School of Education
College of Professional Studies
University of Wisconsin-Stevens Point

EDSU 920:
Writing Seminar
Spring 2023

Photo credit: Occidental College

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Contents

Credit: This syllabus is used with permission from Lindsay Bernhagen, Ph. D., with additional support and inspiration from Kristi Roth, Ph.D., and Instructional Designer, Eric Simkins, UWSP Center for Inclusive Teaching and Learning. Please do not modify syllabus contents.

Welcome!

Hello, EdD Students!

Wow… it's hard to believe that only 3 short years ago or less many of you were just applying to the doctoral program! I told you it'd go fast…I can't take credit, Dr. Sara Jiminez at Edgewood College said the same thing to me 😊 This course is designed to guide and coach you through your dissertation-writing but along with writing comes the data collection, analysis and synthesis, and writing, writing and more writing. My role is to figure out how to best support you in that process. Been there, done that…I had many champions working with me when I was in your shoes, I hope I can provide the guidance you need (even if you tell me to just let you keep writing and stop bothering you) to get you across the finish line. For some of you that line is closer than others but for all of you, you are on your own individual journey and road trip towards the same destination.

Hold onto your seats, here we go! - Cathy

Course Information

Course Description

This course provides a peer and instructor support structure to help EdD students make progress in the writing of their prospectus or dissertation.

Course Learning Outcomes (CLO)

You'll likely recognize these goals as a continuation of EDSU 900.

Educational Sustainability
3. connect ways to approach key concepts in educational sustainability related to student interest

Introduction to Doctoral Studies
4. develop learning goals for your studies
6. build writing skills
7. contribute to a community of practice

Course Assignments

Assignments	CLOs	% of Grade
Reflection #1: Thoughts on Writing	4. develop learning goals for your studies 6. build writing skills 7. contribute to a community of practice (via discussion in class)	20%
Reflection #2: Workstyle Audit	6. build writing skills	20%
Reflection #3: Final Thoughts	3. connect ways to approach key concepts in educational sustainability related to student interest 4. develop learning goals for your studies	20%
Writing Schedule (Microsoft Planner)	4. develop learning goals for your studies 6. build writing skills 7. Contribute to a community of practice	10%
Peer Review Activity	6. build writing skills 7. contribute to a community of practice	10%
Elevator Speech (in class)	3. connect ways to approach key concepts in educational sustainability related to student interest 7. contribute to a community of practice (via discussion in class)	N/A
Individual Meeting(s) with Instructor	3. connect ways to approach key concepts in educational sustainability related to student interest 4. develop learning goals for your studies 6. build writing skills	10% ea.

Recommended Resources

- Boiker, J. (1998). *Writing Your Dissertation in Fifteen Minutes a Day*. Owl Books.
- Rudestam, K. E., & Newton, R. R. (2007). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Third Edition*. SAGE Publications. 2455 Teller Road, Thousand Oaks, CA 91320. Tel: 800-818-7243; Tel: 805-499-9774; Fax: 800-583-2665; e-mail: order@sagepub.com; Web site: http://www.sagepub.com.
- Sunstein, B. S., & Chiseri-Strater, E. (2016). *Fieldworking: Reading and writing research*.
- Jacobs, D. T. (2008). *The authentic dissertation: Alternative ways of knowing, research, and representation*. London: Routledge.

NB: These are just ideas. There are so many good books out there for doing this kind of work! Don't let this list limit you.

Grading and Evaluation

Your reflections are worth 60% of your grade, your meeting(s) with me and your overall citizenship are worth 20% of your grade, the peer review and your writing plan are each worth 10% of your grade. You will be evaluated based on the degree to which you honestly and earnestly engage in the process that you have set out for yourself within the structure of this class.

Late Work

The projects in this program as a whole and in the course are scaffolded (broken into smaller, sequential pieces) to help you manage your time. As such, it is important that you are completing each of the parts of the projects. We understand that you live a busy, complex, and sometimes unpredictable life. So, if you do need an extension, please get in touch with Lindsay. We will work together to find a suitable solution.

Attendance and Participation

This course is largely self-directed. However, you are expected to attend all 5 of our synchronous seminars unless you notify Lindsay in advance that you're unable to attend. If you need to miss more than 2 synchronous seminars, we will come up with an individualized plan to support you.

Incompletes

Under emergency/special circumstances, you may request an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with me regarding the procedure for incompletes, should you need one?

Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication, but I am usually much, much quicker than this!

I am available online or in person by appointment, and I aim to have some time available in the evening and some weekends to accommodate working adult schedules. Online learning can be lonely if you do not reach out, so please connect with me and/or your cohort members.

Clear Correspondence

Use the email subject line to your advantage! If you are writing about a new issue, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that we can recall the history of your question/s without searching past emails. If you text us, make sure you let us know who you are!

EMAIL: The quickest way to reach me is email at cathy.scheder@uwsp.edu. You can also easily email me directly from the "inbox" function in Canvas. Messages sent and received this way stay in Canvas, but also get sent to our regular email folders.

CALL or TEXT: You can text me at 715-570-5922 for immediate issues or emergencies.

VIDEO: We can easily set up a private Zoom conversation at your request.

Learning Technology

Technology Policy

This course requires posting of work online that is viewable only by your classmates. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then you may request an alternative mode of delivery.

Student Technology Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- view online videos
- participate in synchronous online discussions via Zoom
- record online video discussion posts (optional)

Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found here.

- You will also need access to the following tools to participate in this course.
    - webcam
    - microphone
    - a stable internet connection (don't rely on cellular)

Course Structure and LMS

This course uses Canvas, the Learning Management System (LMS) used across the UW System. Canvas can be accessed via a launch portal at https://www.uwsp.edu/canvas using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the "Help" menu within Canvas. A student orientation / training course is available for self-registration at https://uws.instructure.com/enroll/FNRAL8.

By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.

UWSP Technology Support

- Visit with a Student Technology Tutor
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
    - IT Service Desk Phone: 715-346-4357 (HELP)
    - IT Service Desk Email: techhelp@uwsp.edu

Getting Canvas Help

Click on the ⓘ Help button in the global (left) navigation menu and note the options that appear:

Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.

Search the Canvas Guides Find answers to common questions	**Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email me, I may not be available immediately.

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view this website: https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites (HTTPS instead of HTTP) whenever possible
- Have updated antivirus software on your devices

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.

- Think and edit before you push the "Post Reply" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

University Policies

Inclusivity Statement

It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by

phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Academic Honesty
UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) Uses unauthorized materials or fabricated data in any academic exercise;
    (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;
    (e) Engages in conduct aimed at making false representation of a student's academic performance; or
    (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is

submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the course unless permission has been granted to share them.

Help Resources

Not sure where to start? Ask me, your instructor! For quick reference, here are some other support services:

Overall EdD Program	IT Technology Issues
Erin Redman Director of Educational Sustainability Assistant Professor erin.redman@uwsp.edu Phone: 715-346-2542 Office: CPS 451 NB: Erin is your go-to for program-level questions, rather than course-level ones.	**The Office of Information Technology (IT)** provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information. Technical Assistance If you need technical assistance at any time during the course or to report a problem with Canvas you can: ● Visit with a Student Technology Tutor ● Seek assistance from the IT Service Desk (Formerly HELP Desk) ● IT Service Desk Phone: 715-346-4357 (HELP) ● IT Service Desk Email: techhelp@uwsp.edu