I. **Course Description**
   ECDI 6395- This course addresses topics in writing for publication in higher education including the writing process, composition, organization, collaboration, and the identification of forums for dissemination of research and scholarship.

II. **Rationale**
   Educational sectors are increasingly placing emphasis on publication and other forms of scholarship. Involvement in academic authorship and publication requires a knowledge base of the writing-for-publication process. Development of particular strategies and techniques is needed to successfully create and disseminate literary works in targeted scholarly forums.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors (COE)**
   N/A

IV. **TExES Competencies**
   N/A

V. **Course Objectives (CO)/Learning Outcomes**
   *This course is designed to enable students to:*
   1. Use conventions, genres, and procedures for writing and publishing in the field of education;
   2. Explain various forums for publication and their expectations;
   3. Implement a writing workshop and apply those techniques to their own writing through developing, drafting, and polishing a scholarly piece;
   4. Respond constructively and effectively to other scholars’ writing;
   5. Submit a manuscript for publication in a peer-reviewed professional journal

VI. **Course Topics**
   *The major topics to be considered are:*
   - Publication
   - Writing
   - Success in higher education
   - Writing process
   - Collaboration
   - Reviewing
   - Editing
Identifying gaps in literature
Composition
Organizational schemes
Submitting manuscripts for publication

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences
   a. Lectures/discussions (CO 1, 2, 4)
   b. Demonstrations (CO 3, 4)
B. Clinical Experiences
   a. Simulations (CO 3)
   b. Cooperative groups (CO 1, 2, 3, 4)
   c. Student demonstrations/presentations (CO 1, 2, 4)
   d. Guided discovery (CO 1, 2, 3, 4, 5)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:
(Be specific on type of assessments)
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. Traditional Assessment (80%)
      a. Participation in course activities
         – discussion, responses, and oral reports  20 points
      b. Written contributions to the seminar
         – chapter and article reading responses  20 points
      c. Final manuscript with cover letter
         – paper will be written according to author guidelines, reviewed, edited, and submitted for publication in an instructor-approved peer-reviewed journal or alternate academic forum  40 points
   2. Performance Assessment (20%)
      a. Oral presentation of project and evaluation of submission process  20 points

   Total: 100 points

B. Grading Scale
   A 92 - 100 %
   B 84 - 91 %
   C 76 - 83 %
   D 68 - 75 %
   F below 68 %
IX. Course Schedule and Policies

A. A course schedule is located at the end of this document.

B. Class Policies

Assignments: All papers must be typed, doubled spaced, and spell checked. Cite references where applicable, and follow APA (6th ed.) guidelines in doing so.

Late assignments: All papers and projects should be submitted on the date that they are due. No late assignments will be accepted for credit. There will be no make-up dates for tests or assignments.

Ground rules for discussions and assignments:
1. Statement of Civility: Texas A& M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://sga.tamucc.edu/elections.htm

2. Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes plagiarism. http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

Cell Phone/Electronic Device Usage is prohibited during class time.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please
consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. The last day to drop is July 22, 2011. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Required method of scholarly citations- APA 6th Ed.**

X. **Textbooks**

**Required textbooks adopted for this course are:**


**Recommended but not required supplementary textbooks are:**


XI. **Bibliography**


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.
## TEXAS A&M UNIVERSITY-CORPUS CHRISTI
### EDCI/READ 6390:
**WRITING FOR PUBLICATION IN HIGHER EDUCATION**

**READ 6390/EDCI6390.001**  
Tuesdays/Thursdays 12:00-3:50PM, O’Conner, Room 258  
Summer I 2012  
Office Telephone: 361-825-3661

Dr. Evan T. Ortlieb  
Office: ECDC, 219-H  
Office Hours: 4:00-6:00 M/W  
E-Mail: evan.ortlieb@tamucc.edu

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Jun</td>
<td>Getting Started: Overviews of genre/publications/identification of forum/audience analysis</td>
<td><em>Read: Silvia, Chs. 1-3, 6</em></td>
</tr>
</tbody>
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| 6-Jun | Directories of academic publication/acceptance rates/quantity vs. quality | *Read: Wepner & Gambrell: Chs. 1&2  
*Due: 5 Additions to Cabell’s Directory in a niche field of education* |
| 11-Jun| Collaboration in writing for publication                               | *Bring: 3 vitas from those in your field of study  
*Read: Wepner & Gambrell: Chs. 3&4; Silvia, Ch. 4*                                  |
| 13-Jun| Pre-investigative analysis/creating a study                           | *Read: Silvia, Ch. 6 (pp. 77-90) & Tips from Univ. of Texas’ IAR website:  
http://www.utexas.edu/academic/ctl/assessment/iar/research/plan/steps.php* |
| 18-Jun| Workshop I-Abstract/introduction composition                          | *Due: Bring your own paper inclusive of 1st draft of abstract & intro to revise*   |
| 20-Jun| Individual Writing Scaffolding                                       | *Sign up on dropbox for 15-minute timeslot*                                        |
| 25-Jun| Literature reviews and the gap in the literature                     | *Bring: Feak & Swales excerpt to class  
*Read: Kaufer & Geisler*  
*Due: First Paragraph and Purpose/Questions, List of Related Work* |
| 27-Jun| Workshop II-Organization/Conclusions                                 | *Bring: (2) copies of complete paper for revision/editing  
Read: Rankin, Ch. 3*                                                              |
| 2-Jul | Submission/review process/record keeping/Responding to revise-and-resubmit and rejection decisions | *Bring: 3 Outlets for Publication (author requirements, submission guide)  
*Read: Baynham & Berkenkotter & Huckin excerpts in class  
*Due: 1st draft of paper*                                                          |
| 4-Jul | Individual Writing Scaffolding; Becoming a reviewer/editor for journals/books | *Due: 2nd draft of final paper*                                                  |
| 6-Jul | Final presentations                                                  | *Due: Final presentations*                                                        |

***A portion of class time (10 hours) is allocated towards online coursework.***