Adler Graduate School
Richfield, MN
AGS Course 601
Introduction to Graduate Writing and the Master’s Project

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 601
1.3 Introduction to Graduate Writing and the Master’s Project
1.4 Two (2) credits
1.5 Prerequisite: none

2. Course Description

The goal of this course is to assist students with 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 materials:

Publication Manual of the American Psychological Association (6th ed.).
ISBN-10: 1433805618
eBook: Kindle edition available through Amazon.com

Rules for Writers (7th ed.).
ISBN-10: 0312647360

An Easy Guide to APA Style (2nd ed.).
ISBN-10: 1452268398
eBook: Kindle edition available through Amazon.com
3.2 Suggested materials:


3.3 Additional materials will be available on the Moodle course page.

3.4 Helpful websites include:
   - www.apastyle.org
   - https://owl.english.purdue.edu/owl/resource/560/01

4. Competencies and Learning Outcomes

Students in this course learn about or are able to:

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

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

4.3 Develop flexible strategies for generating initial work, revising, editing, and proofreading written materials.

4.4 Synthesizing their individual work with existing research or the work of others.

4.5 Understand, apply, and practice essential elements of academic writing and APA standards as outlined in the *APA Publication Manual (6th ed.)*. These essential elements include:

   4.5.1 Document structure
   4.5.2 Paragraph and sentence formation
   4.5.3 Headings
   4.5.4 Grammar
   4.5.5 Punctuation
   4.5.6 Spelling and Hyphenation
   4.5.7 Capitalization
   4.5.8 Italic
   4.5.9 Abbreviations
   4.5.10 Quotations
   4.5.11 Paraphrasing
   4.5.12 Reference citations in text and in the Reference List
   4.5.13 Manuscript Elements

4.6 Define plagiarism.

4.7 Analyze and critique their own work.

4.8 Provide constructive feedback to peers.
5. **Course Outline**

5.1 **Unit 1 The Writing Process**  
Thursday, January 7

1) Introduce Graduate Writing

Reading:
- Schwartz (S), Ch 1-2
- Publication Manual (PM), Forward, Preface, Introduction, Ch 1
- Hacker, TBD

5.2 **Unit 2 Building Effective Paragraphs & Papers**  
Thursday, January 14

1) Master’s Project Topics: What are your interests?  
2) Determine writing genre, audience, and purpose  
3) Locate resource materials  
4) Review the 5 paragraph essay

Reading:
- S, Ch 3  
- PM, Sections 3.05-3.11, & 8.03  
- Hacker, TBD

5.3 **Unit 3 Planning, Organizing, & Formatting**  
Thursday, January 21

1) Examine document structure  
2) Include in-text citations  
3) Recognize plagiarism and distinguish the benefits of paraphrasing

Reading:
- S, Ch 5, 7, 12, & 14  
- PM, Sections 2, 3.01-3.03, & 6.01-6.21  
- Hacker, TBD

5.4 **Unit 4 Grammar**  
Thursday, January 28

1) Review and apply grammar concepts

Reading:
- S, Ch 4  
- PM, Sections 3.18-3.23  
- Hacker, TBD

5.5 **Unit 5 Mechanics**  
Thursday, February 4

1) Review and apply writing mechanics  
2) Consider transitions, connections, & document flow

Reading:
- S, Ch 11, 15, & 16  
- PM, Sections 3.04 & 4  
- Hacker, TBD
5.6 **Unit 6 Master’s Project Topics**

**Thursday, February 18**

1) Master’s Project Topics: Going deeper  
2) Hypothesize potential research topics

Reading: Adler Graduate School MP Guidelines  
Instructor Handouts

5.7 **Unit 7 Crafting an Argument & First Draft**

**Thursday, February 25**

1) Logic and Critical Thinking  
2) Biased Language

Reading: S, Ch 6  
PM, pp. 70-73; Sections 3.12-3.17  
Hacker, TBD

5.8 **Unit 8 Citing Sources & The Reference List**

**Thursday, March 3**

1) Review and apply in-text citations  
2) Review the benefits of paraphrasing  
3) Create the reference list

Reading: S, Ch 7 (review) & 10  
PM, Sections 6 and 7  
Hacker, TBD

5.9 **Unit 9 Proofreading & Editing**

**Thursday, March 10**

1) Learn and apply proofreading concepts  
2) Demonstrate peer editing

Reading: S, Ch 17, 18, & 20  
PM, Section 8  
Hacker, TBD

5.10 **Unit 10 The Final Product**

**Thursday, March 17**

1) Evaluate the use of Rubrics and Checklists

Reading: Instructor Handouts  
Hacker, TBD
Students will be working toward their final assignment throughout the course. You will draft, redraft, proofread, and edit as we move through the course sessions. The instructor will distribute specific final paper instructions and a grading rubric before the final class session.

6. **Special Project Time (SPT)**

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

6.3 SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

There is no SPT associated with this course offering.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, 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**

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments+</td>
<td>Wednesdays by midnight</td>
<td>50</td>
<td>All</td>
</tr>
<tr>
<td>Final Writing Assignment</td>
<td>March 31, 2016, by midnight</td>
<td>50</td>
<td>All</td>
</tr>
</tbody>
</table>

+Specific assignment instructions and grading rubrics will be distributed by instructor. All coursework must be attempted and submitted for a grade to be considered.

8.2 Grading:
P  70-100 points
R*  69 or less
NC**

*Rетake – The student needs more time or instruction to master the requirements of the class.
** No Credit – The student’s quality of work, participation, or attendance fall below the minimum expectations, including:
- Not attending class (3 missed classes=NC for these instructors).
- Not properly notifying the registrar of a withdrawal.
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assigned due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to a NC and the course must be repeated at full price.

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 e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:
- The instructors do not have ‘make up’ work available for missed sessions. Students are responsible to ask a classmate for missed session notes.
- All weekly work will be accepted if late; however, 2 points will be deducted for late weekly work.
- Missing more than 2 class meetings will impact your ability to pass this class. Please work directly with your instructor regarding absences.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.
10. **Participation Disclaimer**

13.2 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.

13.3 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 available.

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 will 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. The following 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.

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, tell the instructor during the first week of class. The instructor needs to know on the front end so that she can work with you. 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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