

Instructor: Alex Parrish, Research and Instruction Librarian (you can just call me Alex!)

Prerequisite: ENGL 1013 Freshman Composition II

Contact must be through the Canvas messaging system or Microsoft Teams.

Microsoft Teams chat hours: Every other Friday, starting 1/22, 2/5, 2/19, 3/5, 3/19, 4/16, and 4/30 from 2 PM to 4 PM Eastern Time

Microsoft Teams virtual office hours: Every other Monday, starting 1/25, 2/8, 2/22, 3/8, 3/22, 4/19, and Wednesday 4/28 from 2 PM to 4 PM Eastern Time

Before you do anything else, you need to create a Microsoft Teams account with your SWU email and send me a message with your email address.

Course Description

This course aims to familiarize students with the basic principles of research writing in APA style according to the *Publication Manual of the American Psychological Association*, seventh edition. Students will also be introduced to online databases and peer-reviewed journals.

On Citation Aids (Zotero, etc.)

Citation aids are valuable tools that help students and scholars organize their information quickly. However, no citation software is 100% accurate. Users must know the basics of citation formats to make sure citations are accurate. Therefore, students may not use citation software for any assignments in this class.

Required Texts (you must have the correct editions of each resource)

- Badke, W. (2017). *Research strategies: Finding your way through the information fog* (6th ed.). iUniverse.
- Galvan, J., & Galvan, M. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
- Any other required texts may be found on Canvas.

Optional Texts

- Abbott, A. (2014). *Digital paper: A manual for research and writing with library and internet materials*. The University of Chicago Press.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2017). *The craft of research* (4th ed.). The University of Chicago Press.
- Zinsser, W. (2016). *On writing well: The classic guide to writing nonfiction*. Harper Perennial.

Learning Outcomes

After completing this course, you should be able to:

1. Explain the basics of information literacy
2. Identify the basics of APA formatting
3. Identify the difference between primary, secondary, and tertiary literature, explain the roles of each and execute successful searches for each
4. Explain what a literature review is, choose a topic, find resources, formulate a thesis and organize information into such a paper
5. Explain how a primary research article is organized
6. Critically evaluate a peer-written literature review and give helpful suggestions for improvement.
7. Produce a strong piece of scholarly writing in correct APA formatting

Academic Dishonesty

Academic dishonesty of any type will not be tolerated. Information about the penalties for academic dishonesty can be found in the *SWU General Catalog* (<http://www.swu.edu/catalog/>). Please be aware that any incident of academic dishonesty will be disciplined quickly and will receive the most appropriate response as outlined in the catalog. Written assignments are processed through a plagiarism detection software.

Late Work

Due to the cumulative nature of the course and the need to respect the time of your colleagues, late work will not be accepted after 3 days, including weekends, during modules 1-5. The penalty for late work during these modules is a full letter grade for each day (late 1 day B, late 2 days C, late 3 days D). No late work will be accepted after 3 days, and the assignment will receive a 0.

Unless prior accommodations have been made, late work will not be accepted for modules 6 and 7.

All work is to be submitted via Canvas. Quizzes may not be submitted late. The instructor will not accept printed or emailed work at any point during the semester unless unique circumstances prohibit an upload. This must be coordinated in advance (and is highly unlikely).

Students With Disabilities

If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact Martha Mishoe, Assistant Director of the Center for Transformational Learning. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations unless you specifically request accommodations each semester. Documentation must meet the guidelines of the Americans with

Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning.

Counseling Services

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Elyse Pippin at 5131 or 5130, or by e-mail epippin@swu.edu to schedule an appointment with a counselor. The counseling center is on 3rd floor of the Campus Life Center near the elevator. Your contact with a counselor is confidential.

Life Happens

The instructor does not wish for any student to fall behind because of health (physical or mental), family circumstances, etc. The University has guidelines in place to help students who are in need. *It is not weakness or inconvenient to ask for help.* If you have a situation happening, please do let me know in as much advance as possible. Sometimes, there is no advance notice! *You do not need to tell me the exact nature of the circumstance; you have a right to privacy.* Letting me know how you are doing will help me advocate for you when necessary and/or point you to the right person for assistance. You are not alone, and the faculty, staff, and administration are for you. I will accommodate these life circumstances as able.

Discussions

Conversations and debate are essential for learning. Discussions will proceed with good faith and charity. Engaging with peer and instructor ideas is welcome and expected. Attacking people is not. Hateful speech, including but not limited to racist or sexist comments, will not be tolerated and will be reported to University administration.

Final Comments

1. The instructor reserves the right to adjust the syllabus and assignments at any time.
2. While the instructor has given you permission to call him by his first name rather than by titles, this is not permission to refer to any other instructor, administrator, or staff member by their first name without permission from that person.
3. Any external course content, including but not limited to YouTube videos, is the property of the creator, and may not be distributed beyond Canvas.
4. Be *prepared*. Please note that you are responsible for ALL announcements (including any changes in the course calendar).
5. The average student should spend an average of 9-12 hours per week completing assignments this course. *Pace yourself*. It's better to work on these research and writing assignments daily than to save it up for a marathon writing session the night before an assignment is due. Since you have plenty of time to complete each assignment, internet problems the night before an assignment is due is not an acceptable reason for failing to have an assignment submitted on time.
6. There is no extra credit. Please do not ask.

Assignments

All assignments are found on and must be submitted via Canvas. Assignments will not be accepted by email.

1. APA Style Quizzes

There are ten quizzes over APA style throughout the course. These quizzes are open note and open book. You have up to two attempts per quiz, with your score for the quiz determined by the average of the two attempts. You do not have to take each quiz twice, but you have the option.

2. Concept Quizzes

There are ten quizzes over certain core concepts throughout the course. These quizzes are open note and open book. You have up to two attempts per quiz, with your score for the quiz determined by the average of the two attempts. You do not have to take each quiz twice, but you have the option.

3. Brief Written Assignments

There are five brief written assignments. You will enter your writing directly into the text box. If there is a word count requirement, you should prepare your answer in a word document to track the word count and copy and paste the writing into the text box. Brief written assignments are graded as full pass (full credit: followed all instructions, exceptional quality), partial pass (half credit: followed most instructions; minimum acceptable quality), or fail (no credit: failed to satisfactorily follow instructions; unacceptable).

4. Discussions

There are ten discussion boards throughout the course. You will complete each discussion post as explained in the introduction of each discussion. You will be required to interact with others' posts. Discussions are graded as full pass (full credit: followed all instructions, exceptional quality), partial pass (half credit: followed most instructions; minimum acceptable quality), or fail (no credit: failed to satisfactorily follow instructions; unacceptable).

5. Reading Review Questions

There are ten reading review question assignments throughout the course. These are open note and open book. Reading review questions are graded as full pass (full credit: followed all instructions, exceptional quality), partial pass (half credit: followed most instructions; minimum acceptable quality), or fail (no credit: failed to satisfactorily follow instructions; unacceptable).

6. Literature Review Worksheet

You will download the file and fill out the workbook as shown in the example for 15 primary research articles. You will submit the file as an Excel spreadsheet. It will be graded according to the Literature Review Worksheet rubric.

7. First Draft

You will submit a full first draft of your final paper as a Word document. It will be graded according to the First Draft rubric.

8. Peer Review

You will complete a peer review of a classmate's work, assigned by the instructor. It will be graded according to the Peer Review rubric.

9. Final Draft

You will submit a final draft of your final paper as a Word document. It will be graded according to the Final Draft rubric.

10. End of Course Evaluation

The end of course evaluation is sent to you by SWU. While it is not required, these reviews are vital to improving the courses and instructors at SWU. Whether you think this was the greatest class you've ever taken or the worst, please fill out the anonymous evaluation when it is sent to you.

Grading

Assignment	Points	Assignment	Points
APA Style Quizzes	100	Literature Review Worksheet	250
Concept Quizzes	50	First Draft	100
Brief Written Assignments	50	Peer Review	50
Discussions	100	Final Draft	250
Reading Review Questions	50	Total Points	1000

Course Schedule

Module	Topic	All Module Assignments Due By
Module 1 1/18 – 1/31	Information Has Value	1/31
Module 2 2/1 – 2/14	Information Creation as a Process	2/14
Module 3 2/15 – 2/28	Research as Inquiry	2/28
Module 4 3/1 – 3/21	Searching as Strategic Exploration	3/21
Module 5 3/22 – 4/18	Authority is Constructed and Contextual	4/18
Module 6 4/19 – 4/25	Scholarship as Conversation	4/25
Module 7 4/26 – 5/2	Review and Final Submission	5/2