SYLLABUS TABLE OF CONTENTS
COURSE INFORMATION ........................................................................................................... 2
INSTRUCTOR INFORMATION ................................................................................................. 2
STUDENT LEARNING OUTCOMES ......................................................................................... 2
REQUIRED TEXTS AND MATERIALS ...................................................................................... 3
GRADING SYSTEM .................................................................................................................. 3
METHODS OF INSTRUCTION ................................................................................................. 3
COMMUNICATION .................................................................................................................. 4
CANDIDATE PARTICIPATION .................................................................................................. 5
ATTENDANCE .......................................................................................................................... 5
LIBRARY RESOURCES ........................................................................................................... 6
ASSIGNMENT SUBMISSION .................................................................................................... 6
POLICIES RELATED TO THIS COURSE .................................................................................... 6
ASSIGNMENT OBJECTIVES & DUE DATES .............................................................................. 8
COURSE INFORMATION

COURSE NUMBER
EDG 6307

COURSE TITLE
Professional Writing for Educators

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu
The course begins on October 21, 2019 and ends on December 13, 2019.

COURSE DESCRIPTION
This course emphasizes the skills needed for professional and academic writing in education. Course activities and assignments focus on processes and skills for writing such as, but not limited to, organization, syntax, voice, academic grammar, and sentence structure.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Brook Dickison, Ed.D.
Email: brook.dickison@angelo.edu

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES
- Candidates will construct various forms of academic writing, employ appropriate stylistic practices in line with their respective fields, and implement key rhetorical concepts related to effective writing
• Candidates will develop foundational writing practices key to effective written communication, including organization, syntax, voice, academic grammar, and sentence structure.
• Candidates will acquire the critical thinking skills needed to gather, analyze, and synthesize relevant research within their respective disciplines
• Candidates will obtain the needed skills to effectively contribute scholarly work to their respective fields and recognize their positionality as a researcher and writer in an academic setting

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION
• Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
• Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.

• Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD “NETIQUETTE”:
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION
• Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
• Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
• If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE
Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active
participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:

• Angelo State University Student Handbook
  http://www.angelo.edu/student-handbook/

• ASU Undergraduate and Graduate Catalog
  http://www.angelo.edu/catalogs/

• Academic Calendar
  https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion,
falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

Candidates are expected to know and understand behaviors that can constitute academic misconduct. An academic integrity module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete an Academic Integrity Statement of Understanding acknowledging that the candidate has read and agrees to the Academic Integrity Standards, has passed the Academic Integrity Quiz with a score of 90% or higher, and understands the penalties associated with violations of the academic integrity standards.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via TurnItIn. Resources to help you understand this policy better are available at the ASU Writing Center.

The consequences for academic misconduct include, but are not limited to,

- Reduced score for the original assignment
- Zero (0) or no credit for the original assignment
- Make-up assignment different than the original assignment
- Failing grade for the course resulting in (F) on transcript and transcript notation
- Removal from internships or practicums
- Permanent or time-limited dismissal from the academic program and/or department and transcript notation
- Loss of departmental/graduate eligibility for financial aid and other awards, endorsements.
- Notification of certification board
- Documentation of professional disposition concerns
- Referral to Student Affairs for violations of the Angelo State University Student Handbook

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990.
(ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS  
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX  
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Online: www.angelo.edu/incident-form  
Face to Face: Mayer Administration Building, Room 210  
Phone: 325-942-2022  
Email: michelle.boone@angelo.edu

Note: As a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
**BASIC NEEDS**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs Center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

**SYLLABUS CHANGES**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**COURSE OBJECTIVE AND CALENDAR OF DUE DATES**
You are expected to read all material in each module before submitting an assignment. Required readings can be accessed through the module though you are expected to locate additional research in support of your work. The instructions and scoring expectations are also included in the module.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>LEARNING ACTIVITY &amp; POINTS</th>
<th>DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>By the end of the course, the candidate will:</td>
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<tr>
<td><strong>PREMODULE - Getting Started</strong></td>
<td>Statement of Academic Integrity</td>
<td>Wednesday, January 15</td>
</tr>
<tr>
<td>Review and confirm understanding of plagiarism and academic integrity</td>
<td>0 points</td>
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<tr>
<td>Begin academic portfolio for documentation</td>
<td>Academic Portfolio Creation</td>
<td>Wednesday, January 15</td>
</tr>
<tr>
<td>of course artifacts and reflection on program competencies.</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 1</strong></td>
<td>Flipgrid Introductions</td>
<td><strong>Introductions Due:</strong></td>
</tr>
<tr>
<td>Reflect on their experiences with academic writing and identify a strength</td>
<td>5 points</td>
<td>Wednesday, January 15</td>
</tr>
<tr>
<td>and weakness in professional writing and research</td>
<td></td>
<td><strong>Responses Due:</strong></td>
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<tr>
<td>Share introductory videos and collaborate with colleagues to grow their</td>
<td></td>
<td>Friday, January 17</td>
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<tr>
<td>online learning community</td>
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<tr>
<td>Demonstrate an understanding of how to effectively and efficiently utilize</td>
<td>APA manual and Library Scavenger Hunt</td>
<td>Sunday, January 19</td>
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<tr>
<td>the APA manual and the library resources by conducting a scavenger hunt</td>
<td>5 points</td>
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<tr>
<td><strong>MODULE 2</strong></td>
<td><strong>Grammar, Mechanics and Style Quiz</strong> 5 points</td>
<td><strong>Wednesday, January 22</strong></td>
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<tr>
<td>Demonstrate understanding of appropriate writing conventions by successfully completing a grammar and mechanics quiz.</td>
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<tr>
<td>Demonstrate an understanding of the dispositions and ethical writing principles which govern the respective fields</td>
<td><strong>Dispositions and Ethics Paper</strong> 5 points</td>
<td>Sunday, January 26</td>
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<tr>
<td>Present ideas through an APA formatted paper, using research to support claims</td>
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<tr>
<th><strong>MODULE 3</strong></th>
<th><strong>Synthesis of Sources Paragraph</strong> 5 points</th>
<th><strong>Wednesday, January 29</strong></th>
</tr>
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<tbody>
<tr>
<td>Employ critical thinking skills to produce cohesive paragraph by identifying pertinent information and synthesizing relevant research</td>
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<tr>
<td>Gain understanding of timely and relevant issues in respective discipline through interviewing a practicing professional</td>
<td><strong>Interview and Research Connection Paper</strong> 15 points</td>
<td>Sunday, February 2</td>
</tr>
<tr>
<td>Share and reflect on interview findings through a well-constructed APA formatted paper</td>
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<tr>
<td>Make connections between what is current in the field and their research findings</td>
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<tr>
<th><strong>MODULE 4</strong></th>
<th><strong>Annotated Bibliography</strong> 15 points</th>
<th><strong>Friday, February 7</strong></th>
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</thead>
<tbody>
<tr>
<td>Evaluate sources to identify quality relevant sources related to two topics in their field of education</td>
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<tr>
<td>Analyze articles, identify key aspects, and synthesize an annotation of the information presented</td>
<td><strong>Research Reflection Paper</strong> 3 points</td>
<td>Sunday, February 9</td>
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<tr>
<td>Construct clear and concise summaries through the use of varied sentence structures</td>
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<tr>
<td>Reflect on experiences during the research process through an APA formatted paper</td>
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<tr>
<td>MODULE 5</td>
<td>Audience and Purpose Discussion Board 4 points</td>
<td>Initial Post: Wednesday, February 12</td>
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<td></td>
<td>Topic Exploration Email 4 points</td>
<td>Responses Due: Friday, February 14</td>
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<td>Sunday, February 16</td>
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<tr>
<td>Identify appropriate writing practices for three separate audiences through the construction of a graphic organizer</td>
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<tr>
<td>Collaborate with colleagues to discuss various approaches to writing and communicating in academia and within the field</td>
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<tr>
<td>Identify a relevant and applicable topic in the field</td>
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<tr>
<td>Propose a timely and relevant topic within their field through a professionally constructed email</td>
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<tr>
<td>Detail the proposed topic of the paper within a professionally constructed email</td>
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| MODULE 6 | Sign-up for OPTIONAL Zoom session 0 points | Sign up form will be open from Mon- Fri |
| | Sample Text Analysis 3 points | Wednesday, 19 |
| | Problem in Practice DRAFT | Sunday, February 23 |
| A google form will be included in week 6 announcements for a writing support during week 7. If you would like assistant in a specific area of your writing, you must sign up by Friday. | | |
| Evaluate, edit, and refine a provided sample text for clarification and quality in line with graduate writing standards | | |
| Employ critical thinking skills to construct a transition sentence which demonstrates a clear progression of ideas fluidly | | |

| MODULE 7 | OPTIONAL Zoom Session 0 points | Tuesday, February 25 |
| | Problem in Practice PeerMark 5 points | Wednesday, February 26 |
| | Problem in Practice Paper | Sunday, March 1 |
| Instructors will review submitted drafts and candidates who signed up will receive feedback regarding a specific area of concern (identified by the student) with their writing. Any and all are welcome to attend. | | |
| Collaborate with peer during the peer review evaluation process to provide substantive and meaningful feedback to colleagues | | |
| Synthesize research findings to produce a review of 2-3 key findings in the literature relating to the chosen topic and construct a professionally competent paper meeting the guidelines for APA format and graduate writing style | | |
### MODULE 8

Demonstrate the ability to produce a cohesive, well-organized presentation of ideas and reflect on their experiences with research and writing throughout the course in an APA formatted paper.

Evaluate their ability to apply newfound knowledge to engage in future research possibilities.

| Reflection Paper | 3 points | Wednesday, March 4 |
| Course Evaluation | 0 points | |
| Permission Statement | points | |
| Academic Portfolio Submission and Reflection | 0 points | Thursday, March 5 |
| Three | Dispositions and Ethics Paper | *Candidates will demonstrate an understanding of the dispositions and ethical writing principles which govern their respective fields  
*Candidates will present their ideas through an APA formatted paper, using research to support their claims | 3 | Sunday Nov 3 |
| Three | Synthesis of Sources Paragraph | *Candidates will employ critical thinking skills to produce a cohesive paragraph by identifying pertinent information and synthesizing relevant research  
*Candidates will gain an understanding of timely and relevant issues in their respective disciplines through interviewing a practicing professional  
*Candidates will share and reflect upon their interview findings through a well-constructed, APA formatted paper  
*Candidates will make connections between what is taking place in the field and their research findings | 5 | Wednesday Nov 6 |
| Four | Interview and Research Connection Paper | *Candidates will employ critical thinking skills to produce a cohesive paragraph by identifying pertinent information and synthesizing relevant research  
*Candidates will gain an understanding of timely and relevant issues in their respective disciplines through interviewing a practicing professional  
*Candidates will share and reflect upon their interview findings through a well-constructed, APA formatted paper  
*Candidates will make connections between what is taking place in the field and their research findings | 15 | Sunday Nov 10 |
| Four | Annotated Bibliography | *Candidates will evaluate sources to identify quality relevant sources related to two topics in their field of education  
*Candidates will analyze articles, identify key aspects, and synthesize an annotation of the information presented  
*Candidates will construct clear and concise summaries through the use of varied sentence structures  
*Candidates will reflect upon their experiences during the research process through an APA formatted paper | 15 | Friday Nov 13 |
| Five | Audience and Purpose Discussion Board | *Candidates will identify appropriate writing practices for three separate audiences through the construction of a graphic organizer  
*Candidates will collaborate with their colleagues to discuss the various approaches to writing and communicating in academia and within their profession  
*Candidates will identify a relevant and applicable topic within their field | 4 | Initial Post Wednesday Nov 20  
Responses Friday Nov 22 |
| Topic Exploration Email | *Candidates will propose a timely and relevant topic within their field through a professionally constructed email  
*Candidates will detail the proposed sub topics of their paper within a professionally constructed email | Sunday Nov 24 |
|---|---|---|
| Six | Sign up for optional zoom meeting | A google form will be included in the week 6 announcement for a writing support session during week seven. If you would like an instructor to assist in a specific area of your writing, you must sign up by Friday.  
*Candidates will evaluate, edit, and refine a provided sample text for clarification and quality in line with graduate writing standards  
*Candidates will employ critical thinking skills to construct a transition sentence that demonstrates a clear progression of ideas from one point to the next | 0 | The sign-up form will be open Mon-Fri |
| | Sample Text Analysis | | 3 | Wednesday Nov 27 |
| | Problem in Practice Draft | | 0 | Sunday Dec 1 |
| Seven | *Optional* Zoom Meeting | Instructors will review submitted drafts and candidates who have signed up will receive feedback regarding a specific area of concern (identified by the student) in their writing. All are welcome to attend.  
*Candidates will work collaboratively in the peer evaluation process to provide substantive and meaningful feedback to their colleagues | 0 | Tuesday Dec 3 |
| | Problem in Practice Peer Mark | | 5 | Wednesday Dec 4 |
| | Problem in Practice Paper | *Candidates will synthesize their research findings to produce a review of 2-3 key findings in the literature relating to their chosen topic  
*Candidates will construct a professionally competent paper that meets the guidelines for APA format and graduate writing style | 25 | Sunday Dec 8 |
<table>
<thead>
<tr>
<th>Eight</th>
<th>Course Evaluation</th>
<th>Reflection Paper</th>
<th>Portfolio/Reflection Submission</th>
<th>3</th>
<th>Wednesday Dec 11</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>*Candidates will reflect on their experiences with research and writing throughout the course in an APA formatted paper</td>
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<td></td>
<td>Thursday Dec 12</td>
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</table>