Adler Graduate School

Richfield, Minnesota

AGS Course 599A
Spring Two 2014

Introduction to Graduate Writing and the Master’s Project

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 599A
1.3 Introduction to Graduate Writing
1.4 One (1) credit
1.5 Prerequisites: None

2. Course Description

The goal of this course is to assist students in developing the writing skills necessary to meet a range of anticipated writing tasks that they will encounter during their academic career. Students will be introduced to the Publication Manual of the American Psychological Association, 6th Edition (APA, 2009) as one of the primary texts for the course.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

Shannon, S.L. (2011). A guide to academic and scholarly writing. Oveido, FL: Baldwin Book Publishing. This source can be downloaded from the web, and a link will be provided at the beginning of the class.
Shulman, B. (1973). Life style. In Shulman, B. Contributions to Individual Psychology. Chicago, IL: Alfred Adler Institute. A copy of this article will be provided at the beginning of the class.

3.2 Supplemental texts (not required):

Ann Arbor, MI: University of Michigan Press

3.3 Additional materials in student handout packet or on Moodle coursepage.

3.4 Selected helpful websites.

APA Style Website: [http://www.apastyle.org](http://www.apastyle.org)
Purdue Online Writing Lab (OWL): [http://owl.english.purdue.edu/ow](http://owl.english.purdue.edu/ow)

4. **Competencies and Learning Outcomes**

Students in this course will be able to:

4.1 Understand and apply these elements of APA style
   4.1.1 Manuscript Elements
   4.1.2 Headings
   4.1.3 Bias Reduction
   4.1.4 Grammar
   4.1.5 Punctuation
   4.1.6 Spelling and Hyphenation
   4.1.7 Capitalization
   4.1.8 Italics
   4.1.9 Abbreviations
   4.1.10 Quotations
   4.1.11 Reference Citations in Text
   4.1.12 Paraphrasing
   4.1.13 Reference List
   4.1.14 Reference Components

4.2 Define Plagiarism.

4.3 Identify the need for various writing genres including writing for social sciences.

4.4 Communicate their ideas in writing using clear, concise, scholarly language.

4.5 Integrate their own ideas with those of others.

4.6 Practice and improve their use of basic writing skills including
   4.6.1 Grammar
   4.6.2 Mechanics
   4.6.3 Sentence formation and flow
   4.6.4 Document structure

4.7 Develop flexible strategies for generating initial work, revising, editing, and proofreading written material.

4.8 Analyze and critique their own work and the work of others.

4.9 Define the essential elements of the APA 6th Edition Style Guide which are needed for writing tasks in graduate school.
4.10 Implement APA 6th Edition Style guidelines in all written work.

5. Course Outline and Reading Assignments (minor changes may be made to adjust to the specific needs of a particular class as this course progresses)

Please note that all reading assignments must be completed prior to the class unit for which the assignments are posted. In this one credit course, you should expect to spend at least 45 hours on all course-related activities, whether in class, outside of class, or online.

Unit 1: Style
Class Session: May 20

Reading: APA Manual: Sections 3.12 – 3.17, 6.01 – 6.32, 7.01 – 7.11
APA Workbook: Chapter 1 (pages 42 – 47; 88 – 101)
Schwartz, Landrum, & Gurung: Section I; Section II (Chapters 5 and 6);
Section III (Chapters 7 and 10)
Shannon: Chapters 1, 2, 3, 6, 7, 12, and 13

1. Complete SmarThinking writing assessment (prior to first class session; bring completed assessment and feedback to the first class session)
2. Complete the Workbook familiarization test (pp. 17-28); assess your strengths and areas for development (Begin this test prior to class; we will complete this together in class on 5/20/2014)
3. Complete a Learning Plan (We will work on this in class on 5/20/2014)
4. Editing of Shulman’s article – per outline (due 5/27/2014)

Unit 2: Organization and Paragraph
Class Session: May 27

Reading: APA Manual: Sections 2.01 – 2.13; 3.01 – 3.04; 3.05 – 3.11
APA Workbook: Chapter 3 (pages 32 – 41)
Schwartz, Landrum, & Gurung: Sections IV and V
Shannon: Chapters 3 and 5

1. Editing of Shulman’s article – per outline (due 6/3/2014)

Unit 3: Sentence
Class Session: June 3

Reading: APA Manual: Sections 3.18 – 3.23
APA Workbook: Chapter 3; pages 48-57
Schwartz, Landrum, & Gurung: Section II (Chapters 3 and 4)
Shannon: Chapter 9
1. Complete the Workbook term paper practice test (pp. 103-113); evaluate your progress on the topics you identified in your learning plan and recalibrate your study strategies and time distribution on a Progress Evaluation
2. Editing of Shulman’s article – per outline (due 6/10/2014)

Unit 4: Mechanics
Class Session: June 10

Reading: APA Manual: Sections 4.01 – 4.38
         APA Workbook: Chapter 3; pages 58 - 87
         Schwartz, Landrum, & Gurung: Section V
         Shannon: Chapters 10 and 11

1. Editing of Shulman’s article – per outline (due 6/17/2014)
2. Discuss updated Learning Plan

Unit 5: Review and Exam
Class Session: June 17

Reading: Review APA Manual and Workbook
         Review Schwartz, Landrum, & Gurung

1. Complete the final test; evaluate your progress and plan areas for future development
   (Test will be administered in class on 6/17/2014)
2. Complete final paper (due 7/1/2014 by 11:59pm)

6. Special Project Time (SPT)
   Special Project Time (SPT) does not apply to this course.

7. Writing Guidelines including APA Format
   All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. (ISBN 1-4338-0561-8)

8. Assessment/Evaluation Procedures

Assignments

Learning Plan. Based on a self-evaluation of your familiarity with APA style, the results of the familiarization test in the workbook, and the feedback you received from SmarThinking, identify the topics you need to focus on, the percentage of your study time you are going to spend on each topic, and the methods you are going to use to improve your knowledge in each area. I will provide a copy of a Learning Plan on the first night of class. We will work on this during our first class session on May 20.
Progress Evaluation. Use your learning plan and the term paper practice test to evaluate your progress on the topics you identified in your learning plan and to recalibrate your study time distribution. You may identify new methods for some topics and you may identify new topics as a part of your evaluation of your progress in this course. Please complete by June 10, as we will discuss in our class session.

Final Paper. Update your SmarThinking writing assignment into a paper; we will discuss and go over guidelines in class. (Due 7/1/2014 by 11:59pm)

Editing. Reformat Shulman’s article on life style into APA format.

Week 1. Update Shulman’s reference list to conform to APA style. Change the citations in the text to APA style. Note five places in the text where you think Shulman needs additional references to support what he is saying. (Due 5/27/2014)

Notes:
- You will be working with half of Shulman’s article for this assignment; I will assign this in class.
- This assignment counts for 8 points total; 4 for the outline and 4 for topic sentence identification.

Week 2. Outline Shulman’s article so that the organization of topics conforms to the levels of heading guidelines in the APA Manual. Identify the topic sentence for each paragraph. Are there any paragraphs that you would combine or divide? (Due 6/3/2014)

Notes:
- You will be working with half of Shulman’s article for this assignment; I will assign this in class.

Week 3. Examine sentence structure. Are there any verbs that could be shifted to past tense or active voice, any tense disagreements, any dangling modifiers, or any sentences that could be reworked to be clearer? (Due 6/10/2014)

Note:
- You will be working with half of Shulman’s article for this assignment; I will assign this in class.

Week 4. Are there any errors in the mechanics of Shulman’s article? Would you change any of his punctuation, spelling, or capitalization? (Due 6/17/2014)

Note:
- I will provide you with an excerpt of the article to analyze.

Grading

Individual assignments = 5 assignments, 4 points each 20 points
Final Exam = 40 items, 1 point each 40 points
Final Paper = 40 points 40 points

P = 80 or more points
R  Retake- Needs more time or instruction to master the requirements of the class
NC  Quality of work or participation falls below minimum expectations, including:
   • Not attending class.
   • Not properly notifying registrar of a withdrawal
   • Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
   • Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

Request for extension must be made in writing, prior to the Due Date in the Syllabus. Any extension (if granted) cannot go beyond 45 days after last class unit.

9.  Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the email or phone information provided at the end of this syllabus.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available on Moodle main page.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on
all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/Online Activity**

Online components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing online discussions:

12.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

12.2 NEVER post to the course room content:

- That is known to be illegal;
- That is potentially harassing, threatening, or embarrassing;
- That might be offensive and might be received as disrespectful in any way;
- That is vulgar or sexually explicit.

12.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

12.4 Online communication presents a significant level of ambiguity, as verbal context of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during an online
portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so that actions can be taken if necessary.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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