Research, Writing, and Publishing in a Multicultural Society

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

Learning Objectives

Upon completion of the course, students will be able to:

• Use professional writing skills as outlined in the Publication Manual of the American Psychological Association (6th edition) as evidenced by achievement of a score of 80% or higher on all written assignments submitted.

• Conduct a critical review of the professional literature and speak to how authors’ successfully incorporated elements of multiculturalism in their research as evidenced by achievement of a score of 80% or higher on the journal content analysis project.

• Prepare a professional manuscript for submission to an appropriate professional outlet as evidenced by documenting completed submission to an appropriate counseling journal or other publication venue.

• Construct a professional grant prospectus suitable for submission to an external funding organization or foundation as evidenced by achievement of a score of 80% or higher on the grant proposal prospectus submitted.

• Provide substantive written editorial feedback to students on their submitted work as evidenced by the completed peer-review sheets provided to classmates prior to submission of the journal manuscript.

• Demonstrate an in-depth knowledge of a particular line of research sustained in the counseling or counselor education literature as evidenced by achievement of a score of 80% or higher on the construct biography paper.

Major Course Requirements

1) Construct Development Paper (100 points)
For this assignment, students will be required to choose a topic or construct related to counseling or counselor education and chronicle its growth and development. In a 10-12 page, APA-formatted paper, students should (a) describe the origins of the construct, (b) discuss how the construct and our conceptualization of it has changed over time, (c) identify who the leading scholars writing about this construct are, (d) summarize the study designs used or methodologies employed to further understanding of this construct, and (e) explain how this research informs the practice of counseling and/or counselor education. Include an APA-formatted page of annotated references with your submission.

2) **Journal Content Analysis Project (100 points)**

For this assignment, students will be required to write a 6-8 page paper introducing a professional journal and reporting on the findings of a content analysis conducted across the published abstracts for that journal during the past 12-month period with a specific focus on the extent to which multiculturalism is emphasized in articles published. In addition to submitting papers to Blackboard, students also will be required to facilitate a brief (10-15 minute) presentation of their findings to the class. Students’ performance on this assignment will be evaluated based on content, presentation, and writing mechanics. Write-ups and presentations must be formatted according to APA style guidelines and address the following components:

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).

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 addressed across the collection of articles published during the period of the review. Students are expected to base their conclusions on an analysis of the published abstracts found for their assigned journal only (not the full text of these articles) while adhering to the following guidelines:

- Is there an explicit reference to multiculturalism 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.

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

For this assignment, students will be required to prepare an original manuscript of professional quality for submission to a counseling journal, demonstrating command of APA writing style techniques and mechanics. The manuscript can be either research-based or conceptual in nature. Throughout the semester, students will have opportunities to receive both instructor and peer 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 submitting authors. Instead, 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 or counselor education literature.

4) Grant Proposal Prospectus (100 points)

For this assignment, students will be required to identify a grant funding opportunity related to their research interests and submit a grant proposal prospectus (of appropriate length) suitable for submission to the targeted 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, methods of evaluation appropriate for the proposed work for which funding is being requested, and a suitable working draft budget. Proposals will be evaluated based on content, style, and adherence to identified formatting instructions included in the identified grant funders’ published RFPs. Specific items to include in the proposal will be based largely on the grant RFP selected by the student.

Point Allocation

| Construct Biography Project | 100 points |
| Journal Content Analysis Project | 100 points |
| Manuscript Submission | 100 points |
| Grant Proposal Prospectus | 100 points |

TOTAL 400 points

Grade Distribution

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>Points</td>
<td>360-400</td>
<td>320-359</td>
<td>280-319</td>
<td>240-279</td>
<td>Below 240</td>
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Required or Recommended Readings

Textbook:


**Recommended or supplemental readings:**


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

School Counselor Standard II: Learner-Centered Skills
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

School Counselor Standard III: Learner-Centered Process
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

School Counselor Standard V: Learner-Centered Communications
The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI: Learner-Centered Professional Development
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies (COE)

Not applicable for this course.

CACREP Standards

This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards are covered in this course, with standards shown in **bold type** representing targeted course objectives that will be assessed in this course throughout the semester.
Doctoral Standards

- **CACREP Standard 6-B-4-g**: Research questions appropriate for professional research and publication.

- **CACREP Standard 6-B-4-h**: Professional writing for journal and newsletter publication.

- **CACREP Standard 6-B-4-i**: Professional conference proposal preparation.

- **CACREP Standard 6-B-4-j**: Design and evaluation of research proposals for a human subjects/institutional review board review.

- **CACREP Standard 6-B-4-k**: Grant proposals and other sources of funding.

Course Policies

Attendance

I expect students to attend each scheduled class session. While I believe class attendance important, I also realize that as adult learners, students have lives and responsibilities outside the classroom that at times may take precedent. 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, I will consider absences “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. I will grant additional excused absences for participation in a religious holy day as outlined in the University catalog if addressed in advance.

For absences that are not excused, the follow 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 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.

*Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.*

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 I 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 a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**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. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

**Extra Credit**

Generally, 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**

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. Simply discontinuing your attendance and participation **WILL NOT** automatically result in you being dropped from the class. **April 6th** is the last day to drop a course with an automatic grade of “W” this term.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**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.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 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 for assistance at (361) 825-5816.

Statement of 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.
# Tentative Course Schedule* (Spring 2018)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Discussed</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Course introduction&lt;br&gt;Professional writing, why do we do it?&lt;br&gt;Solo writing vs. collaborative efforts (pros and cons)</td>
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<tr>
<td>January 25</td>
<td>Identifying appropriate journal venues for your work&lt;br&gt;Understanding the submission and review process for journal publications&lt;br&gt;Maximizing the likelihood of receiving a successful review&lt;br&gt;Tips on what to avoid in your submitted work (actual journal submissions)</td>
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<tr>
<td>February 1</td>
<td>Writing the research manuscript (part 1)&lt;br&gt;Synthesizing existing literature and identifying gaps in the knowledge base&lt;br&gt;Critiquing sample, setting, and methodology in a systematic review</td>
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<td>February 8</td>
<td>Writing the research manuscript (part 2)&lt;br&gt;Identifying key components of a research manuscript&lt;br&gt;What to include in the methods and results sections (and say it like a pro)&lt;br&gt;&lt;em&gt;Submit Construct Biography Paper to Blackboard by 11:59pm&lt;/em&gt;</td>
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<tr>
<td>February 15</td>
<td>Writing the research manuscript (part 3)&lt;br&gt;What to include in the discussion section (bridging research to practice gap)&lt;br&gt;Setting the stage for future researchers</td>
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<tr>
<td>March 1</td>
<td>Journal Content Analysis Presentations Scheduled&lt;br&gt;&lt;em&gt;Submit Journal Content Analysis Paper to Blackboard by 11:59pm&lt;/em&gt;</td>
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<tr>
<td>March 8</td>
<td>Grant writing 101: how do I begin and where do I look&lt;br&gt;Is my idea fundable?</td>
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<td>March 15</td>
<td>NO CLASS SCHEDULED – Spring Break 😊</td>
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<tr>
<td>March 22</td>
<td>Grant budgeting&lt;br&gt;Partnerships and community engagement&lt;br&gt;Assessment and evaluation</td>
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<tr>
<td>March 29</td>
<td>Converting your work to multiple formats&lt;br&gt;Abstracts, presentations, posters, and conference proceedings&lt;br&gt;&lt;em&gt;Submit Grant Prospectus Assignment to Blackboard by 11:59pm&lt;/em&gt;</td>
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<td>April 5</td>
<td>Peer Review and Writing Workshop</td>
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<td>April 12</td>
<td>Peer Review and Writing Workshop</td>
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<td>April 19</td>
<td>Peer Review and Writing Workshop</td>
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<tr>
<td>April 26</td>
<td>Peer Review and Writing Workshop</td>
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<tr>
<td>May 3</td>
<td>Submit Journal Manuscript Assignment to Blackboard by 11:59pm&lt;br&gt;(Note: this Wednesday is reading day and there is no class scheduled)</td>
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*All information listed above is tentative. Advance notice will be given if the schedule needs to be readjusted.*