Course Description

Provides advanced introduction to the basic concepts and requirements of college-level writing, and presents additional skills, methods, and techniques to improve and polish the student’s completed written documents. Gain writing experience, an understanding of the writing and revision process, methods and techniques to enhance the delivery of the writer's thoughts and ideas, proper grammar usage, and critical reading skills.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Apply research strategies and methods for finding information.
2. Describe the various information sources available for research.
3. Apply the steps of the writing process and appropriate research and citation methods to write essays, literary analyses, and research papers with identifiable thesis statements.
4. Choose primary and secondary sources using the American Psychological Association style in a research-based project.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in the Unit VII study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Discussion Boards**: Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
7. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study in Unit III, IV, and V.

8. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I-VII. Assessments are composed of written response questions.

9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units III, IV, and VI-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**Unit Assignments**

**Unit III Homework Assignment**

On pages 103-104 in *The Curious Researcher: A Guide to Writing Research Papers*, read through Steps 1 and 2, and answer the questions shown there in paragraph format: one paragraph for Step 1, and one paragraph for Step 2. Each paragraph should consist of at least 50 words. Engage in some critical thinking skills here. Is any information missing in these “facts?” How many people were asked? Who was asked? What was the definition of attractive for each of the study’s participants? How reliable is the magazine?

Next, write a similar paragraph based on a fact contained in one of the sources you will be using in your final paper. This paragraph should also consist of at least 50 words. Remember to use in-text citations using APA format if necessary.

Information about accessing the grading rubric for this assignment is provided below.

**Unit IV Research Paper Topic**

**Reference List**

Create a tentative reference list of sources you have found so far. Be sure to avoid unreliable sources, such as Wikipedia. Be sure to use correct APA format for all sources.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Annotated Bibliography**

Compose an annotated bibliography (use the working bibliography format as found on pages 72-73 in *The Curious Researcher: A Guide to Writing Research Papers* and on pages 353-355 in *The Little, Brown Compact Handbook*) using the sources you have found for your research paper. Remember to cite your sources using APA format.

You are only required to include two of your sources in the annotated bibliography. Your annotations should be at least 200 words per source.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VII PowerPoint Presentation**

Construct a PowerPoint Presentation discussing the proper way to create a job-application letter and resume. Feel free to be as creative as possible with this PowerPoint, but remember not to be too overpowering with graphics and colors. Your PowerPoint should consist of 7-10 slides, not including the title slide and reference slide. You may use the textbook as a reference for this PowerPoint as well as any other Internet resources. Please be sure to cite all references using APA format.

Information about accessing the grading rubric for this assignment is provided below.
Unit VIII Research Paper

Your research paper should utilize the following guidelines:

- Include an APA formatted title page.
- Include at least five pages in 12-point font using Times New Roman. Indent block quotes (quotations over 40 words in length) .5 inch with no quotation marks around the block quotes. There must be a title to your paper.
- Your paper should be about an intriguing concept or aspect you are interested in. You need to dissect something intriguing about your topic. Remember, the more focused you are, the more impactful/powerful your paper will be.
- At least four outside sources should be included in your paper with in-text citations. The sources cannot include Wikipedia or any unreliable Internet sources. Go to the Waldorf Online Library or a publicly library, and find a book about the subject or a peer-reviewed journal. Any other sources used must be approved by your professor.
- There should be a strong, solid thesis statement (the argument that ties your paper together). The thesis CANNOT be an obvious statement. There is no point in writing a paper if you are merely reiterating common facts. You need to be intriguing and insightful in your paper.
- There should be strong development of your thesis as well as strong and solid claims.
- You should conduct a careful and focused examination of your topic as well as maintain fluid transitions between paragraphs.
- Make your research paper as objective as possible. Eliminate pronouns such as I, me, or you as these will make you stray toward opinion. This is not a summary of your personal opinion on the topic. Instead, include a focused argument or illustration of your thesis. Also, do not back out of your claims by including phrases such as possibly, probably, I believe, or In my opinion.
- A strong conclusion should be present, touching base with the claims you have made and how you have proven your thesis.
- Make it powerful! Assert your claims, but always back them up with sources and evidence. Believe in yourself and what you have to say.

Have confidence in your paper. Be very detailed as well. The more focused and detailed your writing is, the stronger it is.

Carefully present with your topic, and analyze the situation in detail. Back up your claims with evidence. Analyze that evidence. Immerse your reader in your topic and research. Your audience wants to hear all about it. Make him or her as excited as you are.

Reminder: There should be NO slang or jargon. Also, this is not a standard five-paragraph essay. You will definitely have more than five paragraphs. Make sure to PROOFREAD! If you are found to be taking text or ideas from another source without citing that source, you will not receive a passing grade. Plagiarism is cause for disciplinary action.

Information about accessing the grading rubric for this assignment is provided below.

The final research paper is due in the end of Unit VIII.

Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the
myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

*Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.*

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.
Grading

- Discussion Boards (8 @ 2%) = 16%
- Unit Assessments (7 @ 5%) = 35%
- Unit III Homework Assignment = 7%
- Unit IV Research Paper Topic = 8%
- Unit VI Annotated Bibliography = 8%
- Unit VII PowerPoint Presentation = 11%
- Unit VIII Research Paper = 15%
- Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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<th>The Beginning</th>
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<td>□ Chapter 1: The First Week</td>
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| | *The Little, Brown Compact Handbook:*  
| | □ Chapter 1: The Writing Situation  
| | □ Chapter 2: Invention  
| | □ Chapter 3: Thesis and Organization |
| Discuss: |  
| | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
| | □ **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ **Assessment** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

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<td>Unit Study Guide</td>
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| | □ Chapter 2: The Second Week  
| | *The Little, Brown Compact Handbook:*  
| | □ Chapter 51: Finding Sources  
| | □ Chapter 52: Working with Sources |
| Discuss: |  
| | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
<p>| | □ <strong>Discussion Board Comment:</strong> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ <strong>Assessment</strong> by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |</p>
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<th>Unit III</th>
<th>Note Taking, Plagiarism, and Advanced Search Techniques</th>
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| Review:  | □ Unit Study Guide  
          | □ Learning Activities (Non-Graded): See Study Guide   |
| Read:    | □ The Curious Researcher: A Guide to Writing Research Papers:  
          | □ Chapter 3: The Third Week                          |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
          | □ Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit:  | □ Assessment by Tuesday, 11:59 p.m. (Central Time)  
          | □ Homework Assignment by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: |

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| Review: | □ Unit Study Guide  
          | □ Learning Activities (Non-Graded): See Study Guide   |
| Read:   | □ The Curious Researcher: A Guide to Writing Research Papers:  
          | □ Chapter 4: The Fourth Week                          |
| Discuss:| □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
          | □ Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | □ Assessment by Tuesday, 11:59 p.m. (Central Time)  
          | □ Research Paper Topic by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: |

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<th>Unit V</th>
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| Review:| □ Unit Study Guide  
          | □ Learning Activities (Non-Graded): See Study Guide   |
| Read:  | □ The Curious Researcher: A Guide to Writing Research Papers:  
          | □ Chapter 5: The Fifth Week                          |
| Discuss:| □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
          | □ Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit:| □ Assessment by Tuesday, 11:59 p.m. (Central Time)  |
| Notes/Goals: |
## Unit VI

### Review
- Unit Study Guide

### Read
- *The Little, Brown Compact Handbook:*
  - Chapter 5 Section b: Revising Collaboratively
  - Chapter 50 Section e: Keeping a Working, Annotated Bibliography

### Discuss
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Annotated Bibliography** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

## Unit VII

### Review
- Unit Study Guide

### Read
- *The Little, Brown Compact Handbook:*
  - Chapter 9: Academic Writing
  - Chapter 10 Section a: Using Techniques of Critical Reading
  - Chapter 14 Section b: Writing Business Letters
  - Chapter 14 Section c: Writing a Job Application
  - Chapter 14 Section d: Writing Memos, Reports, and Proposals
  - Chapter 14 Section e: Writing for Community Work
  - **Suggested Reading:** See Study Guide

### Discuss
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **PowerPoint Presentation** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
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<td><strong>Read:</strong>&lt;br&gt;☐ <em>The Little, Brown Compact Handbook:</em>&lt;br&gt;☐ Chapter 5 Section d: Examining a Sample Revision&lt;br&gt;☐ Chapter 6 Section a: Editing the Revised Draft&lt;br&gt;☐ Chapter 6 Section b: Formatting and Proofreading the Final Draft&lt;br&gt;☐ Chapter 6 Section c: Examining a Sample Final Draft</td>
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<td><strong>Submit:</strong>&lt;br&gt;☐ Assessment by Tuesday, 11:59 p.m. (Central Time)&lt;br&gt;☐ Research Paper by Tuesday, 11:59 p.m. (Central Time)</td>
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**Notes/Goals:**