Wilmington University
College of Education

OLI 7101—Disciplined Inquiry and Writing

This course aims to create critical consumers of published research. Students will learn to interpret, analyze and evaluate the quality of published research. Students will focus on how studies are designed and executed with an eye toward understanding the validity of the study findings and conclusions. Time will be spent on methods of data collection and analysis. Students will also be expected to strengthen their writing skills and learn how to adapt their writing style to various academic and professional contexts.

Minimum Time Requirements (in clock hours):

30 Hrs	10 Hrs	0	0	70 Hrs

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;

   growth;
7. ensuring that programs are standards-driven; and

8. ensuring that programs promote the effective use of technology

Program Theory and Foundation

A link to the Program Theory can be found in the Blackboard Courses for OLI 7100 and OLI 7101.

Program Competencies: The Doctorate of Education: Organizational Leadership – Learning and Innovation standards are posted in the Blackboard Courses for OLI 7100 and OLI 7101, as are the Wilmington University Graduation Competencies for Graduate Students.

Further information about these assignments is posted on Blackboard. All assignments will be graded on a 100 point scale, but the calculation of final grades will take into account the assignment weights indicated in the above table. Grading will be done according to Wilmington University grading policy for graduate studies: 95-100=A;

appropriate for academic writing, an organized flow of arguments, correct mechanics, usage, grammar and spelling, and APA formatting in narrative and reference citations.

5. Five Week Improvement Plan for Writing & Evidence of Improvement

   Disciplined writing practice is key to steadily improving the quality of one's writing. After receiving instructor and cohort feedback throughout the first block of the course, students will select writing partners and work together to create five-week plans for improving each student's writing. The plan will include specific goals for writing practice throughout the remainder of the course. The plan will be posted in the assignment manager and evidence of improvement will be submitted at least twice during the second block. It is expected that the final integrated review of literature wiaaror

Semester Schedule

The semester schedule is tentative and subject to change! More complete information can be found on the course Blackboard site. There are Assignment Managers available in each week for submission of required assignments (see the ACTIVITIES column in the following table).

WEEKS & LEARNING OUTCOMES	TOPICS	READINGS / MEDIA	ACTIVITIES / ASSIGNMENTS

1. **Ways of Knowing**	- Introductions
	- Course Overview & Logistics
	  a) Ways of Knowing
	  b) Research jargon
	  c) Approaches to Disciplined Inquiry—Quantitative, Qualitative, Mixed-Methods and Others
	  d) Can Organizational Research be Scientific?
	  d) Reading Research Literature & Keeping track of what you've read
	  e) Writing in the APA Way
		M&M text - Introduction & Chapter I
		Journal Articles
		Cameron, J., Nairn, K., & Higgins, J. (2009). Demystifying academic writing: Reflections on emotions, know-how and academic identity. *Journal of Geography in Higher Education, 33*(2), 269-284. doi:10.1080/03098260902734943
		
		Haggerty, K. (2010). Tough love: Professional lessons for graduate students. *American Sociologist, 41*(1), 82-96. doi: 10.1007/s12108-010-9088-8. (Pay particular attention to pgs. 88-89).
		<u>Optional:</u>
		Weick, K. (2006). Faith, evidence, and action: Better guesses in an unknowable world. *Organization Studies, 27*(11), 1723-1736. doi: 10.1177/0170840606068351
		
		Week 1 Power Point
		
		Weekly Writing Tip
			During the Week:
			
			Reflect and write about on your feelings related to Disciplined Inquiry and Writing. (For your eyes only) Use these reflections

| 5. **Qualitative Research** | **Assessing the Quality of Qualitative Research**

What is qualitative research?
Different Qualitative traditions
Collecting and Analyzing qualitative data.
How does one know whether it's a good qualitative study? | **Journal Articles**
M&M (2018) text-Read Chapter 4
Tracy S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*, 837-851. doi:10.1177/1077800410383121

Gordon, J., & Patterson, J. (2013). Response to Tracy's under the "big tent": Establishing universal criteria for evaluating qualitative research. *Qualitative Inquiry, 19*(9), 689-695. doi:10.1177/1077800413500934

Two learner-selected <u>qualitative</u> journal articles (Use Annotated Bibliography Template)

Week 5 Power Point
Weekly Writing Tip | Complete Annotated Bibliography forms for **tw3(l)-.6(e)]T T** |

7. **Writing a Literature Review is an Iterative Process** **Draft One- Toward an Integrated Review**	**Writing According to APA style and formatting Requirements** Writing Clearly and Concisely Mechanics of Style Crediting Sources— Quoting, Paraphrasing and Plagiarism Review Requirements/Rubrics for Interim Lit Review Paper	**M&M text- Read Chapter 6** **Two learner selected quantitative journal articles (2)** Optional: Farkas, D. (2018). *Literature review tips: 5 steps to an outstanding paper*. Retrieved from https://finishyourthesis.com/literature-reviews/ Pautasso, M. (2013). Ten simple rules for writing a literature review. PLOS Computational Biology, 9(7), 1-4. Retrieved from https://doi.org/10.1371/journal.pcbi.1003149 Randolph, J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation, 14*(13). Available online: http://pareonline.net/getvn.asp?v=14&n=13. Rewhorn, S. (2018) Writing your successful literature review. *Journal of Geography in Higher Education, 42*(1), 143-147, doi: 10.1080/03098265.2017.1337732 **Week 7 Power Point** **Weekly Writing Tip**	-Complete Annotated Bibliography form for **two** learner selected **quantitative articles read** in Week 7. - Work on writing and editing Interim paper due in Week 8. -Review partner's paper and offer constructive feedback.
8 – **READING WEEK**		After posting your paper, enjoy the reading week break.	**Toward an Integrated Review Paper Due— Monday of Week 8 Post in Assignment Manager in Week 8.**
9 Good Writing is an Iterative Process	**Draft, Revise, Polish** Helpful Hints for Improving Your Writing Giving and Receiving Constructive Feedback—Helping One Another A Five-Week Plan for Writing Improvement.	**Journal Articles** **One** Learner selected journal article (Use Annotated Bibliography template) Donovan, S. (2011). Ten rules of academic writing. *Journal of*	

from
https://digitalco

References

*Gray, G. (2017). Academic voice in scholarly writing. *The Qualitative Report*, *22*(1), 179-196. Retrieved from
https://nsuworks.nova.edu/tqr/vol22/iss1/10

*Haggerty, K. (2010). Tough love: Professional lessons for graduate students. *American Sociologist, 41*(1), 82-96. doi: 10.1007/s12108-010-9088-8

*Jacobs, R. (2013). Developing a dissertation research problem: A guide for doctoral students in human resource development and adult education. *New Horizons in Adult Education and Human Resource Development, 25*(3), 103-117. doi:10.1002/nha3.20034.

*Nelson, J. S., Range, L. M., Ross, M. B. (2012). A checklist to guide graduate students' writing. *International Journal of Teaching & Learning in Higher Education*, *24*(3), 376-382. Retrieved from http://www.isetl.org/ijtlhe/pdf/IJTLHE1295.pdf

Olmanson, J., Kennett, K., Magnifico, A., McCarthey, S., Searsmith, D., Cope, B., & Kalantzis. (2016). Visualizing revision: Leveraging student-centered between-draft diagramming data in support of academic writing development. *Technology, Knowledge and Learning, 21*(1), 99-123. doi: 10.1007/s10758-015-9265-5. Retrieved from

Nelson, M., & Schunn, C. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science, 37*(4), 375-401. doi: 10.1007/s11251-008-9053-x

Web Resources

Wilmington University provides basic writing tips at: http://blog.wilmu.edu/writing/category/grammar/types-sentences-sentence-combining/sentence-errors/

Clarkson, A. (2012). *MUGS errors*. Retrieved from: https://www.youtube.com/playlist?list=PLgEUTBwlb4c_VRoaNaCn8bwtfKAHc-0j9
    A series that covers lots of different MUGS errors.

Fitzmaurice, M. & O'Farrell, C. (n.d.). *Developing your academic writing skills: A handbook*. Dublin, Ireland: Trinity College, Academic Practice
    and eLearning. Retrieved from
    https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Developing%20your%20academic%20writing%20skills.pdf
    Contains helpful exercises for practice in academic writing.

How to write a literature review for people who do not have time to sleep. Retrieved from: