

## Academic Writing

### Sample Syllabus

#### Course Description

This course is designed to guide graduate students through the process of academic writing. Students will learn strategies for developing productive writing habits, writing for a targeted audience and structuring manuscripts. Through lectures, peer review, and hands-on activities, participants will produce key sections of academic writing (introduction, methods, and results). The course emphasizes clarity, rigor, and adherence to disciplinary standards, equipping students with the skills to disseminate research effectively.

#### Course Learning Objectives

As a result of active participation and successful completion of course requirements, students will be able to:

1. Identify and evaluate appropriate journals for manuscript submission based on scope, audience, and impact.
2. Develop sustainable writing habits and apply strategies for overcoming common barriers to productivity.
3. Compose a well-structured introduction that situates research within theoretical and empirical contexts.
4. Write a replicable methods section that clearly articulates research design, sampling, and analytic procedures.
5. Present results effectively, organizing findings in alignment with journal conventions and research questions.
6. Engage in scholarly peer review, providing constructive feedback modeled on journal standards.

#### Recommended Reading

Belcher, Wendy. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: SAGE publications, 2009.

Belcher, W. L. (2009). Reflections on ten years of teaching writing for publication to graduate students and junior faculty. *Journal of Scholarly Publishing*, 40(2), 184-200.

Boice, Robert. *Professors as Writers: A Self-Help Guide to Productive Writing*, OK: New Forums Press, Inc., 1990.

Harding, L., & Carney, M. A. (2025). The black box of faculty writing in the academy. *Higher Education*, 89(6), 1495-1512.

Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

Stelzner, M. A. (2010). *How to write a white paper*.

## Accommodations

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require the institution to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus.

## Attendance

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Because this is an 8 weeks course, each class member needs to make every effort to be in attendance at each class. Anyone who misses more than one class will lose 5 points for each class missed after the first absence. Significant tardiness or early departure beyond 15 minutes will count as an absence. If you know ahead of time you will not be in class, please contact the instructor the day before the class.

## Communicating with the Instructor

All correspondences from the instructor to the students by way of announcements, updates, assignments, and so forth, will be communicated via school email or online learning management system if not verbally in class. It is the student's responsibility to ensure their university e-mail is corrected, provided, and valid. Failure to do so may result in missing important information that could negatively impact your grade. Please be mindful of professionalism.

## Course Outline

The following schedule is subject to change. For any course syllabuses posted prior to the beginning of the semester, the course instructor reserves the right to make changes prior to or during the semester. The course instructor will notify students, via e-mail or verbal announcements when changes are made in the requirements and/or grading of this course. ***The course instructor reserves the right to revise the schedule/assignments if needed.***

Week	Topics	Reading	Activities
1	Introduction to Academic Writing  What do you have to say?	Silvia (2018) Ch 1 & 2	<b>In-Class Activity:</b> Students will share their area of research or topic and spend time brainstorming their audience.  <b>Peer Review:</b> Feedback on Statement of the Problem.
2	Forms and Style of	Silvia (2018) Ch 3 & 5	<b>In-Class Activity:</b> Based on

	Academic Writing	<a href="#">APA</a>	<p>your topic/area of study, review white papers, conceptual papers, reviews, policy pieces as well as peer-reviewed journal article. What are common writing structures? How do they differ?</p> <p><b>Peer Review:</b> Groups will meet to share their dissemination plan and provide structured feedback on the form of academic writing they have selected.</p>
4	Highly Effective Writing Habits	<a href="#">The Stalled Professor</a> Boice (1990) Ch 6 & 7	<p><b>In-Class Activity:</b> Share your plans for writing. What time have you blocked off on your calendar? How will you create a setting that prompts writing? What is your timeline for dissemination?</p>
5	Knowing Your Audience	Silvia (2018) Ch 6 Harding & Carney (2025) <a href="#">Writing for Your Audience</a>	<p><b>In-Class Activity:</b> Based your area of interest and your “what I want to say” select a form of dissemination that matches your target audience.</p> <p><b>Peer Review:</b> Refine your target audience and the match the dissemination form.</p>

6	Structuring Your Justification	<a href="#">Stating the Problem</a> Stelzner (2010) <a href="#">Writing a White Paper</a>	<b>In-Class Activity:</b> Break into peer-review groups, share the draft of your justification and statement of the problem. Provide feedback and guidance to your group.  <b>Submit Final Draft of Justification</b>
7	Conveying Your Methods & Reporting you Findings		<b>In-Class Activity:</b> Based on your dissemination format, select three and compare and contrast the methods reported.  <b>Submit Final Draft of Methods and Findings</b>
8	Translating Findings to Policy and Practice in Writing	Belcher (2009)	<b>Final Paper</b>

## Major Assignments

### 1. Justification or Statement of the Problem

- Students will complete a final draft of their justification or statement of the problem. The introduction will be grounded in theory, provide a clear justification and logic model that appropriately matches the academic writing . Students will provide a link to their targeted journal and include 3 recent publications that fit their topic area as a model.

### 2. Methods and Findings

- Students will complete a final draft of their methods and findings. The two sections should be written with replicable precision and well cited. It will include research questions with justified hypotheses, sample, demographics, analysis plans, and instruments/data collection procedure (when applicable).

### 3. Final Paper

- a. Students will complete final draft of the: (a) justification, (b) methods and findings, and (c) connection to policy and/or practice. It should incorporate the feedback from the peer-review process as well as instructor feedback from previous assignments.

#### 4. Peer-Review Process

- a. To prepare for the peer review process, students will be assigned to groups of 3 to 4 people. You will review and provide feedback to your peers on the section of the week. You will model your feedback based on the peer-review expectations for the dissemination form selected by the lead author/student.

### Course Grading

Assignments are due by 11:59pm on the indicated date. Late assignments without previous written approval of the instructor will incur a 50% penalty for the first time and lost all points beyond. This instructor and learners are required to adhere to the University's Academic Integrity policy. Any plagiarism will not be tolerated and referred to the Academic Integrity Office. And the learners will be given an "F" in the course and be recommended to the Student Conduct Office.

Learners will be evaluated based upon the assignments described below. The plus/minus grading system and scale is as follows:

Letter Grade	Grade Range
A	93 and above
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	59 and below

### Course Grading Systems

Component	Weight for final grade
Bridging Research and Practice: Evaluating Inclusive Practices in Early Childhood Settings	30%
Classroom Consultation Plan	20%
Discussions	10% (including responding to other peer's posts)

Classroom Design	20%
Family Engagement & Advocacy Resource Binder	20%

## Resources

Resources to supplement the Syllabus:

- [IRIS Evidence-based Practice Summaries](#)
- [What Works Clearinghouse](#)
- [National Professional Development Center on Autism Spectrum Disorder](#)
- [National Center on Intensive Intervention](#)
- [Evidence--based Instructional Practices for Young Children with Autism and Other Disabilities](#)
- [Evidence Based Intervention](#)
- [Center for Early Literacy Learning \(CELL\)](#) - Research syntheses (no quality review or classification)
- [Early Childhood Technical Assistance Center](#) - Links to both EBP review sources and other reliable sources
- [The University of Kansas Life Plan Institute](#)
- [Vanderbilt University](#)
- [Early Childhood Technical Assistance Center](#)
- [Family-Guided Approaches to Collaborative Early Intervention Training Services \(FACETS\)](#)
- [Family Guided Routines Based Intervention](#)
- [Natural Environments](#)
- [Siskin Children's Institute](#) Early Intervention in Natural Environments
- [Embedded Instruction for Early Learning](#)
- [EPIC Intervention](#)
- [SS-OO-PP-RR Framework for Home Visiting](#)
- [CONNECT Module 1: Embedded Interventions](#)
- [Foundations: Routines Based Interventions: Supporting Families](#)
- [Embedded Instruction for Early Learning](#)
- [Milieu Teaching](#)
- [Natural Environments](#)
- [Vanderbilt KidTak](#)
- [Peer-Mediated Instruction and Intervention \(PMII\)](#)

- [Applied Behavior Analysis Programs](#)
- [Kansas University](#)
- [Kentucky Autism Training Center](#)

### **Journals in EI/ECSE**

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

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|---|---|
| • <i>Child Development</i>                                      | • <i>Journal of Pediatric Nursing</i>                               |
| • <i>Journal of Early Intervention</i>                          | • <i>International Journal of Early Childhood Special Education</i> |
| • <i>Journal of Pediatrics</i>                                  | • <i>Pediatric Research</i>   |
| • <i>Journal of Intellectual &amp; Developmental Disability</i> | • <i>Topics in Early Childhood Special Education</i>                |
| • <i>Journal of Developmental and Physical Disabilities</i>     | • <i>Young Exceptional Children</i>                                 |

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