COURSE SYLLABUS

PROFESSOR: Dr. Joshua C. Watson
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OFFICE HOURS (Spring 2016): MWR 2:00-4:00 or by appointment

I. Course Description

This course focuses on the professional standards of writing, publishing, and presenting proposals in a diverse society. Topics include a review of contemporary research on diverse populations. Special emphasis is placed on students gaining knowledge and skill for conducting and communicating the results of scholarly inquiry through processes of editing, consultation, and peer review processes. Prerequisite: Doctoral student status

II. Rationale

Doctoral students are required to develop proficiency in conducting research and communicating their findings in professional outlets. This course is specifically designed as an experience devoted to academic writing of professional research proposals and manuscripts.

III. State Adopted Proficiencies for School Counselors

Coursework may be applied toward LPC licensure in the State of Texas.

IV. TExES School Counselor Competencies

N/A for this course.

V. Course Objectives and Learning Outcomes

A) Objectives Related to CACREP Standards

The course objectives are designed to address the needs of doctoral-level counseling students in CACREP-accredited training programs. Accordingly, the course emphasizes compliance with the following 2009 CACREP standards:
Learning Environment

- CACREP Standard I-C-1: Extending the knowledge base of the counseling profession in a climate of scholarly inquiry.
- CACREP Standard 1-C-2: Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.
- CACREP Standard 1-C-3: Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

Professional Identity

- CACREP Standard 2-B-2: Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
- CACREP Standard 2-B-4: Contribute to and promote scholarly counseling research and publication.

Doctoral Learning Outcomes

- CACREP Standard 4-F-3: Demonstrates the ability to formulate research questions appropriate for professional research and publication.
- CACREP Standard 4-F-4: Demonstrates the ability to develop and submit a program proposal for presentation at state, regional or national counseling conference.
- CACREP Standard 4-F-5: Demonstrates the ability to write grant proposals appropriate for research program enhancement and/or program development.
- CACREP Standard 4-I-3: Identifies current multicultural issues as they relate to social change theories.
- CACREP Standard 4-I-5: Understands how current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

B) Learning Outcomes

The ability of students to meet the above referenced competencies and course objectives will be assessed through the use of several learning outcomes. The following is a listing of the learning outcomes established for this course, and metric used to denote successful completion of each.
• Students will successfully demonstrate their ability to critically review the professional literature on contemporary issues in counseling research, particularly related to published research utilizing multicultural populations.

• Students will successfully demonstrate their ability to provide written editorial feedback to students on their submitted work.

• Students will successfully demonstrate their ability to prepare a professional manuscript for submission to an appropriate professional outlet.

• Students will successfully demonstrate their ability to prepare a professional grant prospectus.

• Students will successfully demonstrate proficiency in their use of professional writing skills as outlined in the Publication Manual of the American Psychological Association (6th Ed.).

• Students will successfully demonstrate the ability to develop collaborative relationships with program faculty and peers in teaching, supervision, research, professional writing, and service to the profession and the public by submitting a manuscript to a professional meeting or conference.

VI. Course Topics

The major course topics to be considered are focused on skill development in conducting and communicating research results in professional outlets.

VII. Instructional Methods and Activities

A variety of instructional methods will be utilized in this course including lecture, individual student and small group presentation.

Lectures: Weekly lectures will address knowledge-based topics such as the mechanics of conducting research, strategies for communicating results, and advice for successfully navigating the publishing process.

Independent Research Activities: Students will be assigned literature research projects designed to expose them to the current literature being produced in relevant professional outlets for counselors and counselor educators.

Peer Review Teams: Students will be assigned to writing and consulting teams which will serve as review panels for draft assignments throughout the semester. Students will be required to submit draft assignments for review by independent reviewers who then will submit their written reviews of these drafts in a manner consistent with standard editorial review processes.
In addition to meeting all course objectives laid out in this syllabus, students are required to become familiar with Blackboard as it will serve as the primary repository for the information and files to be used throughout this course. Students can access the Blackboard homepage for this course at: https://bb9.tamucc.edu using their TAMUCC login.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Journal Content Analysis Project (100 points)

Students will write and present a 6-8 page paper introducing a professional journal and presenting the findings of a content analysis of the published abstracts during the past 12-month period with a specific focus on the extent of multicultural emphasis. Student performance on this assignment will be evaluated based on content, presentation, and mechanics. Write-ups and presentations must be formatted according to APA style guidelines and address the following:

1. Journal Introduction. Students will be assigned one of the ACA division journals to review. In their paper, students should introduce their assigned publication; identify the division sponsoring the journal; describe the mission and/or scope of the journal; report on the journal’s publication schedule, review process, submission guidelines, and any other relevant notes to potential authors (e.g., page length, uses of figures and tables, copyright); and describe the journal’s current acceptance rate and impact on the field (citation SSCI or other indices of impact). Students also will be required to illustrate the appropriate use of their journal’s author guidelines by presenting a typical article published in the journal and using annotation in the margins to comment on the typical style and focus of articles published in the outlet.

2. Content Analysis of Journal Abstracts for Multicultural Emphasis. Students will be asked to conduct and present the findings of a content analysis of articles published for the most recent calendar year in their assigned journal. The specific emphasis of this content analysis will be to describe the extent to which multicultural issues are infused into the collection of articles published during the period of the review. Students will base their conclusions on an analysis of the published abstracts found for their assigned journal. Reviews should only focus on published abstracts (not full text of these articles) and adhere to the following guidelines:

- Is there an explicit listing of multicultural focus in the article’s title or abstract?
- Is an in-depth focus of cultural, language, racial, religious, sex preference group specifically stated in the article’s abstract?
- Is there a focus on multicultural issues as evidenced by the inclusion of an independent variable and/or population listed in the title of the article (not just described as a result)?
- Do the key words associated with this article (often located in print below the abstract) indicate a multicultural significance to this particular research endeavor?
3. **Class Presentation.** Students will briefly present (10-15 minutes) the results of their work to the class and provide a bulleted report (approximately 1-2 pages in length) for posting on the course Blackboard page. Presentations should utilize presenting technology (MS PowerPoint, Emaze, Prezi, etc.) and include the information detailed in #1 and #2 above.

**Manuscript Submission to Peer-Review Outlet (100 points)**

Students will prepare a manuscript of professional quality for submission to a professional journal, demonstrating command of APA writing style techniques and mechanics, on an original topic. The manuscript can be either research-based or conceptual in nature. Throughout the semester, students will have opportunities to receive both instructor and peer (see assignment below) feedback on their work. Successful completion of this assignment is not dependent on successful “acceptance for publication” as these decisions are out of the control of student authors. Grades will be based on students’ ability to craft a manuscript that adheres to the specific author guidelines for their targeted journal, incorporates instructor and reviewer feedback in subsequent revisions, and has the potential to positively contribute to the existing counseling literature.

**Peer Review Panel Participation (100 points)**

Students will participate in peer review panels and provide feedback to their classmates on drafts of weekly writing assignments. This will involve providing formal review of at least two students’ draft work as well as a second round of reviewing after any revisions have been made. In addition, students will have the opportunity to serve as “editor” and coordinate feedback to manuscript authors through summary of independent reviews. Each student will be responsible for maintaining documentation of written reviews and editorial feedback in a notebook to be turned in periodically to Instructor. Notebooks should contain a total of four written reviews and at least one editorial review. Students’ performance on this assignment will be evaluated based on their successful completion of four reviews and one written editorial response and the thoroughness of the feedback provided as determined by the instructor’s independent review.

**Grant Proposal Prospectus (100 points)**

Students will identify a grant funding opportunity related to their research interests and submit an 8-12 page grant proposal prospectus suitable for submission to the funding agency. The proposal prospectus should align with all requirements established by the funding agency and, at a minimum, include a timely literature review, goals and objectives, and methods of evaluation appropriate for the proposed work for which funding is being requested. Student proposals will be evaluated based on content, style, and adherence to identified formatting instructions included in the grant funders’ published RFPs.
B) Point Allocation

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal Content Analysis Project</td>
<td>100</td>
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<tr>
<td>Manuscript Submission</td>
<td>100</td>
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<tr>
<td>Peer Review Panel Participation</td>
<td>100</td>
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<tr>
<td>Grant Proposal Prospectus</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
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C) Grade Distribution

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<th>Points</th>
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<tr>
<td>A</td>
<td>360-400</td>
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<tr>
<td>B</td>
<td>320-359</td>
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<tr>
<td>C</td>
<td>280-319</td>
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<tr>
<td>D</td>
<td>240-279</td>
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<tr>
<td>F</td>
<td>Below 240</td>
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IX. Course Schedule and Policies

A) Course Schedule

See schedule for the current academic semester included on the course Blackboard page.

B) Course Policies

**Attendance**

Students are expected to attend each scheduled class session. While I believe class attendance to be important, I also realize that as adult learners, students have lives and responsibilities outside the classroom. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, I ask that you communicate with me as soon as possible so that I am aware of the situation and we can work together to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. Additional excused absences will be granted for participation in a religious holy day as outlined in the University catalog.

For absences that are not excused, the following attendance policies are in place:

- Students are permitted only one **unexcused** absence without penalty during the semester. Upon a second **unexcused** absence, students will incur a 10% reduction in their final grade.
- Following a third **unexcused** absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
- Students sleeping or acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused** absence will be issued.
**Professionalism**

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful, and unprofessional, behavior include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment and the professional degree being pursued should always be acknowledged.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Late Submissions of Student Work**

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. Assignments not turned in 30 days after the due date will no longer be accepted and students will receive a zero for that particular assignment.

**Missed Examinations**

Examinations missed due to student absence will receive a grade of zero unless prior arrangements have been made with your instructor, or a legitimate medical emergency precludes you from completing the examination at its assigned date and time. Examinations missed as a result of an excused absence will be rescheduled at a date and time determined by your instructor.

**Extra Credit**

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.


**Academic Integrity and 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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.
**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries form their instructor within 48 hours (excluding weekends and university-recognized holidays).

**X. Textbooks**

**Required:**


**Optional (recommended but NOT required):**


**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 website at [http://www.tamucc.edu/provost/university_rules/index.html](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. Disability 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 Disability Services at (361) 825-5816 or visit their office in Corpus Christi Hall, Room #116. 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 at (361) 825-5816.
XIV. Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Course Assignment Evaluation Rubrics

See rubrics included on the course Blackboard page.