



**THE  
ACADEMIC SUCCESS  
AND  
WRITING STYLE GUIDE**

**SUCCEEDING AS A GRADUATE STUDENT  
IN THE SCHOOL OF EDUCATION  
TRINITY WASHINGTON UNIVERSITY**

(Revised August, 2019)

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## INTRODUCTION

This *Guide* was prepared to assist candidates in their transition into the School of Education's graduate programs.

Your decision to enter a graduate program will significantly change your daily routine. The rigorous courses of study might cause anxiety, frustration, and fear as well as excitement. Therefore, we designed this guide to ease your transition. In putting this information together for you, we drew upon our own experience as faculty members at Trinity; suggestions from *The Adult Learner's Guide to College Success*, revised ed., (Smith, L.N. and Walter, T.); the Trinity Washington University Writing Center, and material provided in guides and manuals for candidates at other universities. Please take the time to read it thoroughly and consider the suggestions carefully.

The *Guide* is in 8 sections, and a condensed version of this *Guide* can be found by accessing the Trinity web page and going to the School of Education link.

### I. ETHICAL, PROFESSIONAL AND PERSONAL RESPONSIBILITY

The Faculty of the School of Education (EDU) is committed to educating candidates to be professionally and ethically responsible. We are bound by the ethical principles of the education and counseling professions. The National Education Association's code of ethics states, "*the educator... shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.*" Therefore, according to the School of Education's **Retention Policy**, candidates will be held accountable in terms of their **academic performance, interpersonal skills and ethical behavior.**

Candidates are expected to demonstrate a positive attitude toward the learning process and towards the candidates, faculty, and administrators of the university. Candidates' progress through a graduate program can be affected by demonstrations of poor academic performance **and** unethical/unprofessional behavior. EDU has also described the "dispositions" that candidates are expected

to demonstrate. Those dispositions are stated in all syllabi, and a graphic is displayed in the Appendices of this document. Candidates are expected to have knowledge of the Retention Policy and the corresponding Review Process. This information can be found in the EDU Policy manual that can be found through the Trinity web page.

## II. KEY SCHOOL OF EDUCATION POLICIES

- **The Attendance Policy:** Beware of the attendance policies for your courses. During the Fall and Spring semesters, candidates may be allowed two absences depending on the course. During the Summer and Winter Term, candidates may not have any absences. Candidates should not take a course in which they cannot abide by the attendance policy. Attendance cannot be “worked out” with the professor. For those candidates who are teachers, “Back to School Night” is considered an absence.
- **Remember the “five year rule”:** Candidates have five years from the semester they started a graduate program to complete a degree. Even if you stop-out for only a semester, that time is counted towards the five years.
- **Communicating with Faculty:** Never leave written correspondence/papers under a faculty member’s door. All full-time faculty have a mailbox on the first floor of Main by the Faculty Services Office. The boxes are located in a room that is locked; therefore, to leave written materials for a faculty member, you must use the **Red Box**. This box is in front of Room 186, and there are envelopes available for your materials. Address the envelope and just drop the envelope in the slot. All full-time School of Education faculty have another mailbox located on the third floor located by faculty offices. These are open boxes and should not be used for important or confidential materials.
- **Dropping or withdrawing from a class:** A “drop” can only occur during a defined time span at the beginning of a

semester. A “**withdrawal**” can occur after the drop period. It is important that candidates are aware of the dates and procedures to drop or withdraw. Sometimes candidates decide to drop or withdraw without following through on the paperwork and without officially withdrawing through the Enrollment Services Office. If you stop going to class but did not go through the official drop/withdrawal process, you will still be charged for the course. You also must pay attention to the deadlines for dropping and withdrawing from a course. This information can be found on the Trinity Web-page in the Academic Calendar section under “weekly classes” (for Education Administration, the designation is “monthly”). You will need a signature from your academic advisor to withdraw from a course, before submitting the paperwork to the Enrollment Services Office.

- **Designation of an “A” grade:** To earn an “A”, 100-95%, in a course candidates must demonstrate exceptional student work in writing content, insight, and complexity of thought. Therefore, an “A” at the graduate level means exceptional and the candidates’ work exceeds the standards.
- **Appeal of a grade:** According to University policy, candidates may only appeal a grade below a “B”. An appeal is usually based on the belief that the grade was inaccurately calculated.
- **Your Trinity e-mail account:** Even though you may have a personal e-mail account, you will need to set-up your Trinity email account. Faculty and staff from the University will only correspond to you through your Trinity email account. **Check your Trinity email at least once a week.**
- **Taking courses through the Consortium:** Candidates may only take courses through the consortium under specific circumstances. Candidates **must** be registered for at least 9 credits and must follow the guidelines stated in the Academic Policy manual for the School of Education.

- **Trinity Honor System:** Candidates are responsible for being aware of the Trinity University Academic Honesty Policy. (See Academic Honesty, Plagiarism, and the Honor System: A handbook for Students). Candidates found guilty of plagiarism or other violations of the policy may be expelled, regardless of the intent. According to the policy, faculty will **not** contact a student if there is a suspicion of academic dishonesty. The student will be contacted by the designated person stated in the policy. The Faculty is obligated to report any suspected violation of the policy.
- **End of the semester/picking up class assignments from professors:** According to EDU policy candidates have until two weeks after the beginning of the following semester to pick up papers from the previous semester. Papers that are not picked up within the two-week time period will be discarded. Please make arrangements with individual faculty members to pick up papers.

**All of the policies** are on the Trinity website. Read and understand them. Make note any policies that might affect you or may affect you in the future. **It is your responsibility to know how to access them.**

### III. ACADEMIC PLANNING AND ADVISING STRATEGIES

#### **Strategy 1: Find out Who Your Advisor is and Schedule an Appointment.**

All new students have been assigned to a Professional/Academic Advisor for the first year. Each student will also be assigned to a faculty advisor based on their concentration. During the first year, you will be meeting primarily with the Professional Advisor. However, it is important that **you** know the name of your faculty advisor, phone number, and where his/her office is located. When meeting with your advisor come prepared to the meeting.

**Strategy 2: Assemble Your Academic Advising File.**

Prepare for the meeting by putting together any and all documents that you have. For your first academic planning meeting, it is suggested that you bring the following:

- Any information about your program
- Your course schedule booklet
- Any transcripts of graduate courses taken elsewhere
- Any notes from any previous sessions or meetings
- Writing paper and pen/pencil

**Strategy 3: Determine the Questions you Should Ask Your Advisor.**

1. How do the credits that I have already earned in graduate courses/workshops fit into my program of study?
2. Does my chosen field of study have any outside restrictions or requirements of which I should be aware? Are their specific District certification requirements? What if any accreditation standards affect my course of study?
3. Am I required to take internships, which may require me to take significant time off from work/home?
4. Are there certification or licensing exams that I must take, and when must I take them?
5. Are there any other certifications that are required for me to practice in my field of study?

Below is an example of what should transpire during your initial academic advising sessions:

- Discuss your goals
- Develop a program of study
- Confirm your program of study
- Determine how often and under what circumstances your faculty advisor needs to see you.

Based on your approved course of study, after your first semester, you can register on-line.

#### **Strategy 4: Develop a Graduation Plan.**

As you are developing your program of study, you are also developing a graduation plan. Make sure that you understand all graduation requirements. Make sure that you have read the policy handbook on-line, and that you understand all course requirements for your program of study. Counseling candidates will need to read the handbook for their specialization. It is **your** responsibility, as the candidate, to follow your program of study and to keep up with your credits and requirements, maintain a file of all paper work, and be aware and follow all academic deadlines. Your advisor will **assist** you in meeting your educational goals.

#### **Strategy 5: Choose Courses the Smart Way**

**S= Select** your course load.

Do you have the time to take more than six credits? You need to allow two to three hours of study time for every one hour that you spend in class.

**M= Mix** of classes.

If your program allows for some flexibility in the sequence of courses, investigate the reading and writing assignments for your courses to ensure there is some balance in your work load.

**A= A's** are important.

Do not overextend yourself to where you will not be able to keep good grades. Grades are extremely important in graduate school. A 'C' is essentially failing the course.

**R= Rest and Relaxation.**

Allow time for recreation and self-care.

**T= Time Plan.**

When putting your schedule together, incorporate a time-management plan.

#### **Strategy 6: Refine Your Academic Plan Each Academic Year.**

Academic advising is an ongoing process, and “life happens.” Your program of study is fluid, which is why you may need to meet with your advisor to refine your plan at least each academic year.

#### **IV. TIPS FOR SURVIVING AND THRIVING IN GRADUATE SCHOOL**

##### **Acknowledge the Commitment**

Graduate school is a big commitment of time (and money). Recognize this and make allowances. Try not to take on other new commitments at this time. Think about what you could spend less time on (chatting on the phone, watching TV, going out?) to provide adequate time for studying and classes.

##### **Plan Your Week**

Many candidates report that their number one problem is **TIME**. One solution is to plan by the week. Planning a week at a time instead of just one day at a time can give a larger picture of your roles (i.e., candidate, employee, and family member). Separate high priority tasks from lower priority tasks. Schedule specific time for the important items and stick to your schedule.

##### **Create Your Schedule**

After planning your class schedule, and your weekly schedule, post your schedule in a place where others will see it. Make your schedule look like an “official” document. Designate open slots in your schedule where others can sign up for “appointments” to see you. Encourage the people living with you to do this as well.

##### **Share Your Educational Plans**

The fact that you are returning to college will affect the relationships in your life. Committing to classes and studying may prompt feelings of guilt about taking time away from your loved one(s). You can prevent problems by discussing these issues ahead of time. Another strategy is to involve your spouse, significant other, partners, or close friends in your education. Offer to give them a tour of Trinity and introduce them to your instructors. Look

for activities that you and your family may be able to attend on campus.

Take this a step further and ask the key people in your life for help. Ask them to think of ways they can support your success in college and to commit to those actions. Make education a joint mission that benefits everyone. Many candidates who are also parents have discovered that their children become more responsible about doing their own homework when they see their parent/guardian doing homework, too. Consider setting aside quiet time each day when the whole family does homework or reads.

### **Emergency Management Preparation**

Make sure that you have read the Emergency Procedures for Trinity and you have shared this information with the appropriate family members. These procedures can be accessed through the Trinity University home page. The procedures give detailed information on how family members can contact you if there is a national or some other type of emergency while you are on campus. Always leave family members a list of your classes, and classroom numbers.

### **Prepare for an Academic Environment**

Knowing and learning the rhythm of academic life will help alleviate frustration, suspense, and stress. For example, part-time faculty do not have offices on campus, and some faculty do not teach during the summer months. Faculty members may take a little longer to return your calls or respond to your e-mails, especially during holidays and summer breaks. Expect these delays and do not feel ignored. If after 48 hours a faculty member has not responded send a friendly reminder email. **Remember, you are responsible for your academic success!**

### **Review Your Course Requirements Before Starting Classes**

Most graduate courses are “writing intensive.” If you have not taken a writing course since undergraduate school, consider “brushing up” on your writing skills before classes begin because candidates are required to write at a scholarly level. If you know that your writing skills need development, consider taking a writing course at a community college, or talk with your future instructors

about ways to prepare for their classes. Your instructors will be supportive in helping you improve upon your writing skills. The School of Education requires all new students to take an on demand writing assessment after being admitted. This assessment will determine if you will be required to access writing support services offered by the School of Education.

### **Be Willing to Let Go of Old, Ineffective Study Habits**

Many candidates find it effective to view their assignments exactly as they would a project at work. They use the same tactics in the library as on the job, which often helps them learn more actively. Also, make sure that you effectively learn to use technology to help you in completing your assignments.

### **Get to Know Other Candidates**

Introduce yourself to other candidates. Being in the same classroom and program creates an immediate bond. Exchange work and home telephone numbers and e-mail addresses with other candidates. Build a network of mutual support. Some candidates even adopt a buddy system, pairing up with another candidate in each class to brainstorm information, prepare for tests, or walk to the parking lots.

### **Enlist Your Employer's Support**

Employers often promote continuing education. Furthering your education increases your skills in either a specialized area or working effectively with people. This skill makes you a more valuable employee or consultant. If appropriate, share your educational plan with your employer; point out how your skills gained in class help meet work objectives and requirements.

### **Get Extra Mileage Out of Your Current Tasks**

Look for specific ways to merge your work and college lives. Your company/school may reimburse employees for some tuition costs or even grant time off to attend classes and pursue internship requirements.

Experiment with combining tasks. For example, when professors assign a research paper, choose a topic that relates to your current

job tasks. If you are taking training programs or professional seminars through work, choose topics that will reinforce your course work.

### **Investigate and use the Support Services on Campus**

Take advantage of the many support services on campus for candidates. Some of these services are: the Technology Center, writing and academic support services, the Library, the Department of Public Safety, the Counseling and Health Center, Disability Services, and Career Counseling Services. You may find information about these services by reviewing the Trinity home page.

### **Use These Tactics for Course Success**

The statements below can help identify your strengths and acknowledge your areas for improvement. Read each statement and mentally respond, and decide if any of these statements describe your thoughts or actions.

- Make a concentrated effort to sit toward the front in each class.
- When not taking notes, maintain eye contact with the instructor to communicate interest.
- Develop an acquaintance with several candidates in class with whom you can share information and who can act as a support group.
- Diplomatically inquire as to course and assignment requirements at any time you have the least uncertainty; however, make sure that you have thoroughly read the syllabus first.
- It should be a **rare** occasion that you arrive late to class. If arriving late, please explain your reason to the professor at break or after class. If you need to leave early from class, please indicate the reason before the class begins. Professors state in their syllabi their expectations in terms of arriving late and leaving early. The attendance policy in most classes state that leaving early or arriving late can be considered an absence.

- Professional behavior is always expected, which means cell-phones must be turned off (no text messaging), and other distracting behavior, i.e., chewing gum, should be eliminated. Candidates are expected to treat the class, their professors and classmates with respect.
- Learn the names of all your professors. Always **formally** address your faculty in person and in emails.
- **Respect the boundaries of the student-faculty relationship.** Faculty cannot serve as your personal counselor or friend. Do not burden professors with personal problems. Faculty care about your personal well-being, but boundaries must be respected. Use Trinity's professional counseling, financial aid, or other support services for advice and support. Most candidates are excellent at informing instructors when a particular obstacle creates an attendance problem or delays in completing a course assignment. Be frank with your professors about these minor roadblocks, but let them know that you are aware the problem is **yours** and not theirs.
- **Grades are not a consumer product.** Therefore do not attempt to bargain with your professor for a grade. Do not ask for extra credit, which is usually not acceptable at the graduate level. Also, do not ask for exceptions to the policy unless a situation has happened beyond your control. Do not try to place your professor in a situation in which their integrity or the issue of fairness and equity could be questioned. It is unethical to talk with a professor about the "need" for a specific grade because of your academic issues or concerns. Professors are to assess and base your grade based on the criteria stated in the syllabus.
- **Read and reread the syllabus and directions for assignments.** Far too many candidates invest time and effort into an assignment only to get a poor grade because they did it incorrectly. When candidates say, "But, I thought we were supposed to ..." it usually means they were relying on memory rather than carefully reading the instructions for the assignment. Before beginning an assignment, make it a practice to read and reread the instructions.

- **SAVE, SAVE, SAVE.** Computers freeze and crash at the most inopportune times. Be proactive and prevent heartache due to computer failures. Always use a surge protector with your computer. Save your work frequently both to the computer's hard drive and to an external device such as a memory stick or cloud storage and/or email your documents to yourself at frequent intervals.
- **Read the information posted on Moodle.** Each week check Moodle to determine if your professor has posted important information for the students in the course to read. Sometimes your professor will set up forums in which you are expected to respond.

If you can utilize these tactics, you are headed in the right direction for success. While you are in class, remind yourself of the importance of all the actions suggested above. These actions will improve your learning and enhance your instructor's teaching performance.

### **Dispense with Frequently Used Excuses**

Always remember that your professors were also graduate students, so do not insult their intelligence. They respect you as an adult; therefore give them the same respect.

Candidates frequently use the following excuses; do not be a casualty of their use. Read and analyze them carefully, and think about a different way to handle them.

- One candidate told the professor, *"I did not do my assignment because I was in the islands and did not have access to a computer."* It is your responsibility to complete all assignments in the allotted time. Most professors will not accept late assignments.
- A professor told the candidates, *"I need you to come in to review your portfolio."* The candidate responded, *"I can't, tomorrow is my birthday and I am going out to dinner."* Again, priorities must be set. Try rescheduling your portfolio appointment or dinner reservation.

- A candidate told the professor, “*I did not come to class last week because I had to work.*” Most candidates work full-or part-time jobs. This means that requirements and responsibilities may prevent them from attending classes. The faculty realizes that candidates have other responsibilities. However, attending classes is also your responsibility. If you know that you will need to miss more than one class session during a semester, then you need to reconsider registering for the course. Also, talk with your professors about your situation beforehand.

## V. GUIDELINES FOR WRITTEN PAPERS/ASSIGNMENTS

The faculty in the School of Education is preparing candidates to become “reflective practitioners.” Candidates will demonstrate their ability to be a reflective practitioner through their ability to write at a scholarly level. Based on NCATE/CAEP standards and the need for “qualified” educators, the faculty in the School of Education expects all candidates to demonstrate the ability to analyze and synthesize scholarly material. All faculty share the same expectations for writing and the basic formatting of all written assignments. Candidates are expected to use APA (American Psychological Association) documentation style in all courses, and must acquire the most recent *APA Publication Manual*. This resource manual can be found in the Trinity bookstore.

### Writing Support Services

Candidates may be referred by the advisor or the professor to receive writing support services. The writing support specialist will help candidates with basic writing issues. The instructor will not edit or write papers for candidates, but will assist candidates in learning how to improve their writing skills.

Candidates are perceived very favorably by their faculty when they know candidates are using the services of the writing support specialist. Also, if an instructor recommends or requires that a candidate use the services of the writing specialist, it is in the candidate’s best interest to demonstrate that they have used the services of the specialist.

## Presentation of Assignments

All School of Education candidates are expected to follow these guidelines (unless other-wise indicated by the instructor):

- Many faculty require candidates to submit written assignments through the course management system (Moodle). Using this system, the assignment must be posted by a specific time, if not submitted with-in the time period, Moodle will not accept the assignment. Other faculty will require that written assignments be handed in on the due date in class. One copy of the written assignment must be submitted by the due date as indicted in the course syllabus. Technical problems with the computer are **not** considered emergencies or a justification for not turning a paper in by the due date.
- Papers must be word-processed on good quality paper, and printed on one side only.

### Format

Font and Margins: Within the text of your assignment use Word, Times New Roman, 12 point, justified, double-spaced. Use 1” margins on the left, right, top, and bottom of each page.

Indentation: For most of your writing assignments, use normal paragraphs in which the first line is indented five characters (use tab key). There are exceptions - check the APA Manual (current edition).

Punctuation Spacing: Use two spaces after sentence terminators (period, question mark, exclamation mark), commas, colons, and semicolons; periods as part of reference citation; periods of initials in personal names. EXCEPTION: No spaces are used in abbreviations such as i.e., e.g., U.S., a.m., and colons used in ratios.

Document Format: The pages should be numbered. Papers should be presented with a staple through the top left corner.

**Do not** place papers in folders, ring binders, or plastic covers, unless specifically requested by the instructor.

### **Content Layout**

Please do not put your name directly on your assignment. The first page is the cover or title page. A cover page should accompany each writing assignment. The cover page should consist of the following information:

- Title of paper (assignment)
- Your name
- Course name and number
- Instructor's name
- Date submitted

### **Assessment of Writing**

All written assignments will be assessed on the quality of the writing, the content, and the candidate's ability to analyze, critique, and demonstrate overall critical thinking skills. Review the rubric for writing in your syllabi. It will be difficult, in most courses, to earn a B or better in the course if writing cannot be demonstrated at the graduate level.

Submitted papers must be grammatically correct, appropriately documented (APA), must use gender inclusive language, and papers should be free of inappropriate jargon and slang. Drafts of papers should not be used for final submission. It is assumed by the instructor that candidates have taken the time to edit and proofread their papers. Some instructors, after finding a number of grammatical errors (usually four), may decide to give a candidate zero points on the assignment or the candidate may be given the opportunity to re-submit. Also, write in the third person, unless your instructor indicates that you should write in the first person for a particular assignment.

All written submissions should address the School of Education Writing Expectations and Writing Rubric. The Rubric is a useful tool: it can be used by the candidate: 1) to guide the writing of a paper/assignment, and 2) in finalizing a paper prior to submitting

it. See the Appendices for the School of Education Writing Expectations and Writing Rubric.

## WRITING AS A PROCESS

To organize your thoughts, get beneath the surface of an issue, and make writing itself less stressful, approach writing as a process instead of a product. Writing an essay or other type of paper should not be a one-shot deal. Often, papers that receive poor grades are first drafts that have been proofread.

**Writing as a Process =**  
***Prewriting*                      *Drafting*                      *Revising***

Prewriting: Everything you do before writing the first draft: researching, reading, brainstorming, thinking, outlining, and deciding on a provisional thesis.

Drafting: Writing the first draft. Usually done quite quickly and without stress (you know it does not have to be perfect and that it will be changed and improved).

Revising: Developing revised drafts and making global revisions. This is where the “discovery” stage takes place. Unnecessary points in the first draft are cut out. Obvious or oft-repeated points in the first draft are dropped out. Interesting and revealing points in the first draft are given more research and development. All of these actions lead to getting beneath the surface of the issue.

At least one day should pass between each new draft, and sections should be moved, developed, or dropped during process. Professional writers are surprised if 50 percent of the first draft survives to the last draft.

Too many candidates confuse revision with editing. Editing is primarily proofreading—polishing the sentences or correcting typos or misspelling just before the final draft is submitted. *Often, papers that receive poor grades are just drafts that have been proofread.*

When approaching writing as a process, developing drafts can be rough, and they do not need proofreading. Only the final drafts should be carefully proofread and polished for presentation. To improve your proofreading, read your papers backwards, one sentence at a time, and look only for correct sentence form, grammar, punctuation, and typos. It is better to proofread from a hard copy.

**Avoiding Common Pitfalls:** English professors used to insist that candidates have a strict “thesis statement” before drafting any paper. To approach writing as a process, it is much better to have a provisional thesis or main point - one that is liable to change and improve as you revise and develop drafts. In that way, you are not locked into a thesis statement that you made up before drafting the paper and doing all of your research. It is fine to change your mind and alter the thesis so that it is more specific or accurate.

As far as research is concerned, it is popular for candidates to use the electronic resources of the library and spend all of the research time on a paper before writing the first draft. To approach writing as a process, it is better to save some of your research time for when you are revising the paper. As you come across new and interesting points to develop, you will have time to find information and specifics to back them up. Once again, by saving time for more study as you develop stronger drafts, you are not locked into using only the information you found before drafting and revising the assignment.

**Avoiding Common Writing Errors:** Most graduate courses are “writing intensive.” Faculty report that candidates make very common mistakes. In writing at the graduate level, candidates need to be diligent in ensuring that they do not make the following errors:

- **Paragraph Fragments:** If you write a paragraph that has fewer than three sentences, this is considered a stylistic device that gives a lot of emphasis to the tiny paragraph. More often, when your paragraph is so small, it is a paragraph fragment,

- an underdeveloped paragraph that needs more sentences or should be attached to another paragraph.
- **Run-On Paragraphs:** If you write a paragraph that is a page long, or more than a page long, it might be a run-on paragraph. A run-on paragraph tries to cover more than one point or focus, and as result it needs to be broken into two or more shorter paragraphs that are more focused and specific. Even short paragraphs may need to be split and developed separately if they try to cover more than one point or focus at a time.
  - **Positioning Language:** Whenever you write, “in this essay I will...” (or similar comments) you are using unnecessary positioning language. Even using “In conclusion...” to introduce your conclusion is redundant. Do not use positioning language and be direct and authoritative, not wordy and blunt.
  - **“Little Old Me” Apologies:** Most of the time when you use “I think” or “I believe” or “in my opinion” or “it’s my belief that” or related language, you are needlessly padding your language and harming the authority of your voice. It is much stronger to state your point directly: “Crime is a serious problem” instead of “I think crime is a serious problem.” Your responsibility for declarative statements is assumed because you are the author of the paper.
  - **There, Their, They’re Confusion:** Be careful when proofreading. *There* is for direction and indication: “Go over there.” Or “There are seven...” *Their* is a possessive pronoun: “Where are their mittens?” *They’re* is a contraction of “They are...” as in “They’re a happy bunch.”
  - **Its and It’s Confusion:** Be careful when writing. *Its* is a possessive pronoun: “I don’t understand its meaning.” *It’s* is a contraction of “It is ...” as in “It’s time to go.” (*Candidates should be careful about using contractions in their writing, because in most formal writing contractions are not used.*)

- **To, Too, Two Confusion:** Be careful when proofreading. *To* is for direction and indication: “Go to the store” or “To Arms!” *Too* is an indication of amount or inclusion: “I ate too much” or I, too, am unhappy.” *Two*, of course, is a number: “Two drinks at table three, pronto.”
- **Effect, Affect Confusion:** *Effect* is always a noun: “What is the effect of radiation on corn?” *Affect* is usually a verb: “Did the movie affect in a bad way?” *Website for confusing words:* <http://www.confusingwords.com/>
- **Pronoun Agreement Problems:** Your pronoun must match the singularity or plurality of the subject. “The team is moving to Bowie. They were great to watch.” “Team” is singular; therefore, the correct pronoun to refer to it would be “It was great to watch.”
- **Vague Pronoun Reference:** Make certain it is clear which antecedent your pronoun is referring to. “*Recesses are important for students. They are often neglected.*” Does “they” refer to recesses or students?
- **That and Who Confusion:** “*That*” is a pronoun used for objects, places, or feeling. “*That*” should not be used for people. Instead of “a person that I know...” you need to write “a person who I know...” Another example: “The police officer who helped me...”
- **Repetition:** When you needlessly repeat terms or information: “entirely final,” “we must alter and change...” and “John got up...John sat down...John read a book...” (use personal pronouns).
- **Choppiness:** When you have too many short sentences in a row that do not work together. “*Crime is a serious problem. People kill for drugs. They have no hope. Crime is getting worse.*” Try using more introductory phrase and connect short independent clauses with coordinating conjunctions: “*To reduce crime, people need hope for the future, and then the drug-related killings will stop.*”

- **Informal “You”:** It is fine to use the word “you” in letters to friends or writing to another specific individual you know, but not for graduate level essays or writing. “You” is exclusive and informal, instead use more inclusive and formal nouns, such as “we,” “our,” “us,” “a person,” or “one.” The change will also increase the authority of your writing voice.
- **Informal “Etc.”:** Like “you,” “etc.” is informal. Essentially, it means that the list is not worth finishing: “At the store, you will find vegetables, cereals, milk, meat, etc.” In graduate level writing, you should not be offering lists that are not worth finishing. For example, you would not write, “Pregnant mothers should not smoke, use cocaine, drink alcohol, etc.” You would finish the list: “Pregnant mothers should not smoke, do drugs, or participate in any activities that involve exposure to or ingestions of harmful chemicals.”
- **Repeating the Question:** It is strange, but during in-class writing tests, it is common for candidates to repeat the question they are answering in the first paragraph of their essay. Do not waste time and space because it suggests that you are scrambling to fill the page. Or if given a list of questions to respond to for a reflective essay, do not repeat the question unless directed by your instructor.
- **Parallelism Problems:** When presenting a list, you cannot mix nouns and verb phrases. “*On the trip, we saw Paris, Rome, London, boated on the Thames, and visited Dublin.*” This should be written, “*On the trip, we saw Paris, Rome, London, and Dublin. In London, we boated on the Thames.*” When presenting a list of verb phrases, they need to be of the same verb ending. “*In London, we went boating on the Thames, walking Chelsea, talked with the Queen’s Guards, and shopped at Harrods.*” This should be, “*In London, we boated on the Thames, walked in Chelsea, talked with the Queen’s Guards, and shopped at Harrods.*”
- **Quoting:** Quoting should be rarely used. It is expected that at the graduate level that candidates are demonstrating their

ability to synthesize material and paraphrase. A quote should never be used at the beginning of a sentence; a quote should always be introduced. Quoting should be used when something profound has been stated or when it is better to use the author's words to understand how the author is defining the terminology. Quotes should not be used for dramatic effect when beginning a written assignment or at the end of an assignment. Faculty expects to hear the candidates' voice in their assignments. All paraphrases must have a citation.

## **VII. WRITING ASSIGNMENT GUIDELINES USING APA STYLE**

“APA documentation style” is an editorial style that many of the social and behavioral sciences have adopted to reference written material in the field. Candidates are expected to follow the APA documentation style in all writing assignments. Candidates should purchase the APA Manual (6<sup>th</sup> edition) from the bookstore. There is also an on-line link to APA from the Trinity Library website. The APA information in this Guide is only a summary, and candidates should always check the manual for specific information. The APA manual is the legitimate and accurate source that should be used.

### **Making the APA Manual Your Friend**

The APA Publication Manual is to be used as a resource guide; it is not a book that you would try to read. However, you will need to become familiar with the contents of the manual. It is recommended that, as you review the manual, you create your own tabs on the parts of the book where you will be seeking information. Below is a suggested list of sections of the book that you might want to tab. It is suggested that candidates review the manual and find the pages that correspond to the suggested tabs.

### **Suggested Tabs Based on Common Usage in Papers**

Introduction - for major research papers

Pronoun agreement

Reducing Bias in language

Quotation marks

Headings

Quotation of sources

Omitting materials - ellipses (...)

Numbers Reference Citations in Text

Reference List

APA reference style - non-periodicals

On-Line Document

Retrieval information electronic sources

Examples of references to periodicals: journal articles

**Primary and Secondary sources**

Electronic Resources

Page Numbering

Internet Article base on print source

Order of Manuscript - (for capstone papers, and major research paper)

Spacing and Punctuation

Proofreaders Marks

### **APA Format: Using In-text Parenthetical Citations**

- **What needs to be cited?** Any ideas that are not your own, such as direct quotations and paraphrasing (addressed below).

- **What is paraphrasing?** Paraphrasing is restating the ideas of the source material using your own syntax and words in about the same length as the original source. Since a paraphrase is using the source's idea, the information must be cited. When paraphrasing, you must summarize the author's words and reiterate them into your own, new sentence. **Simply changing the order of the words is considered plagiarism.** Candidates are expected to be able to paraphrase because it demonstrates the ability to synthesize information.

### What is plagiarism?

Plagiarism is when you take someone's words, ideas, research, or other intellectual work and transcribe them as your own. Whether intentional or unintentional, plagiarism is an academic offense taken very seriously by Trinity. Using the APA format correctly can eliminate plagiarism. \*(See info at the end of this section, and examples of plagiarism can be found in the *Academic Honesty, Plagiarism, and the Honor System - A handbook for Students*).

#### 1. Basic format for a quotation

Begin your sentence with an opening phrase that includes the author's last name and the date of publication in parentheses. Place the page number following the quotation (preceded by "p.>").

For Example:

According to Clark (2000), scientists have discovered the "West Nile Virus in forty percent of mosquitoes in South Africa" (p. 107).

Fewer than 40 words: (*Consider the citation part of the sentence and put punctuation after the closing parenthesis.*)

A primary limitation of the life history method is its reliance on "retrospective evidence" (Yow, 1994, p.18).

More than 40 words (block quote): *Indent five spaces on the left or ½ inch (only left indent); double space; punctuate before first parenthesis.*

Denzin (1989) suggested that:

A thick description does more than record what a person is doing. It goes beyond mere fact and surface appearances. It presents detail, context, emotion, and the webs of social relationships that join persons to one another. Thick description evokes emotionality and self-feelings. It inserts history into experience. It establishes the significance of an experience, or the sequence of events, for the person or persons in question. In thick description, the voices, feelings, actions, and meanings of interacting individuals are heard. (p. 83)

## **2. Basic format for a summary or a paraphrase**

For a summary or a paraphrase, include the author's last name and the date either in a single phrase or in parentheses at the end. A page number is not required but is recommended. Some faculty require the page numbers be given in the in-text citation for paraphrases.

For example:

According to Clark (2000), scientists have discovered that forty percent of mosquitoes in South Africa are infected with the West Nile Virus.

## **3. Basic format for citations/references in text (see APA manual)**

Generally, citations follow the rule of (author, year). If it is a direct quote, the general rule is (author, year, and page number).

For example:

(Fox, 1991)

(Fox, 1991, p.67)

Within a paragraph, do not include the year in subsequent references to the same work as long as it cannot be confused with other works.

For example:

In a recent study of reaction times, Walker (2000) described the method...

Walker also found...

#### **4. A work with two authors**

Name both authors in the signal phrase or parentheses each time you cite the work. In the parentheses, use “& between the authors’ names; in the signal phrase, use “and.”

For example:

Patterson and Linden (1981) agreed that the gorilla Koko acquired language more slowly than a normal speaking child.

Or:

Koko acquired language more slowly than a normal speaking child (Patterson & Linden, 1981).

#### **5. A work with three to five authors**

Identify all authors in signal phrase or the parentheses the first time you cite the source.

For example:

Researchers found a marked improvement in the computer skills of students who took part in the program (Levy, Bertrand, Muller, Vining, & Majors, 1997).

**Note\*\*\* In subsequent citations, use the first author’s name followed by “et al.” in either the signal phrase or the parentheses.**

For example:

Though school board members were skeptical at first, the program has now won the board’s full support (Levy et al., 1997).

#### **6. A work with six or more authors**

Use only the first author’s name followed by “et al.” in the signal phrase or the parentheses.

For example:

Better measurements of sophistication in computer use could be obtained through more thorough testing (Blili et al., 1996).

### **7. Unknown Author**

If the author is not given, use the first word or two of the title in the signal phrase or the parenthetical citation.

For example:

Massachusetts state and municipal governments have initiated several programs to improve public safety, including community policing and after school activities (“Innovations,” 1997).

**Note\*\*\* If “Anonymous” is specified as the author, treat it as if it were a real name: (Anonymous, 1996). In the reference list, also use the name Anonymous as the author.**

### **8. Corporate Author**

If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation followed by an abbreviation in brackets. In later citations simply use the abbreviation.

For Example:

First citation

(National Institute of Mental Health [NIMH], 1997)

Later citations

(NIMH, 1997)

### **9. Two or more works in the same parentheses**

When the parenthetical citation names two or more works, put them in the same order that they appear in the reference list separated by semicolons.

For example:

Recently, researchers have investigated the degree to which gender affects the distribution of welfare (Gilbert, 1995; Leira, 1994).

**Note\*\*\* The above citation means that the writer has actually accessed both authors' work. (See section below on Primary and Secondary Sources.)**

## 10. Primary and Secondary Sources

Throughout your papers it is important to always give credit where credit is due. One particularly important area to note is the use of primary and secondary sources. Wherever possible you should use primary sources - but, you must have read the source in order to cite it. You should try, wherever possible, to find original sources. If you cannot find one, however, use the following citation procedure for citing the secondary source.

**In text: Name the original work but give the citation for the secondary source.**

Seidenberg and McClelland's study (as cited in Cotheart, Curtis. Atkins, & Haller, 1993) suggested that...

**In the reference list: cite only the secondary source:**

Cotheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

## 11. Authors with the same last name

To avoid confusion, use initials with the last names if your reference lists has two or more authors with the same last name.

For example:

Research by D.L. Kim (1996) revealed that ...

## **12. Personal communication should rarely be used as a source in academic writing.**

Conversations, memos, letters, e-mail, and similar unpublished person-to person communications should be cited by initials, the last name, and precise date. Personal communications **cannot** be listed in the listed of references.

For example:

F. Moore (personal communication, January 4, 1997) has said that funding for the program will continue for at least another year.

## **13. Electronic document**

Candidates should be careful in using websites in scholarly writing. Most of the time, citing a website is an improper use of the net in scholarly research. WebPages are most useful as secondary sources; that is, they can point you in the direction of the appropriate primary source (research study, journal, text), which you can then go look up and analyze for yourself-citing the primary reference.

To cite a Web document, use the author's name, corporate author, or the first work or two in the title, just as you would for print documents. If you are referring to an entire Web site rather than to a specific document found on a site, simply give the address of the site (URL) in parentheses.

For example:

Information on current legal challenges can be found at the American Civil Liberties Union Website (<http://www.aclu.org>).

## **The Reference List (See APA Manual)**

The reference list comes at the end of your paper/capstone or writing assignment in which you have used citations. The reference list is NOT a bibliography - list only the items that you have cited throughout your paper. The list is arranged alphabetically by the last name of the first author. It is double

spaced and each entry should have a *hanging indent*. Generally, you can think of each entry in terms of elements. All elements are followed by a period.

Element one = author

Element two = year

Element three = title

Element four = name of journal/book

Element five = publisher location and name

### Hints:

***Several works by the same author?*** Arrange them chronologically, earliest first.

***Same author, same year, more than one citation?*** Arrange alphabetically by title and use lower case letters with the years (i.e., 1996a).

***References by both author individually and with others?*** An author's single-author reference precedes his/her multiple author entries.

***Capitalization?*** Note that only the first word of a title is capitalized. If the title has a colon, the first word after the colon is also capitalized.

### Examples of Some of the Most Common Types of References:

#### Book:

Chickering, A.W. (1969). Education and identity. San Francisco: Jossey-Bass.

#### Edited book:

Gilligan, C., Lyons, N.P., & Hammer, T.J. (Eds.). (1989). *Making connections: The relational worlds of adolescent girls at Emma Willard School.*

Cambridge, MA: Harvard University Press.

(Note that the name of the school remains capitalized since it is a proper noun.)

Chapter in an edited book:

Hutchinson, S.A. (1990). Education and grounded theory. In R.R. Sherman & R.B. Webb (Eds.), *Qualitative research in education: Focus and methods* (pp. 123-140). New York: The Falmer Press.

(Note the comma rather than period after Eds.)

Journal Article:

McEwen, M.K., Roper, L., Bryant, D.R., & Langa, M.J. (1990). Incorporating the development of African American students into psychosocial theories of student development. *Journal of College Student Development*, 31, 429-436.

Newspaper article:

Coughlin, D.K. (1993, March 24). Sociologists examine the complexities of racial and ethnic identity in America. *The Chronicle of Higher Education*, pp. A7-A8.

**Electronic Resources (See the updated information in the 6<sup>th</sup> Edition of the APA Manual)**

Article from public Access Web Journal:

Smith, J.S. & Downey, C.B. (2003, September 2). The advisor as a caring expert: Theory and practice. *The Mentor: An Academic Advising Journal*.

Retrieved September 4, 2004 from  
<http://www.psu.edu/dus/mentor/030902js.htm>

Note the lack of a closing period on this type of citation!

Article/Information with author and date from WWW site:

Kak, S. (2004). *Globalization and knowledge industry*. Retrieved April 26, 2004 from <http://www.och.umd.edu/fairhousing.htm>

Article/Information with no author or date from WWW site:

*Fair housing: Your right and responsibility*. (n.d.). Retrieved September 1, <http://www.och.umd.edu/fairhousing.htm>

Journal article retrieved from proprietary/subscription web databases:

Orbell, S., Perugini, M., & Rakow, T. (2004). Individual differences in sensitivity to health communications: Consideration of future consequences. *Health Psychology, 23* (4), 323-335. Retrieved October 9, 2003 from PsycARTICLES.

**Other APA “Stuff”**

**AND vs. &**

The word ‘and’ is used in the text while the ampersand is used in the parentheses.

Players begin the game by taking on the role of one of the eight types of commuter students outlined by Stewart and Rue (1983).

Advocacy is an important function and effective tool for those who work with commuter students (Jacoby & Girrell, 1981).

*In the reference list, always use an ampersand between authors’ names:*

Pascarella, E.T., & Terenzini, P.T. (1991). *How college affects students*. San Francisco: Jossey-Bass.

### **Numbers (See APA Manual)**

In general:

1-9: spell out the word

10 and up: use the numerals.

You should use words to express any number that begins a sentence, title, or text heading. Whenever possible, reword the sentence to avoid beginning with a number.

Always use numerals for: figures that represent percentages (e.g., 5%); numbers that are grouped for comparison, regardless of whether they are below and/or above 10 (e.g., 3 of 21 analyses).

Note that there are many specifics to this general guideline. See the APA manual for more info.

### **Page Numbering**

Number pages in the upper right-hand corner of the pages. Your title page will be page 1.

### **Pronoun Agreement**

Pronouns must agree in number with the nouns they replace. For example: Neither the highest scorer nor the lowest scorer had any doubt about his or her [NOT “their”] competence.

### **Ellipses (...)**

Use ellipses when you omit any portion of directly quoted material. Type three periods with a space before and after each when omitting material within a sentence and four periods to indicate material omitted between sentences (the first of those four periods is the period for the sentence.)

In addition, when understood as a method under the rubric of interpretive biography, life history research is about “creating literary, narrative accounts and representation of lived experiences... telling and inscribing stories” (Denzin, 1089, p. 11).

## Reducing Bias in Language

Read this section thoroughly. Here are some specific pointers:

**Gender (p. 66):** Wherever possible reword sentences so that gender-specific pronouns are not needed. Do not use “he” as a generic pronoun and avoid the use of “he or she” and “he/she”.

**Racial/Ethnic Groups (p. 68):** Capitalize names of racial ethnic groups, including *Black and White*. Do not use hyphens in such designations as *Asian American or African American*, not even when the term is used as a modifier (e.g., Asian American students.)

**Sexual Orientation:** Do not use the term *homosexual*. Instead, use: *lesbian, gay (or gay man), bisexual (woman or man)*.

**Disabilities (p. 69):** use the term *handicap* only to refer to the source of limitations. When referring to people use the terms: *person with \_\_\_\_\_*; *person living with \_\_\_\_\_*; *person who has \_\_\_\_\_*.

**Age (p. 69):** The terms *boy* and *girl* are used for people of high school age and younger while *man* and *woman* is used for people 19 and older. The term *older person* is preferred over *elderly*.

**Candidates are responsible for being aware of the Trinity University Academic Honesty Policy. (See *Academic Honesty, Plagiarism, and the Honor System: A Handbook for Students.*) Candidates found guilty of plagiarism or other violations of the policy will be expelled, regardless of the intent. Faculty are obligated to report any suspected violation of the policy.**

The APA information was furnished by the Trinity University Writing Center and Adrienne Hamcke Wicker at the University of Maryland who compiled the information from the official American Psychological Association website: <http://www.apastyle.org/>. See also Diana Hacker’s “Research and Documentation online” website: <http://www.bedfordstmartins.com/hacker/resdoc/>

## VIII. THE GRADUATE STUDENT TO-DO LIST

DO:

- Carry your ID when you are on campus.
- Register for the next semester during the scheduled time to insure that the classes you want will be available.
- After you have registered the first semester, set up your Trinity e-mail account (see Trinity web page, and the student technology link). **Faculty will communicate with you only through your Trinity email account.**
- Validate your access to the electronic resources of the library by going to the Trinity library website. Use the on-line resources of the library.  
(<http://library.trinitydc.edu/>)
- Keep a file of all your Trinity paperwork, registrations, receipts, transcripts, etc.
- Save copies of all your syllabi, written assignments, and portfolios.
- Follow your program of study. Meet with your advisor to revise your program.
- Purchase all the required books for your classes.
- Buy a copy of the APA manual.
- Develop a calendar indicating all the academic deadlines.
- Take responsibility for your education. Become acquainted with the academic policies.

- Ask for help at the prevention stage (before mid-term). Seek the services of the university and/or talk to your advisor and professors.
- Use the services of the writing support specialist and Academic support services (located in the Library) and counseling services (4<sup>th</sup> floor of Main Hall) if you need them.
- Notify your advisor if you decide to drop/withdraw from a class, withdraw from the University or decide to stop-out for a semester. **But remember that you are responsible for submitting all paper work to the Enrollment Services office.**
- Use the services of campus safety if you need an escort to your car after evening classes.
- **Have your own computer. Do not rely on the computers at the university. It is expected that graduates students have their own computer, and that they have access to a printer that is not located on the Trinity campus.**
- **Your best work.** Remember that you are responsible for you own academic success.

This guide serves only as a supplement to the “official” publications of Trinity University. See the catalog, policy manual, and the student handbook for official policy information.

## Appendices

Trinity Washington University  
School of Education  
Graduate School Writing Expectations  
Adopted September 7, 2010

Graduate level writing is clear and concise. It conveys meaning using the Graduate school conventions of Standard English, which include correct grammar, punctuation, spelling, and capitalization. Meaning is further conveyed through the appropriate use of concepts, principles, and terminology relevant to the particular field of study or professional specialization. In tone and voice, graduate school level writing demonstrates mastery of academic style, mature syntax, and appropriate vocabulary. The writing is well organized. It contains a clear and well-supported central idea, logical sequencing, smooth transitions, and strong conclusions. Where appropriate, the document format and citations adhere to the rules described in the *Publication Manual of the American Psychological Association* (“APA Style”). Graduate school level writing demonstrates the writer’s engagement with ideas and concepts, as evidenced through application, analysis, synthesis, and evaluation.

Trinity Washington University  
School of Education  
WRITING RUBRIC

This rubric is included in all syllabi

(Revised October 2011)

	Does Not Meet 1	Meets 2	Exceeds 3
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<p><b>Content</b></p>	<p>Work does not fulfill all requirements of the assignment. The topic is covered superficially or incompletely. Work may contain irrelevant information, multiple inaccuracies, or a glaring inaccuracy. Assertions may be inadequately supported by evidence.</p>	<p>Work fulfills all requirements of the assignment. The topic is covered sufficiently. Nearly all information relevant and accurate, although work may include some minor inaccuracies. Assertions are adequately supported by evidence.</p>	<p>Work fulfills all requirements of the assignment. The topic is covered in depth. All information is accurate and relevant. Assertions are clearly supported by evidence and/or further analysis. Effective use is made of external sources, which are appropriately acknowledged. One or more instances of originality, creativity or insight are present.</p>
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<b>Organization/Structure</b>	Ideas are not clearly conveyed, organized, and/or connected. Work may contain irrelevant sections. Ideas may not be presented in an orderly, logical form. Transitions and headings may be missing, misleading, or deficient. Work may not have clear and appropriate sections (ex. opening, elaboration, and conclusion). Sentences may not hang together. Paragraphing does not support organization and content; paragraphing may be confusing or illogical. Work is difficult for a reader to follow.	Ideas are generally clearly conveyed, developed, organized, and connected. Organization generally supports meaning. Paragraphing, transitions, and headings mostly appropriate.	Ideas are clearly conveyed, developed, logically organized, and connected. Work has clear and appropriate sections (ex. opening, elaboration, and conclusion). Paragraphs, headings, and transitions are used effectively to provide coherence. Organization, transitions, and headings promote audience understanding; work is easy for a reader to follow.
<b>Tone, Voice and Word Choice</b>	The tone, voice, and vocabulary may be inappropriate for audience and purpose (ex., overly formal or informal; jargon-laden or overly colloquial). Multiple or confounding errors in word choice or use or extremely limited vocabulary.	Tone, voice, and vocabulary most often appropriate for audience and purpose. Few errors in word choice or use.	Tone, voice, and vocabulary are appropriate for audience and purpose throughout. Word choice and use are error-free. Sophisticated selection of words enhances work.

<b>Mechanics/Conventions</b>	More than one or two typos or errors in mechanics (spelling, capitalization or conventions of Standard English usage including subject-verb agreement, and correct verb tense).	One or two minor typos or errors in mechanics. Adheres to Standard English usage, although there might be one or two lapses.	Absolutely no typos or errors in mechanics or Standard English usage.
<b>Sentence Structure</b>	Poor sentence structure interferes with meaning. Awkward or incomplete sentences interfere with a reader's understanding of the intended meaning. Sentences may be incomplete, choppy, rambling, awkward, or verbose.	Sentences are complete, grammatical, and concise. Sentences convey intended meaning.	Sentences are well built, grammatically correct with strong and varied structure. Meaning is enhanced through sentence construction.
<b>Documentation</b>	APA document guidelines are not appropriately applied. Multiple errors in APA style requirements.	APA document guidelines are appropriately applied with few, if any, inaccuracies.	APA document guidelines are appropriately applied.

## Trinity Washington University School of Education

### CONCEPTUAL FRAMEWORK, UNIT GOALS AND DISPOSITIONS

The Conceptual Framework guides the curriculum, instruction, and assessment in the School of Education at Trinity University. It informs the School of Education's approach to teacher, counselor, and administrator preparation.

#### “Advocating for Infinite Possibilities”

#### **Vision, Mission, and Goals**

The School of Education at Trinity Washington University prepares scholar-practitioners to be educators, counselors, administrators, and reformers who strive to enhance the infinite possibilities of those they serve and combat the forces of systemic oppression. The mission of the School of Education is to prepare educators, counselors, administrators, and reformers who advocate for those who are and historically have been marginalized by challenging systems of oppression. This mission enhances the overall University in preparing scholar-practitioners across the lifespan for the intellectual, ethical, and spiritual dimensions of life. Our scholar-practitioners do this by addressing economic, educational, and political injustices at the community, national, and federal levels. The SCHOOL OF EDUCATION Faculty implements this mission through unit goals that highlight service and leadership in diverse systems and communities and promote the conceptualization of the role of change agent in education, counseling, and administration.

The faculty recognizes that knowledge and skills, while necessary, are alone insufficient in the work of educators, counselors, and administrators (Bialka, 2016; Blount & Mullen, 2015; Grskovic & Trzcinka, 2011; Gysbers, 2013; Williams, S., 2012). As such, the Faculty has identified a set of goals to guide scholar-practitioners in their work. Trinity Washington University scholar-practitioners will:

1. Respect the dignity and worth of each individual and believe that all human beings possess capacity for thought, feeling, and learning in inclusive environments.
2. Recognize and address the effects of injustices on marginalized and historically oppressed individuals and communities.
3. Understand the components of effective pedagogy, praxis, and counseling and use evidence-based practices and technology in their fields.
4. Make ethical use of assessment, measurement, and evaluation techniques and tools recognizing the effects of socioeconomic, gender, ethnic, racial, trauma, and cultural factors in each of these endeavors.
5. Facilitate inclusion of family and community as partners in the education, counseling, and administration processes.

6. Recognize the importance of continued professional development and advocacy in maintaining best practices.
7. Use trauma-responsive practices to address the well-being of individuals and to drive and support systemic change.
8. Use technology to support equitable access to opportunities to learn and grow.

### **Educator Program Provider (EPP) Shared Values and Beliefs for Educator Preparation**

The Conceptual Framework guides the curriculum, instruction, and assessment in the School of Education at Trinity Washington University, informing our approach to teacher, counselor, and administrator preparation and establishing a social justice collaborative model for the future leaders in our communities.

Students of the Trinity Washington University School of Education demonstrate a deep commitment to social justice by engaging in critical self-examination that prepares them to recognize and understand hierarchies of power, institutional and personal oppression, and barriers to access and equity (Freire, 2010). Through “action in depth” (Freire, p. 54) and the “expulsion of myths” (p. 55) we confront the culture of domination, teach with critical intentionality, and strive for co-intentional education (p. 69). Rather than using the banking system of knowledge, where one person or group has knowledge and another is given deposits, our scholar-practitioners will work with their communities and faculty to identify and expel myths of cultural dominance to upset current power structures. They will use this knowledge to develop action-in-depth to teach and learn critical intentionality. Faculty create a classroom of equity, where all members are life-long learners intent on an environment of respect, open discourse, and diverse perspectives. As such, we expect our students to become scholar-practitioners who value and respect diverse populations, worldviews, cultures, and communication. Scholar-practitioners have knowledge of and are responsive to what is culturally significant, socially just, and equitable in general society, specific cultures, and personal points of view. They focus on the practical application of scholarly knowledge to help demonstrate empathy and compassion, advocate for themselves and others, and act as change agents, thus advocating for infinite possibilities in all they serve.

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### **Mission and vision of the institution and the unit:**

The School of Education’s mission is grounded in the mission of the university. The University’s mission is stated below:

Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize: commitment to the education of women, foundation for learning in the liberal arts, the integration of liberal arts with professional preparation, and grounding in the mission of the Sisters of Notre Dame of Namur to educate people of all faiths in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

As indicated in the mission statement, Trinity is a multifaceted institution that seeks to develop the whole person. It integrates liberal arts and professional learning to prepare individuals for work, civic and family life. The mission of the School of Education grows out of this institutional mission. The School of Education’s mission is to prepare educators who will have a positive impact on the social, emotional, and academic lives of each child that they encounter. Through our programs in teaching, administration, counseling, and social change, we seek to prepare professionals who will nurture and develop the whole child and see possibilities in each child. We envision the School on

Education as a place of transformative pedagogy centered on the child. Our practice is grounded in the significance of the liberal arts, the belief that professional learning happens as theory and practice are merged, and the belief that learning plays a key role in each individual's "search for meaning and fulfillment."

**Unit Goals:**

Based on our beliefs and our mission, the School of Education has developed six unit goals that drive the bulk of our work. The unit goals are to prepare teachers, counselors, administrators and others in the education community who:

1. Demonstrate the knowledge of their professional discipline;
2. Effectively apply their professional knowledge and skills in a variety of educational settings;
3. Practice reflection as an integrated part of their professional lives;
4. Demonstrate proficiency in technology and oral/written communication;
5. Understand diversity and demonstrate the ability to work effectively with diverse populations; and
6. Model ethical standards and professional dispositions.

**Professional Dispositions:**

The faculty recognizes that knowledge and skills, while necessary, are insufficient for the work of educators and counselors (Cochran-Smith & Lytle, 1999). Consequently, faculty has identified a set of professional dispositions that are designed to guide candidates in their work. The professional dispositions that the unit has established include:

1. Fairness and the belief that all students can learn: Candidates believe in the infinite possibilities of all children
2. Diversity: Candidates value group and individual differences and use knowledge of these differences to support learning
3. Reflection: Candidates think critically about their professional decisions and make adjustments in future actions
4. Responsibility: Candidates demonstrate professional and ethical behaviors
5. Advocacy: Candidates recognize and seize opportunities to speak and act on behalf of the best interests of children and their families

**Trinity Washington University  
School of Education  
Professional Dispositions**

1. Fairness and the belief that all students can learn: Candidates believe in the infinite possibilities of all children
  - a. Interacts in an equitable manner with each child
  - b. Takes responsibility for the learning of each child
  - c. Sees the possibility for greatness in each child
  
2. Diversity: Candidates value group and individual differences and use knowledge of these differences to support learning
  - a. Demonstrates the ability to differentiate instruction and approaches to support
  - b. Uses knowledge of student differences in selecting strategies and materials
  - c. Creates an environment that is inclusive, safe, and caring
  
3. Reflection: Candidates think critically about their professional decisions and make adjustments in future actions
  - a. Demonstrates the ability to see linkages between their practices and educational theories
  - b. Demonstrates the ability to consider multiple perspectives, particularly the perspectives of students, family members, and colleagues
  - c. Demonstrates the willingness to change attitudes and behaviors based constructive criticism by self and others
  
4. Responsibility: Candidates demonstrate professional and ethical behaviors
  - a. Adheres to the Trinity Honor Code
  - b. Honors commitments and is punctual
  - c. Collaborates well with others in the professional community
  
5. Advocacy: Candidates recognize and seize opportunities to speak and act on behalf of the best interests of children and their families
  - a. Understands the developmental and academic needs of children
  - b. Speaks in the interest of children at faculty, professional, and civic meetings
  - c. Acts on behalf of children through extra-curricular activities and civic engagement