

University of Ottawa Faculty of Education

EDU 7150 WB

Scholarly Writing Toward Publication

Winter 2020, LMX 418

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡog kà nàḡadawàbandadjig iyo akì eko weshkad.

Ako nongom eḡa wikàd kì mìḡiwewàdj.

Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡog kakina eniyagizidjig enigokamigàḡ

Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànàniḡ oḡog kà nìḡàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

(for translation see <https://www.uottawa.ca/indigenous/>)

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Office Hours: Tuesday 2:00-3:30 pm in person, via phone, or Skype. If you cannot make that time, then you can make an appointment.

This is a hybrid course. Our classes will be face-to-face (LMX 418) as well as online on Brightspace. A schedule of our face-to-face classes will be provided during the first week of the term.

COURSE OUTLINE

Course Description

This course is for graduate students who are interested in learning how to present their research at conferences and/or publishing it in scholarly journals.

Course Curriculum Expectations

By the end of this course students will learn how to:

1. **Identify** appropriate forums to publish their research within;
2. **Engage** the different editorial stages of academic writing;
3. **Communicate** with academic editors and their respective audiences; and
4. **Respond** strategically to reviewers' critiques, comments and editorial suggestions.

Through face-to-face and online group work, presentations, individual assignments, and thoughtful discussions you will be expected to engage the different weekly online activities. You will learn to organize and write up your academic research, a conference proposal, and/or in-depth synthesis of relevant research literature. The expectations and format of the course will vary each week.

Required Readings:

All of the assigned articles can be found through the University of Ottawa E-Journal Database or online utilizing any search engine or on the Virtual Campus course website.

General Course Community Expectations

Student Responsibilities:

1. Through small group work, online discussions, as well as individual and group writing assignments you are expected to critically engage the course material. You are also to develop your skills at curriculum theorizing that takes into account the major international, national, and provincial movements covered in this course. The format of the course will vary each week according to content and will be organized to encourage your face-to-face and online participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, “*safe*” (if there is such a thing), and *respectful online atmosphere*.
2. Students are expected to complete required readings in each module before engaging any face-to-face and/or online activities. You should set aside at least **5-6 hours each week** to do the course readings and related writing activities. It will make our face-to-face and online discussions and your assignments richer. In all of the assignments you must demonstrate an analysis and synthesis of your knowledge in relation to your professional/educational practice.
3. Please, follow the instructions for your written assignments. **Always** include a **title/name/date** for your work. **When submitting a digital copy of your work to the professor**, make sure to include your **full name** in the **saved file name** and **title of assignment**. Assignments **will not be assessed** unless they follow this specific expectation. Make sure to read over course assignment instructions prior to beginning assignment or contact the professor with questions about the assignment.
4. For your protection, always **keep a hardcopy** of your written assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

Access Services for students needing adaptive measures: If certain barriers prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), please contact ***Access Service*** right away:

- In person at the Desmarais Building, Room 3172, Laurier Avenue East;
- Online at <https://web3.uottawa.ca/sass/apps/ventus/student/>, or
- By phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning

disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

Academic Fraud

Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. The University of Ottawa's regulations on academic fraud apply in this course. It is imperative that any ideas or styles of writing that are not yours are properly referenced and will need to be done in compliance with American Psychological Association (7th ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages:

<http://www.uottawa.ca/plagiarism.pdf>

http://web5.uottawa.ca/mcs-smc/academicintegrity/message_vp.php

http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism_3.pdf

<http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism.pdf>

I have also included some videos on the course website that will help to support you in APA citation practices in Module 1.

Attendance: The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course. Any student who is unable complete their weekly online responsibilities must notify the instructor before their scheduled due dates.

Late Assignment Policy: Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Submission of late assignments requires my prior consent and written verification of a medical professional or due to compassionate reasons necessitating a deadline extension. In the event of extraordinary personal circumstances that prevent completion of an assignment by the specified due date, students should speak with the instructor as soon as possible.

University Policy on Sexual Violence: The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.

Course Evaluations: Please take the necessary time to complete the course evaluations. The Faculty of Education and University of Ottawa use these course evaluations to assess professors' annual teaching competencies in relation to online courses. More importantly, the evaluations provide invaluable feedback to the professor who can then make the necessary revisions to enhance future students learning experiences. The online evaluation forum for this course will be open from **March 23rd to April 3rd, 2020**.

Assignments and Evaluations

Your final grade will be determined arithmetically first by reducing the numerical grades for each assignment in accordance with each assignment's percentage value of the final grade (listed immediately below). Once summed, the individual figures yield a total that is the percentage grade for the course.

1) Field of Study Intellectual Survey	(20%)	Jan. 28 st
2) Essay proposal outline and presentation	(20%)	Feb. 11 th
3) Literature synthesis and presentation	(25 %)	Mar. 3 rd
4) Final Essay	(35%)	April 4 th

Field of Study Intellectual Survey (20%): The wider field of educational research has several subfields, each with their individual intellectual histories. Consequently, each field of study has a specific intellectual genealogy, of which different scholars have contributed their work. In turn, different their historical debates and theoretical trends have shaped each academic field of study in terms of their specific intellectual genealogies. For this first writing assignment, you are asked to identify a chosen field of study in which you plan to publish your academic writing for this course. Part of becoming an academic writer is developing a capacity to draw on the theoretical concepts put forth in your chosen field of study and to *critically analyze* and then *synthesize* the ways in they have contributed to past and present academic conversations within a given peer-reviewed journal (as one example). How might your research contribute to such past and present conversations in relation to the future?

In order to address such academic questions, as educational researchers, we must also become aware of what kinds of scholarship have shaped our intellectual perspectives about the world and others in terms of our chosen fields of study. So, for this first writing assignment consider some of the following questions: Who are the key scholars in your chosen field of study? What are their major contributions to your field of study? What are the major conferences in your field of study? What are the key journals if your field of study? Are there any journals related to the conferences? What are the key published works in your chosen field of study? Why are you interested in your chosen field of study? What kinds of contributions might your research make to your chosen field of study in terms of past and present academic debates? These are just sample questions for you to consider while writing up this assignment. The key is to position your lived experiences as a graduate student, in terms of where you are at in your academic studies, in relation to these curricular and pedagogical questions.

In order to complete this assignment, some of you will need to do some research via our library journal database. Be sure to document your methodology for searching database for different publications related to your field of study. For those of you who have done prior coursework, written a thesis proposal, you can rely on prior literature put forth in your proposals or piece of academic writing you are now working on. However, make sure to organize that literature in relation to the questions asked above. This assignment also affords you an opportunity to introduce yourself to us as colleagues. It gives you a chance to learn more about your field of study.

I will utilize this first assignment to *assess your capacities to use APA referencing* in relation to your *analysis* and *synthesis* of your chosen field of study. So, please practice different citing practices in this first essay. I have included some sample citation practices in Module 1. I have also included 3 essays that illustrates different ways you can take up this kind of writing assignment in relation to publishing. *This assignment is due on January 28th, 2020. Activities related to this writing assignment will be provided in Modules 1 and 2.*

Essay Proposal Outline (20%): In the first assignment, you had an opportunity to review key scholars, scholarship, debates, and trends in your chosen field of study. Based on that review, you will formulate an essay proposal outline. You will be responsible for presenting your proposal to colleagues either online and/or during our face-to-face course.

1. Tentative title;
2. Research question/thesis statement;
3. Description of context that research question/thesis statement is being situated within;
4. Tentative names and organization of different sections of final essay; and
5. Initial list of research literature that will inform final essay.

Dr. Ng-A-Fook will share sign-up google doc spread sheet after January 20th, 2020. Each of you will be responsible for signing up for a presentation date. *Activities related to this writing assignment will be provided in Module 3. The essay proposal write-up is worth 10%, and presentation 10%. The assignment is due, and presentations will take place, on February 11th, 2020.*

Literature Synthesis (25%): You will have had several opportunities to review different educational research literature during the first two assignment. For this writing assignment you are asked to write an in-depth *analysis* and *synthesis* of a body of literature within your chosen field of study related to your essay topic. What are the key journals to which scholars in your field of study disseminate their research? Who are the key educational researchers in your chosen field of study? What has their research contributed to that field of study? What are the differing intellectual perspectives in that field of study? How are such perspectives debated in terms of their respective possibilities and limitations? How has their theoretical knowledge contributed to the public sphere and respective stakeholders? *Your literature review can be an overview of empirical research, conceptual, and/or theoretical research.* The literature review should consist of *at least 20-25 articles* from peer-reviewed journals, book chapters, and/or books that represent your chosen field of study.

This writing assignment will afford you an opportunity to practice and develop the following:

1. Quality of writing in terms of style (aesthetics of referencing, narrative structure, etc.);
2. Ability to *analyze* the differing theoretical knowledge put forth in readings; and
3. *Synthesize* the possibility and limitations of the theoretical knowledges reviewed.

The literature synthesis should be between 1500-1750 words including references (*Times Roman, 6-7 pages*). This assignment will be one of the core sections of your writing assignment for the course. **This assignment is due on March 3rd, 2020.** *Activities related to this writing assignment will be provided in Module 4.* The literature synthesis is worth 20% and presentation 5%. ***Presentations of an overview of your literature review will take place on night March 3rd, 2020.***

Final Essay Paper (40%): In your literature synthesis assignment, you had the opportunity to review the work of different educational researcher and/or scholars (theorists) who have published their research in the approved educational journals for this course (*You can find a list of sample journals at the end of the syllabus*). For your final essay, you can continue to work on one of your prior writing assignments (intellectual survey, essay proposal outline, and literature synthesis).

Your writing in this course is your writing! Therefore, the point of this final assignment is to use the feedback that Dr. Ng-A-Fook and colleagues provided on your prior writing activities to extend your overarching thesis argument with further support from the literature you have taken up both inside and outside of this course.

How might you now draw on feedback and literature synthesis to push your analysis of data, a given topic, or theoretical stance? For example, if you chose to analyze a film, TV show, policy document, government initiative, institutional initiative, newspaper articles, or empirical data, what are the possibilities and limitations of your analysis in relation to existing research? What kinds of “best practices” are being implemented? The only **requirement** for this assignment is that you **utilize the feedback received from professor and colleagues** to push the final copyediting of your essay, book chapter, or conference proposal. For a peer-reviewed article, or book chapter, *you should make reference to at least 20-25 different peer-reviewed articles, books, and/or book chapters in your final essay*. Most peer-reviewed articles are between 5000-6000 words max. Book chapters can be a little longer. However, they should not exceed 8500 words including references. Conference proposals and papers are usually 2000-2500 words.

Regardless of the chosen topic or format, the final essay should include the following sections:

1. Write an introduction that ***provides an overview*** of what the essay will address. You can begin your essay with an autobiographical narrative, an example from the media, a story, movie, etc. The first line should draw the reader in. But at the end of this section, you ***should indicate to the reader*** what the rest of your essay will address;
2. ***Research and write a literature synthesis*** section of any relevant peer-reviewed articles and/or book chapters that speak to your research area; and then
3. Utilize theoretical concepts and/or empirical data put forth in articles, book chapters, and book to ***analyze and synthesize the possibilities and limitations*** of differing findings in relation to your research topic and in terms of contributions to educational practices.

In this assignment you are expected to demonstrate your knowledge and understanding of the different editorial and copyediting expectations related to academic writing. The final essay should be between ***3000-5000 words*** long. You must include a ***cover title page***, abstract with your final paper submission. Please follow the ***most recent APA referencing style or relevant citing requirements***. The key is to be consistent. Make sure to draw upon your peer writing groups for support to copyedit an initial first draft of your final paper. A ***first draft*** should be posted and shared within your peer support writing group no later than ***March 17th, 2020*** and will be worth ***15%***. You will receive a Passing Grade if your first draft is complete and shared with your peers to review in your assigned online group.

You must also present an overview of your final draft in terms of major copyedits you made to it over the course of the term during the last two weeks of class (10%). Presentations will take place on Mar. 24th, 2020. Dr. Ng-A-Fook will provide a sign-up sheet during the week of March 17th, 2020.

The final draft of the paper is due no later than ***April 6th, 2020*** and is worth ***20%***. ***Activities related to this final writing assignment will be provided in Modules 5 and 6.***

Grading framework:

Grades are awarded according to the following scale:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.

Possible Educational Research Journals you might consult:

1. Transnational Curriculum Inquiry
2. Journal of Curriculum Studies
3. Journal of Curriculum Theorizing
4. Journal of Curriculum Inquiry
5. Journal of Curriculum and Pedagogy
6. Journal of Curriculum and Teacher Dialogue
7. Curriculum Theory Network
8. Language, Curriculum, and Culture
9. Journal of the Canadian Association of Curriculum Studies
10. Journal of the American Association for the Advancement of Curriculum Studies
11. Canadian Journal of Education
12. Inside Education
13. Contemporary Issues in Technology and Education
14. Education Policy Analysis Archives
15. Educational Researcher
16. Harvard Educational Review
17. Journal of Second Language Teaching and Research
18. Studies in Second Language Learning and Teaching
19. Second Language Research
20. Second Language Studies
21. British Journal of Educational Technology
22. Educational Communication and Technology
23. Australian Journal of Educational Technology
24. Journal of Educational Technology
25. Canadian Journal of Counselling
26. Canadian Journal of Counselling and Psychotherapy
27. The European Journal of Counselling Psychology
28. British Journal of Guidance & Counselling
29. Educational Studies in Mathematics
30. Journal for Research in Mathematics Education
31. ZDM Mathematics Education

32. For the Learning of Mathematics
33. Canadian Journal of Mathematics, Science, & Technology Education
34. International Journal of Science and Mathematics Education
35. Educational Studies in Mathematics
36. Advances in Mathematics Education
37. Journal of Mathematics Teacher Education

Visit the E-journal database available through the University of Ottawa Library for other educational research journals that might interest you. If there are other journals that you would like future students to consult, please send me the link for approval. Once approved, I will add to this list for all students to consult.

Course Bibliography:

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Week	Thematic Content	Readings	Activities and Assignments	Due Dates
1	Module 1: Online	<p>Read the following readings:</p> <ol style="list-style-type: none"> 1. Ng-A-Fook, N. (2016). Becoming an International: Curriculum Theory, <i>Currere</i>, and Subjectivity. In Mary Aswell Doll and Marla Morris (Eds.). <i>The Reconceptualization of Curriculum Studies: A Festschrift in Honor of William F. Pinar</i>, pp. 121-129. New York, New York: Routledge. 2. Ng-A-Fook, N. (2019). Addressing “Curriculum” as an Inspired Letter. In M. Quinn (Ed.). <i>Complexifying Curriculum Studies: From the Echo of God’s Laughter: Essays on the Generative and Generous Gifts of William E. Doll Jr.</i>, (pp. 153-162). New York, New York: Routledge. 3. Ng-A-Fook, N. (2014. Fall). Provoking the very “Idea” of Canadian Curriculum Studies as a Counterpointed Composition. <i>Journal of the Canadian Association for Curriculum Studies</i>, 12(1), pp. 10-69. 	Overview of course syllabus	Jan. 7
2	Face-to-Face		Module 1 activities due	Jan. 14 th
3	Face-to-Face	Visit the following sites:		Jan. 21 st
4	Face-to-Face	Read the following readings:		Jan. 28 th
5	Module 3: Online	Read at least three of the following required readings:		Feb. 4 th
6	Face-to-Face	Read the following required readings:		Feb. 11 th
	No Classes, only studies☺	Study Week		Feb. 18 th
7	Face-to-Face			Feb. 25 th
8	Face-to-Face			Mar. 3 rd
9	Module 5: Online			Mar. 10 th
10	Module 6: Online	March Break☺ for some!		Mar. 17 th
11	Face-to-Face			Mar. 24 th
12	Face-to-Face			Mar. 31 st