University of Utah
Department of Special Education
Professional Writing in Education
Special Education 5054/6054-090
Fall 2019

Instructor: Breda O’Keeffe, PhD
Email: breda.okeeffe@utah.edu
Office: SAEC 2294, phone: (801) 585-1817
Office hours: By appointment
Time: Online
Credit Hours: 2

Required Text:
The following text is required for the course:

Course Description:
This course involves a series of online instructional modules regarding writing skills that are relevant to undergraduate and graduate programs in the Department of Special Education, including APA format. Further, this course will help to prepare graduate students to complete the qualifying examination necessary for advancement to candidacy for the M.Ed. degree.

Course Objectives:
The following objectives will be met over the different course modules. Students will:
- 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
- Become familiar with the APA Publication Manual
- Identify the benefits of using APA style guidelines
- Develop an effective outline to organize written assignments
- 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
- Format a document in preparation for writing following APA Publication guidelines
- Develop a working understanding of the most common problems encountered in written assignments, including proper development and use of a title page, headings, reference lists, and citations following APA Publication guidelines
- Write a research paper: introduction, body, and conclusion
- Evaluate written work with a checklist of criteria on writing style and written content
- Identify requirements for the qualifying exam and assessment procedures (graduate students)
- Successfully incorporate outlining, basic paper structure, editing skills, and APA Publication Manual guidelines in practice and examination preparation

Course Requirements:
1. **Online quizzes (three (3) at 20 points each):** Students are expected to complete three online quizzes that focus on the APA Publication Manual, Plagiarism, and References. More information about the quizzes will be provided on Canvas.
2. **Online assignments (ten (10) at 10 points each):** Students will be expected to complete nine online assignments covering a variety of information for the course. **Note: Assignments 7, 8, 9 and 10 must be completed to receive a passing grade for the course.** More information about the specific assignments as well as due dates will be provided in Canvas.
3. **Online practice activities (four (4) at 10 points each):** Students are expected to complete three online practice activities in the areas of paraphrasing, formatting, and headings. More information about these practice activities will be provided in Canvas.
4. **Individual conference (20 points):** Students are expected to complete a face-to-face or virtual conference with the instructor to discuss their writing and assignments related to the course. More information about the individual conference will be provided in Canvas.

**Grading**
- Online quizzes: 60 points
- Online assignments: 100 points
- Online practice activities: 40 points
- Individual conference: 20 points
- Total: 210 points

**Extra Credit Opportunities, Optional (Up to 10 points total extra credit):**
Students may receive up to 1 point extra credit each time they post information about an error in Canvas (e.g., a broken link, missing document, etc.) on the designated class discussion board. Students may receive up to 2 points each time they post an additional resource for writing (e.g., a good video, resource or tips, etc.) to the designated class discussion board.

Grades will be assigned based on the percentage of points earned by the student based on the following distribution:
- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- D+ = 67-69%
- D = 64-66%
- D- = 60-63%
- E = 59% or lower
Course Technical Requirements and Resources

Canvas:
- To participate and progress in this class, you must know how to use the Canvas learning environment as well as all related computer software, including Microsoft Word and a supported web browser such as Safari, Firefox, or Chrome. Further, you must have access to a computer that will allow you to access and navigate the Canvas learning environment throughout the semester.
- Please visit the Canvas “orientation” page.

Microsoft Word:
- The U also offers free Microsoft Office downloads (including MS Word) for university students. Please visit the U’s software page for Microsoft.

E-tutoring:
- This is an online tutoring resource that includes synchronous and asynchronous tutoring. Look for the “Writing Lab” which “…allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive a tutor's response within 24-48 hours.” Please visit the online tutoring website.

Grammarly (for SPED 6054, Master’s students)
- Students in SPED 6054 (master’s students) will be required to activate and use their Grammarly premium account provided by the U’s Graduate School. Find out more about Grammarly at the U and how to activate your Grammarly account. Do not pay for Grammarly!!

SPED 6054 Students (Master’s Students)
Please download the Qualifying and Comprehensive Exam Manual from the SPED Department’s website. Please review this information very carefully, and consult with the course instructor or your advisor if you have questions or need more information about the qualifying exam.

Students enrolled in SPED 6054 should be advised that the course instructor will be in contact with Master’s committee chairs and advisors regarding student progress and performance in this course. Should significant issues with writing persist, committee chairs and advisors will be informed.

Students enrolled in SPED 6054 must also be aware that the papers written for this course CANNOT be used to fulfill the requirements for their Qualifying Exam.

ADDITIONAL COURSE INFORMATION

Changes in Course Assignments and Schedule
The instructor reserves the right to adjust the course assignments, quizzes and schedule in order to best meet the objectives of the course. Any changes in assignments, due dates, quiz dates, and quiz content will be announced in class or on Canvas.

Policy Regarding Email Response
You are expected to e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5:00 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On
occasion, I will respond to emails in the evening or on weekends, but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours, but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).

**Announcements**: the instructor will send out classwide reminders and updates via Canvas announcements. Please make sure you receive these announcements by updating Canvas (in Settings) to notify you as soon as they are posted, and through an account that you check regularly (email, social media, etc.).

**Course Expectations**

In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah’s Student Code (http://www.regulations.utah.edu/academics/6-400.html), which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the [Student Code of Academic Conduct](http://www.regulations.utah.edu/academics/6-400.html) online.

**Confidentiality**

It is expected that you will protect the rights of confidentiality afforded to students and their families inside and outside of this class. Your experience with students with disabilities and their families is helpful in adding to the content and understanding of issues in applied settings. However, when discussing or writing about an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people to identify the student (e.g. name, school, age, parent’s name, etc.).

**Respectful Language & Diversity**

Students are expected to use respectful language. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “LD kids,” “severely retarded,” “autistic student” or other
statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a learning disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom/online atmosphere that is respectful of diverse views and backgrounds.

**Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**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).

**Student Resources**

If you are a student veteran, I want you to know that the University of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building (hours: M-F 8-5pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu. Please also let me know if you need any additional support in this class for any reason.

If you are a member of the LGBTQ community, I want you to know that my classroom is a “safe zone.” Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu. Please also let me know if there is any additional support you need in this class.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics English for Academic Success Program page; the Writing Center page; the Writing Program page (http://writing-program.utah.edu); the English Language Institute page. Please let me know if there is any additional support you would like to discuss for
Accommodations for Students with Disabilities

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 and Access (CDA), 162 Olpin Union Building, (801) 581-5020 (V/TDD), or visit the Center for Disability and Access website. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

Safety on Campus

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit the SafeU website. safeu.utah.edu.

Incompletes

This class adheres to the University of Utah's policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.

Special Education Department 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.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Modules/Assignments</th>
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| 1    | 8/19     | Class Begins!  
Work on Getting Started Module  
**DUE by 11:59pm on Thursday, 8/22 (Found in the Getting Started Module):**  
Practice Activity: Quick Paragraph |
| 2    | 8/28     | Complete Getting Started Module  
**Complete Module 1:** Resources for writing and conducting research at the University of Utah  
**DUE by 11:59pm:**  
Assignment #1: Electronic Database Searches  
Assignment #2: Topic Selection & Complete Initial Search |
| 3    | 9/4      | Work on Module 2: Publication Manual of the American Psychological Association |
| 4    | 9/11     | **Complete Module 2** (see above)  
**DUE by 11:59pm:**  
Assignment #3: Applying tabs to the APA Manual  
Assignment #4: Outline  
Quiz #1: APA Guidelines |
| 5    | 9/18     | **Complete Module 3:** Citing other authors’ work  
**DUE by 11:59pm:**  
Practice Activity: Paraphrasing  
Quiz #2: Avoiding Plagiarism |
| 6    | 9/25     | **Work on Module 4:** Formatting, Headings, and Introduction  
**DUE by 11:59pm:**  
Practice Activity: Formatting  
Practice Activity: Headings |
| 7    | 10/2     | **Complete Module 4:** (see above)  
**DUE by 11:59pm:**  
Assignment #5: Formatting, Headings, Introduction |
<p>|      | 10/9     | Fall Break! No Classes |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Modules/Assignments</th>
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<tbody>
<tr>
<td>8</td>
<td>10/16</td>
<td><strong>Work on Module 5</strong>: Writing the Body of Your Paper</td>
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<td><strong>DUE by 11:59pm:</strong> Assignment #6: Using Examples</td>
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<td>9</td>
<td>10/23</td>
<td><strong>Complete Module 5</strong>: (see above)</td>
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<td>Individual Conferences</td>
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<td>10</td>
<td>10/30</td>
<td><strong>Work on Module 6</strong>: Evaluating and Revising Your Writing</td>
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<td><strong>DUE by 11:59pm:</strong> Assignment #7: Writing the body</td>
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<td>11</td>
<td>11/6</td>
<td><strong>Complete Module 6</strong>: (see above)</td>
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<td>12</td>
<td>11/13</td>
<td><strong>Work on Module 7</strong>: Writing a Reference Page and Course Conclusion</td>
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<td>13</td>
<td>11/20</td>
<td><strong>Complete Module 7</strong>: (see above)</td>
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<td><strong>DUE by 11:59pm:</strong> Assignment #8: Conclusion/Evaluation Checklist/Revise-Rewrite-Retitle</td>
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<td><strong>Quiz #3</strong>: References</td>
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<td>14</td>
<td>11/27</td>
<td><strong>DUE by 11:59pm:</strong> Assignment #9: Writing the Reference Page</td>
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<td>15</td>
<td>12/4</td>
<td><strong>DUE by 11:59pm:</strong> Assignment #10: Final written assignment</td>
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<td>16</td>
<td>12/11</td>
<td>Final Exam Week</td>
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