

AGED 5001 – Seminar

University of Arkansas
Department of Agricultural Education, Communications and Technology
Fall 2018

Instructor: Dr. Jefferson Miller

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Office Hours: By appointment (Please email me; I am happy to meet with students in person, by phone, by Skype, or by other methods.)

Course Meeting Schedule: Weekly Asynchronous Modules using Blackboard

Course Communication and Assignments Submissions: <https://learn.uark.edu>

Prerequisite: Graduate Level

Course Description

Discussions and written assignments on topics related to the development of graduate student research, including writing the thesis and dissertation proposal; writing grant proposals; and writing the findings, conclusions, and discussion sections of research manuscripts.

Course Learning Outcomes

Research Proposal Writing Section

1. Recognize various genres and formats for professional, scientific, and technical writing.
2. Adopt techniques to demonstrate logic in scientific writing.
3. Write academically in logical, easily understood prose with appropriate grammar, punctuation, and sentence structure.
4. Improve writing skills by focusing on planning, writing, revising, and editing as a process.
5. Use the library and other electronic search engines to identify literature used in writing academic manuscripts and theses.
6. Increase understanding and skill formation in social science research,
7. Write a quality draft of an introduction, literature review (with theoretical and conceptual frameworks) and research methods section of a research manuscript.

Grant Writing Section

8. Gain a clear understanding of the grant proposal writing process.
9. Synthesize information in a grant RFP to create a logical proposal addressing a problem that can be solved by research, teaching, and/or service.
10. Develop persuasive writing and design skills that can be applied in the context of grant writing.
11. Write a research, teaching, and/or service grant proposal suitable for submission to a funding organization.

Technical Communication Section

12. Use a professional style manual to properly format a manuscript, display data, build data tables, and create accompanying graphics.
13. Develop skills in presenting research data through written narrative, highlighting key findings.
14. Gain experience in synthesizing research data for readers through clear writing.
15. Increase understanding and skill formation in writing about research conclusions and recommendations to support future research, while supporting this narrative with citations from the literature review.

Required Texts

Adelheid, A. M., & Pexman, P. M. (2010). *Presenting Your Findings: A Practical Guide for Creating Tables* (6th ed.). Washington, D. C.: American Psychological Association. ISBN: 978-1-4338-0705-3.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author. ISBN-13: 978-1-4338-0561-5.

Calabrese, R. L. (2006). *The Elements of an Effective Dissertation and Thesis: A Step-by-Step Guide to Getting it Right the First Time*. Lanham, MD: R&L Education. ISBN-13: 978-1578863518.

Strunk, Jr., W., & White, E. B. (1999). *The Elements of Style* (4th ed.). New York, NY: Pearson. ISBN-13: 978-0205309023.

Course Procedures

This course is intended to be an intensive writing course and integrating experience leading to the development of a thesis, dissertation, or other research manuscript. You

will be expected to apply what you have learned to write a social science research thesis, which includes chapters 1-2 (introduction and review of literature), chapter 3 (methodology), and chapters 4 -5 (conclusions, implications, and recommendations). Students will also conceive and produce a draft of a grant proposal narrative that could legitimately be submitted for funding of a research, teaching, or service project.

Methods for Assessing Learning Objectives

The expected learning outcomes for the course will be assessed through written assignments which will be evaluated via rubrics, completion of weekly research and reflection assignments, peer evaluations, and a final exam.

Internet Connectivity

You must be able to access Blackboard to post assignments and retrieve class information. You should check the course information posted on Blackboard regularly for messages from the instructor.

****You will post all written assignments to the “Assignment” area of Blackboard.** To post an assignment: Click on the “Assignment” tab located on the homepage of Blackboard. Click on the assignment you want to submit, click “Browse” to locate your file, and then click “Open.” The file name you selected should now be displayed in the “file” field. If it is the correct file click “Save” if not locate the correct file then click save. Click “Submit” to post your assignment.

Course Grading

Research Proposal Writing Section

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|---|-----|
| Weekly assignment and quiz average (average on 10-point assignments x 20) | 300 |
| Includes discussion posts, library assignments, manuscript and thesis reviews, APA assignments, grammar and style assignments, peer critiques, thesis chapter outlines, IRB assignments, and other assignments and quizzes. | |
| Thesis chapter 1 draft | 100 |
| Thesis chapter 2 draft | 100 |
| Thesis chapter 3 draft | 100 |
| Peer critique and editing participation | 100 |
| Participation in instructor 1-on-1 meetings and discussion board | 100 |

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|--------------|-------------|
| Final exam | 200 |
| Total | 1000 |

Grant Writing Section

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| Weekly assignment and quiz average (average on 10-point assignments x 30) Includes discussion posts, library assignments, RFP and proposal reviews, APA assignments, grammar and style assignments, peer critiques, grant section outlines, IRB assignments, and other assignments and quizzes. | 300 |
| Literature review and description of problem | 150 |
| Grant proposal narrative | 150 |
| Grant project budget and budget narrative | 150 |
| Proposal writing exam (based on textbook) | 150 |

Technical Communication Section

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| Weekly assignment and quiz average (average on 10-point assignments x 30) Includes discussion posts, library assignments, manuscript and thesis reviews, APA assignments, grammar and style assignments, peer critiques, thesis chapter outlines, IRB assignments, and other assignments and quizzes. | 200 |
| Grant proposal narrative | 150 |
| Grant project budget and budget narrative | 150 |
| Thesis chapters 4 & 5 draft | 100 |
| Peer critique participation | 100 |
| Participation in instructor 1-on-1 meetings and discussion board | 100 |
| Oral final exam at 1-on-1 meeting | 200 |
| Total | 1000 |

Technical Communication Section

Grading Scale

A = 93.33-100%

A- = 90.00-93.32%

B+ = 86.67-89.99%

B = 83.33-86.66%

B- = 80-83.32%

C+ = 76.67-79.99%

C = 73.33-76.66%

C- = 70.00-73.32%

D+ = 66.67-69.99%

D = 63.33-66.66%

D- = 60.00-63.32%

F = < 60%

Discussion Posts– Participation in the course discussion board on Blackboard is essential to this course. You should be answering my questions, posing additional questions for class participants', and answering your classmates' questions. I will evaluate your participation in discussion points and will consider your level of participation when I assign the participation grade.

Late Assignments

Late assignments will NOT be accepted, and students will receive a score of 0 for any assignments not submitted by the stated deadline. If an emergency arises that will require students to turn an assignment in late, or if a student will be absent for a university approved function, they must submit documented proof of the emergency or the university function. If an emergency does arise, students should call or email the instructor immediately (479-575-5650, jdmiller@uark.edu). For absences related to university functions, students must work with the instructor at least one week in advance to develop a plan to complete any missed work. **This policy will be followed strictly.**

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. Plagiarism harms any profession. Be sure you are citing correctly to avoid plagiarism issues. Meet with me, if you have concerns.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy, which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Your work on individual assignments must be your own work, but collaborative learning with peers is encouraged to assist you in gaining the skills and competencies outlined in this course. Appropriate citations for sources used in written assignments are required. First time academic honesty offenders will receive a zero for the assignment/discussion. Second time offenders will receive an F in this course.

Syllabus Content and Schedule Changes

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced through the Blackboard announcement feature.

Projected Course Schedule

See "Schedule" tab on Blackboard