

EDUC 9000
Interdisciplinary Studies in Education
3 SEMESTER HOURS

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Publication Manual of the American Psychological Association. (6thed.).(2009). Washington DC: American Psychological Association.

Additional instructor identified readings and resources provided in course learning module

COURSE DESCRIPTION

A selection of interdisciplinary topics in education.

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES (CO):

1. Candidates will demonstrate mastery of grammar and punctuation in writing at the graduate level.
2. Candidates will demonstrate an understanding of the role and use of sources in writing at the graduate level.
3. Candidates will demonstrate an understanding of formatting rules required for publication of academic manuscripts.
4. Candidates will learn and apply appropriate structure and organization techniques to their writing.
5. Candidates will demonstrate master of elements of argument in writing.
6. Candidates will demonstrate an understanding of principles of drafting, feedback, and revising in writing.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Academic Writing (Course objectives 1-7), Editing and Revising by Expert, Peer, and Self (Course objectives 4-6).

COURSE EVALUATION

- A. Formatting an Academic Manuscript (10% of course grade)

Your assessment for this module will be the [Final APA Publication Manual Quiz](#) that will include application questions based on the [Module readings](#). You will be expected to use your *APA Publication Manual* to answer the questions. However, you will not be allowed to discuss or share answers for the assessments with your peers. Violation of this requirement will be grounds for receiving a 0 for the module. The [Final APA Publication Manual Quiz](#) may be taken two times. APA is a very exacting format. Pay close attention to detail.

- B. Grammar and Punctuation Module (10% of course grade).

Take the [Online Grammar Quizzes](#) Self Tests:

1. Click on the Self test.
2. Select Start assignment now.
3. Enter your responses.
4. Select Enter answer.
5. End quiz and view summary option.
6. Email the summary to yourself.
7. Go to the [Grammar Self Test Ratings](#) quiz to rate each of the categories (1 = No improvement needed; 2 = Some improvement needed; 3 = Much improvement needed).

- C. Structure and Organization Module (10% of course grade).

Part A. You will use the Paramedic Method to revise a paragraph.

1. Choose a paragraph from a prior course assignment or write a new paragraph.
2. Use the steps described in the Paramedic Method resources provided in the module to revise your paragraph.
3. Create a Word document file that includes the original and revised paragraphs.
4. Add Paramedic Method as the heading on the page.

Part B. You will use the Glossing technique to revise a paragraph.

1. Choose a paragraph from a prior course assignment or write a new paragraph.
2. Use the steps described in the Glossing strategy provided in the module to revise your paragraph.
3. Add the original and revised paragraphs to the Word document file created in part A of the activity.
4. Add Glossing as the heading for the Glossing paragraphs.
5. Submit the Word document that contains Activities A and B in the [Structure and Organization](#) Module dropbox.

D. Using Sources (10% of course grade)

Part A

1. Review the resources linked in the module.
2. Use the Avoiding Plagiarism template to record at least five points or things to remember from each resource.
3. Attach the completed template in the [Using Sources](#) dropbox.

Part B

1. Go to [How to Recognize Plagiarism](#).
2. Review the information linked in the IU Definition, Overview, Cases, and Examples.
3. Complete at least 10 practice tests. Each test contains three questions.
4. Record the score for each test and a description of your most common errors in a Word document file named Last name_First Name_Practice.
5. Upload the file in the [Using Sources](#) dropbox.

E. Argument Module (10% of course grade). (Course Objective 5)

Review the [The Toulmin Model of Argumentation](#) video,

1. Complete the [Toulmin Model of Argumentation Exercise](#).
2. Check your answers.
3. Report your score in the [Elements of Argument](#) dropbox message window. Indicate question numbers for any that are missed.

F. Drafting, Feedback, and Revising in Writing (Draft 40% of course grade; Revised 10%). (Course Objectives 1-6)

Draft Writing Assignment

1. Identify at least 3 peer-reviewed research articles on the selected topic.
2. Compose the 2 page minimum to 3 page maximum writing assignment. Page count does not include title page and reference page.
3. Use APA format for page margins, title page, citing sources, and reference format.
4. Apply the Glossing technique to assess the structure and organization.
5. Edit your draft writing assignment for grammar and punctuation errors.
6. Revise your draft writing assignment using the Paramedic Method.

7. Review the argument you have presented using the Toulmin Model of Argumentation.
8. Upload the completed writing assignment to the [Drafting, Feedback, and Revising in Writing](#) dropbox.
9. Use the Originality Report to check for plagiarism. (The process may take several hours. Be sure to submit early.)
10. To view the Originality Report for your submissions, go to Dropbox and click on the number in the Submissions column. The Submission History window will open.
11. Revise any plagiarism issues.
12. Resubmit the file for grading.

Revised Writing Assignment

1. Use the feedback provided through the GradeMark tool in Turnitin to revise your draft writing assignment.
2. To view feedback in GradeMark for your submissions, go to Dropbox and click on the number in the Submissions column. The Submission History window will open. Click on the colored box under the Report column. Please contact me if you are unable to access your feedback.
3. Resubmit revised writing assignment in the [Revised Writing Assignment](#) dropbox.

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Work will be considered late if it is submitted after the due date and time. Late work will be penalized 10% for each 24 hours after the due date and time that it is submitted. For example, an assignment submitted 3 hours late would be penalized 10%.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful

to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.