

EDFL 703: Bibliographic Research and writing (2 semester hours)

Course Schedule:

Mondays, September 10-December 3, 2007
5:30-7:30PM Portland Center room #215

Instructor information:

Eloise Hockett, EdD ehockett@georgefox.edu
503.554.2859 (office) Villa Academic Complex (VAC) #187
Ken Badley, PhD kbadley@georgefox.edu
503.554.2843 (office) Villa Academic Complex (VAC) #184
Alex Rolfe, Library Assistant: arolfe@georgefox.edu
503.554.2414 Newberg campus

COURSE DESCRIPTION:

Students will learn the elements of educational research and writing appropriate to graduate education programs. Research methods include bibliographic searches using electronic databases, interlibrary loan, and electronic card catalog. The writing emphasis will focus on writing syntheses of research findings on a research question. The course will also emphasize the APA citation style required in education and psychology research writing and the use of electronic reference software.

Advising note: Students are encouraged to take EDFL 703 in their first or second semester of enrollment and prior to or concurrent with EDFL 704 for M. Ed. students; or EDFL 701 or 702 for Ed.D. students.

Required Texts:

Pan, M. L. (2004). Preparing literature reviews: Qualitative and quantitative approaches. Glendale, CA: Pyrczak Publishing.

Publication manual of the American Psychological Association. (5th ed.) (2001). Washington, DC: American Psychological Association.

EndNote XI. Note: you **must** purchase the CD to load the software to your computer. GFU does have license copies of EndNote at a reduced rate. However, purchase of the entire manual is optional. You can access the manual directly from the EndNote website: www.endnote.com You can also choose the option to save the manual directly to a disk and print it off at Kinko's or someplace similar. This option is cheaper than purchasing the entire manual with the software. However, the main information you need for operating EndNote will be provided for you, so you only need the manual if you desire to have something in your hands or if your inquiry mind wants to know more!

Note: You may purchase your course materials through the university bookstore, or from another online option of your choosing.

Course Alignment Matrix

Course outcomes	Conceptual Framework	Cultural diversity	Technology	Assessment
Identify and analyze the basic components of research articles	Think critically			Discussion, written assignments
Compare and contrast research articles with other types of educational articles	Think critically, Transform practice			Discussion, written assignment
Learn the strategy of synthesizing research studies to show relationships between different works	Think critically Transform practice			Written assignment, final literature review
Learn effective and employ search methods using the library databases	Think critically		Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.	Demonstrations, quizzes, final literature review
Learn and implement bibliographic software into a literature review	Think critically		Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.	Demonstration through written assignments
Utilize effective practice in technology in education by using FoxTale for assignment submissions and accessing course resources	Think critically, Transform practice		Educational leaders apply technology to enhance their professional practice and to increase their own productivity and of others.	Demonstration through written assignments

Learn and apply basic APA styles to a literature review	Think critically			Quizzes, written assignments
Learn the fundamentals of properly citing other authors to avoid plagiarism	Think critically, Promote justice			Written assignments, large group and small group discussions
Learn and apply a peer review process in editing literature reviews	Think critically, Promote justice	Collaboration with others from diverse backgrounds; Value differences in diverse groups of people		Written assignments, discussions
Research a topic of educational interest and make application to her/his educational setting	Think critically, Transform practice	Be a change agent	Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning	Demonstration, written assignments

Week 1: September 10

Course Overview:

- Introductions
- Who are you as a researcher?
- Syllabus overview
- What is FoxTale and how to use it
- Analysis of a research article
- EndNote basics

Week 2: September 17

Assignments Due:

- Review the course syllabus
- Read Pan chapters 1-2
- Read selected article linked on the FoxTale site. Notice the major headings sections of the article such as the Introduction, Methods, and Discussion.
- Review the resource titled: Anatomy of a research article (found on FoxTale).
- Install EndNote, Refer to Chapter 2 of the EndNote Manual (on the FoxTale site).
- Familiarize yourself with the basic functions of EndNote.
- Begin to think of a topic for your literature review.

Write and post:

- Using only two or three sentences for each of the questions in the Research Article Analysis template, analyze research article #1: *What Teacher Candidates Learned About Diversity, Social Justice, and Themselves From Service-Learning Experiences* (5 points).
- After you are finished, upload your analysis on the FoxTale site. Bring a hard copy to class. Please note: you must save all of your assignments as Word documents.
- Practice entering the article information into EndNote

Topics:

- Library searching, facilitated by Alex Rolfe
- Article Discussion: *What Teacher Candidates Learned About Diversity, Social Justice, and Themselves From Service-Learning Experiences*.

Week 3: September 24

Assignments:

- Read chapters 3-4 in your Pan textbook.
- Read selected research article 2: *Extent of Technology Integration* (posted on FoxTale).
- Finalize your topic for your literature review

Write and post:

- Using the article analysis template, analyze research article #2: *Extent of Technology Integration* (5 points).
- Post your analysis on FoxTale and bring a hard copy to class.

Topics:

- More Library searches facilitated by Alex Rolfe
- Using the library searches as the first step in preparing your literature review.
- More on EndNote

Week 4: October 1**Assignments:**

- Read Pan chapters 5-6
- Discussion of library search process. Be prepared to discuss what you have learned in the different databases so far.
- Read through the APA in a nutshell located on the FoxTale site.
- Read through chapter 4 of the APA manual. Focus especially on p. 239-281.

Write and post:

- Using the questions for article analysis, analyze one of the research articles you have found in your searching.
- Post the analysis from your article in the assignment section on FoxTale (5 points).
- Post your final topic on FoxTale (5 points).

Topics:

- APA overview
- Pairing EndNote and APA
- Overview of the literature review

Week 5: October 8**Assignments:**

- Read Pan chapters 6 and 7
- Continue article searching
- Continue entering article information into EndNote
- Review the 3 legged stool on the FoxTale site

Write and post:

- Write a one page reflection on what you have learned in the Pan Text so far. This is not a summary of what is in the Pan text. Rather, respond to these key questions: 1) what key principles have you learned, 2) what information has challenged you, 3) how are you beginning to make application of the new information, etc?
- Post your reflection on the FoxTale site (5 points).
- Post your proposed 3 legged stool onto FoxTale (5 points). Bring a hard copy to class.

Topics:

- Cite While You Write function in EndNote
- Avoiding plagiarism
- Note taking strategies

Week 6: October 15**Assignments:**

- Continue to search for articles
- Read Pan Chapter 8
- Practice the Cite While You Write (CWYW) function
- Have at least 10 resources entered into your EndNote database either from hand-entering or importing from the databases.
- Begin the writing process with an introduction to your topic. Use the template posted on FoxTale
- Read APA manual chapter 3.

Write and post:

- Complete library quizzes 1&2.

Topics:

- Synthesis of the literature review
- The annotated outline

Week 7: October 22**Assignments:**

- Continue to search for articles
- Write your annotated outline (see example on FoxTale)

Write and post:

- Post your annotated outline on FoxTale and bring a hard copy to class (10 points).

Topics:

- The peer review process
- More on APA and EndNote
- Writing tips

Week 8: October 29**Assignments:**

- Continue the searching process for articles related to your topic.
- Continue using the different functions in EndNote
- Using your annotated outline, formulate your introduction and Leg 1 for your literature review

Write and post:

- Post your introduction and Leg 1 on FoxTale and bring a hard copy to class (10 points).
- Complete APA quiz.

Week 9: November 5**Assignments:**

- Revise Leg 1 and introduction and work on Leg 2.

Write and post:

- Post Leg 2 on FoxTale and bring a hard copy to class (5 points).

Week 10: November 12**Assignments:**

- Continue the revision process for your introduction and Legs 1 and 2.
- Add Leg 3 to your literature review.

Write and post:

- Post Leg 3 to FoxTale (5 points).

Topics:

- Individual appointments with instructors as needed.

Week 11: November 19**Assignments:**

- Continue the revision process and add a 1-2 paragraph conclusion to your literature review. This is now the basis for your rough draft.

Write and post:

- Post your rough draft on FoxTale and bring a hard copy to class (20 points).

Topics:

- Review of EndNote and APA
- Writing helps

Week 12: November 26**Assignments:**

- Continue in the revision process of your rough draft. Bring a hard copy to class.
- Post EndNote/APA skills assignment (14 points)

Topics:

- Peer Review process of rough drafts

Week 13: December 3**Assignments:**

- Final Copy of Literature review. Bring your latest copy to class.
- Be prepared to share your topic and what you have learned in this process

Write and post:

- Post your final copy by midnight tonight (96 points).
- Complete the technology survey (linked on FoxTale).

EndNote/APA skills assignment: Due November 26

Prepare a paper which contains the following elements using EndNote and APA styling:

- Short quote
- Long quote
- Double spacing references
- Hyphenated last name as author
- Corporation name as author
- Using the prefix 'as cited in'
- Edit out author entry from Cite While You Write
- Book entry
- Journal entry
- Electronic journal entry
- ERIC document entry
- Edited book

- Online database

Final Literature Review Components

By the end of this course you will have created a Literature Review that contains these features (at a minimum):

- Cover page
- An introduction, three sub-topics (minimum 1 paragraph each), and a conclusion
- A minimum of 12 resources, but no more than 20 for this paper.
 - You may only use 2 non-research articles for purposes of an introduction or definitions
- Complete references in correct APA format using EndNote
- Correct APA formatting through-out the entire literature review
- 10-15 pages long (including references)
- You will be provided with a template which will show all of the proper headings to use.

Along with producing a Literature Review, this class is designed to step participants through the process of writing the Literature Review. Because this is a process-orientated course, completing the weekly assignments and attending each class session is critical to your grade.

Course Assignment Requirements:

- Weekly assignments: 94 points, 20% of grade
- Face to face class attendance and participation: 60 points, 20% of grade. Your participation and weekly attendance is crucial to your success in this course.
- 3 quizzes: 40 points, 20% of grade
- Final literature review: 96 points, 40% of grade

NOTE:

- All assignments will be submitted through the FoxTale site. Late assignments will have a penalty of 10%, then 10% each week thereafter. All grading will be done electronically using FoxTale.
- Weekly topics and/or assignments may be altered modified as needed, but there will be no additional assignments added to the course.

Grading Scale:

100% - 94% (A) 93% - 90% (A-)

89% - 87% (B+) 86%-84% (B) 83%-80% (B-)

79% - 77% (C+) 76%-74% (C)

73% or lower (F), work does not meet graduate level standards

Disability Services Information:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to ds.georgefox.edu.

Writing Center:

The **Academic Resource Center (ARC)** provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.