Course Description
This course involves a series of online instructional modules regarding writing skills that are relevant to the programs in the Department of Special Education, including APA format. For graduate students the course will culminate in taking the Qualifying Examination that is required for students to proceed with completing their graduate degree.

Instructor: Marjorie Lynes, PhD

Online Location: Canvas Learning Management System (LMS)

Credit Hours: 2

All assignments will be due on Wednesdays unless announced, with the exception of the final assignment and final individual conference.

Required Text

Communicating & Submitting Work
For all communications related to this course please use the Inbox feature in Canvas (Inbox top right corner) where you can send and receive messages to/from instructors and classmates. Do not send emails to my Umail account unless it is an emergency and you have previously used the Canvas Inbox and still haven’t heard from me in a reasonable amount of time.
Do not expect an immediate response to comments you submit with an assignment. I only see these comments when I am actually grading the assignment and your questions, if placed there, will most likely not be answered in a timely manner.
Submit assignments in the Canvas LMS by clicking on the specific assignment, uploading the assignment, and then clicking the “Submit Assignment” button, not in an email or Conversations (Inbox).

Assignments
Assignments will include online tests and practice exercises covering specific content on APA style guidelines, evidence of successful electronic searches, written products reflecting writing typically required in special education courses, and focused writing assignments pertaining to qualifying examination preparation. See following information on grading.
Late policy: Unless discussed with the instructor in advance, all assignments must be submitted before the deadline to receive full credit. I will accept assignments up to 3 days after the due date with 10% deducted for each day late.

Course Technical Requirements
It is required that you know how to use the Canvas environment as well as all related computer software such as Microsoft Word, Safari, Firefox, or Chrome, etc. It is true that pdf’s can be submitted through Canvas, but my ability to give detailed feedback on your paper is next to impossible. Because of this, you must be able to submit all assignments in MS Word format. In addition, you must have access to a computer that will allow you to access and navigate the Canvas learning environment.

Qualifying Exam Information (for graduate students)
The format of the Qualifying Exam has recently changed. Those students taking the old version of the Qualifying Exam should contact me no later than September 8, 2017. Consult with your advisor if you are not sure which version of the exam you wish to take. Please note that some deadlines for the final portion of the course, such as the final paper, will be earlier for students taking the old version of the Qualifying Exam, to allow sufficient time for feedback prior to the exam date.
Module Objectives

**Module 1: Resources for Writing and Research at the University of Utah**
- Identify and access writing resources at the University of Utah to improve skills as needed
- Identify and access research resources at the University of Utah to aid in completing research assignments
- Conduct effective electronic searches for books, journals, articles and other works available through University of Utah libraries, including various databases and online resources

**Module 2: Publication Manual of the American Psychological Association**
- Become familiar with the APA Publication Manual
- Identify the benefits of using APA style guidelines
- Demonstrate the development of an effective outline to organize written assignments

**Module 3: Citing Other Writers' Work**
- Identify forms of plagiarism
- Describe and demonstrate ways to avoid plagiarism, including the use of paraphrasing, quoting, and acknowledging sources in the text with citations

**Module 4: Let’s Write Something**
- Practice formatting a document in preparation for writing following APA Publication guidelines
- Develop a working understanding of the most common problems encountered in written assignments, to include proper development and use of a title page, headings, reference lists, and citations following APA Publication guidelines
- Gain experience in writing parts of a research paper: introduction, body, conclusion, and reference page
- Evaluate written work with a checklist of criteria on writing style and written content

**Module 5: Let’s Write Some More & Qualifying Examination Preparation**
- Identify requirements for the qualifying exam and assessment procedures
- Successfully incorporate outlining, basic paper structure, editing skills, and APA Publication Manual guidelines in examination preparation and practice
- Utilize various examination preparation strategies

**Master’s Level Students Only: The Qualifying Exam**
- Reminder to register for the Qualifying Examination through the Academic Advisor in the Department of Special Education
- Prepare to take the Qualifying Examination

**Assignments & Grading Breakdown (subject to change)**

Online Tests
- APA Publication Manual 20 points each \( \times 3 = 60 \)
- Avoiding Plagiarism
- References

Assignments
- Electronic Database Searches 10 points each \( \times 9 = 90 \)
- Select Topic and Complete Initial Search
- Applying Tabs to APA Manual
- Outline
- Formatting/Headings/Introduction
- Using Examples
- Writing the Body
- Conclusion/Evaluation Form/Rewrite-Revise-Retitle
- Writing the Reference Page
Writing Project 2**
30 points each  x 1 = 30

Practices
10 points each  x 3 = 30
1 Paraphrasing
2 Formatting
3 Headings

Conferences
10 points each  x 2 = 20
TOTAL 230

Policies

Students with identified disabilities that require accommodations to complete course assignments or activities are encouraged to contact the instructor during the first week of the semester.

Americans with Disabilities Act (ADA) Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

NOTE: The Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age, or status as a Vietnam veteran, disabled veteran, or person with a disability. The Department of Special Education seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 801-581-8365.

The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. (PPM, Policy 6-100III-O) In this online course attendance will be demonstrated by submitting assignments and completing quizzes and conferences by posted due dates. Students are expected to turn in all assignments on time. Assignments will be accepted up to three days after the due date with a 10% deduction in your score for each day late. The only exception to this policy will be if prior arrangements are made when extraordinary circumstances make it impossible for assignments to be submitted on time. Assignments will not be accepted after the designated last day of class.

If extenuating circumstances make it necessary for you to take an incomplete for this course, be sure to discuss this with me at the first possible opportunity. You must have an incomplete approved before grades are turned in, or missing assignments will be given zero points. Please note that University policy requires students to have completed at least 80% of the course work to be considered for an incomplete. Please check the Academic Schedule and Student Handbook for information on the University withdrawal policy and the final date for course withdrawal this semester.

University Policy on Student Plagiarism

Misrepresenting the work of another person as your own is a violation of University policy. As per the University of Utah Student code, plagiarism means “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a
failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student’s file. For more information on ways to prevent plagiarizing, see the Department of Special Education Student Handbook.

**Special Education Policy on Grades for Program Courses**

A student receiving a grade of 1) C- or lower, or 2) no credit in any course or practica for his/her program must repeat the course or practicum experience (e.g., student teaching). If the course is a prerequisite to another course or course(s) within the teacher education or graduate sequence, it must be repeated prior to continuing the program sequence. In addition, a student must file a Petition to Recalculate GPA with the Registrar’s Office in order to count the higher grade.

A student receiving a grade of 1) C- or lower, or 2) no credit in any Department course or practica (e.g., student teaching) taken for a second time will be terminated from the program as per established Departmental procedure. A student not admitted to the major in the Department of Special Education receiving a grade of 1) C- or lower or 2) no credit in any Department course or practica taken for a second time will not be admitted to the program as per established Departmental procedure.

**University of Utah Mission Statement**

The mission of The University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

**College of Education Mission Statement**

The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

**College of Special Education Mission Statement**

The mission of the department of special education is to improve the quality of life of people with disabilities and their families by developing and disseminating essential skills, knowledge and values through research, teaching and service.

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).