-mail with syllabus attached.

E-mail is an excellent way to communicate with me. Course information is posted to MOODLE.

**EVALUATION:**
(based on LSU PS 44)

<table>
<thead>
<tr>
<th>Grade</th>
<th>7-Point Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
<td>Distinguished mastery of course material</td>
</tr>
<tr>
<td>A</td>
<td>97-95</td>
<td>Good mastery of course material</td>
</tr>
<tr>
<td>A-</td>
<td>94-93</td>
<td>Acceptable mastery of course material</td>
</tr>
<tr>
<td>B+</td>
<td>92-91</td>
<td></td>
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<tr>
<td>B</td>
<td>90-88</td>
<td></td>
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<tr>
<td>B-</td>
<td>87-86</td>
<td></td>
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<tr>
<td>C+</td>
<td>85-84</td>
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<tr>
<td>C</td>
<td>83-81</td>
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<tr>
<td>C-</td>
<td>80-79</td>
<td></td>
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<tr>
<td>D+</td>
<td>78-77</td>
<td>Minimal mastery of course material</td>
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<tr>
<td>D</td>
<td>76-74</td>
<td></td>
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<tr>
<td>D-</td>
<td>73-72</td>
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<tr>
<td>F</td>
<td>71 or less</td>
<td>Failure to have minimal achievement of the course material</td>
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</table>
STUDENT ABSENCE FROM CLASS GENERAL POLICY

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:

1. Illness (doctor's excuse required)
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty (notice
5. Military obligations
6. Serious weather conditions
7. Religious observances*
8. Participation in varsity athletic competitions or university musical events**

In the following instances, the dean and not the instructor determines the validity of a student's reason for absence:

1. Group excuses for absence (see Operating Procedures)
2. For undergraduate students, a grade of Incomplete (I-grade) due to absences must be authorized by the dean. I-grades for graduate students do not require dean's approval.

OPERATING PROCEDURES

Group activities which conflict with scheduled classes may be sponsored by the deans and directors of colleges and schools, the Director of Athletics, and the Director of the LSU Union, depending on the college or school. Approval of the individual student's absence must be obtained from the dean or director of the college or school in which the student is enrolled before that student may be included in the group. Group absences may be approved only in the following circumstances:

1. A trip by a group of students in fulfillment of class or departmental requirements when the University controls time, route, and mode of travel. (See PM-4, Page 1, Section 1.a.)
2. Travel by an individual or non-class group for the purpose of representing the University (including Student Government, Athletic Department, and LSU Union) and the University controls the time, route and mode of travel. (See PM-4, Page 1, Section 1.b.)
3. Authorized special duties at the University. Examples include:
   a. ROTC students participating in Alumni Day Parade.

*See interfaith calendar website (www.interfaithcalendar.org) for updated calendar of holidays/primary holy days.

**The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.

Class schedule

(sometimes things happen beyond our control)

Week 1 – meet; greet; self-intros; logistics; review syllabus; plan for the semester; discussion of common text: Silvia. P. (2007). How to write a lot: A practical guide to productive academic writing; resources demonstration; article review (articles available on MOODLE); Where y'at?? log exercise organizing your writing (logs available on MOODLE) Prep for day 2: read and prepare reflection for article #1 When it's more than you, Jesus, and the pencil: Reflections on an academic writing mentorship

Week 2 – purpose and goal statements demonstration; share purpose and goal statements exercise; peer writing groupscritical friends-enduring learning community(ies) discussion; sharing your voice; reading and writing connection – editorial review boards discussion; mapping your writing days-week-semester-year; chunking what you need to accomplish - being realistic - what is manageable; organizing/systemizing your writing; discuss article #1

Week 3 – individual conferences/writing block time; reconvene; track change demonstration and upload platform demonstration; group discussion; self-reflection; status of the class
*prep for day 4: read and prepare reflection for article #2 *Supporting beginning writers of research: Mentoring graduate students’ entry into academic discourse communities*

**Week 4** – log update/questions/status of the class; group discussion – protecting your time; tracking and systemizing calls for manuscripts, proposals, grants; outlets for publishing your work; discussion of article #2

**Week 5** – discussion of the importance of querying editors; demonstration of writing samples from idea to manuscript; discuss reconciliation charts; status of the class
prep for day 6: read and prepare reflection for article #3 *Our reflections on writing for publication*

**Week 6** – share week/semester maps with a partner; APA review demonstration discuss mileage concept (working smart and hard); self-plagiarizing, the 20% rule; example of organizing a review of literature; co-writing; peer-editing; discuss article #3
*prep for day 7: bring a piece of writing to workshop and share*

**Week 7** – self-editing exercise; peer editing exercise; status of the class
*prep for day 8: bring 2 questions you want to ask accomplished, scholarly academic writers*

**Week 8** – Guest Panel on *Writing Productivity: Scheduling & Protecting Writing Time*
Assistant Professors, Associate Professors, and Professors, from SoE & CHSE
*prep for day 9: read article 4 *A reluctant writer’s entry into a community of writers*

**Week 9** – write burning question, debrief from presentation; self-reflection; publishing demonstration; discuss article #2; peer editing exercise; status of the class
*prep for day 10: read article #5 *A typology of verbs for scholarly writing*

**Week 10** – self-editing strategies discussion; discuss article #5; revision strategies; discussion of the efficacy of peer-editing or forming writing groups
Prep for day 11: bring 2 questions you want to ask of an editor of a scholarly, academic journal

**Week 11** – Guest Speakers, from SoE and CHSE: *An editor’s perspective*

**Week 12** – debrief from presentation; self-reflection; organization and systemization final discussion; peer editing exercise; status of the class
*prep for day 13: prepare written critique of common text: *How to write a lot: A practical guide to productive academic writing*

**Week 13** – discuss common text read; peer editing exercise; status of the class

**Week 14** – share significant writing piece accomplishment as final exam activity; final evaluation-faculty; final log update; final questions; final status of the class