Course Description

Introduction to the basic concepts and requirements of college-level writing. Provides students with the ability to implement effective communication skills via the written word.

Course Textbook


Course Learning Objectives

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

1. Define the term "academic writing."
2. Classify and apply the various elements of the writing situation including the context, subject, audience, purpose, research, deadline and length, and the document design.
3. Outline good writing practices.
4. Differentiate and distinguish between reading strategies, specifically those related to reading as a critic and as a writer.
5. Explain methods for developing effective sentences.
6. Duplicate in-text parenthetical citations according to APA style.
7. Demonstrate knowledge of the conventions of the paragraph.
8. Demonstrate the ability to effectively plan and draft a piece of academic writing.
9. Distinguish between and reproduce the skills of revising and editing.
10. Summarize the concept of “disciplinarity” while analyzing and classifying examples of writing in the humanities, social sciences, and the natural and applied sciences.
11. Identify the elements of the essay examination.
12. Examine the conventions of the definition, illustration, cause-and-effect, and argumentative essays.
13. Create a definition, an illustration, a cause-and-effect, and an argumentative essay, incorporating the unique conventions of each.

Credits

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

Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbooks. Supplemental Readings are provided in Units I-III, V, and VI to aid students in their course of study.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Learning Activities (Non-Graded):** These non-graded Learning Activities appear in Units I-VI and VIII and are provided to aid students in their course of study. The answer key to the learning activities can be found here.

6. **Unit Assessments:** This course contains four Unit Assessments, one to be completed at the end of Units I-IV. Question types include multiple-choice, matching, short answer, and essay.

7. **Unit Assignments:** Students are required to submit for grading Formal Writing Assignments in Units V, VI, and VII. Specific information and instructions regarding these assignments are provided below.

8. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored – see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

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

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

---

**Unit Assignments**

**Unit V Formal Writing Assignment**

Using the definition essays you read as examples, write a 500-word definition essay about a topic of your choice. You may consider one of the following:

- What is a hero?
- What is a good parent?
- What is an ethical choice?

Your essay will be graded on its ability to adhere to the definition essay form. Does your essay attempt to define a problematic concept? Does it add to the discussion of how people might understand the topic? What is at stake in your discussion? In other words, is there a group of people who might be vindicated by your definition? Remember that while you are writing a definition essay, you want to avoid using the dictionary itself. This is meant to be a definition that you create, not one that you copy from a source. In addition, the dictionary is never considered a strong academic source because information that comes from the dictionary and encyclopedias is considered “common knowledge.” Therefore, inserting a dictionary definition into your paper makes it seem as though you are not a strong researcher.

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in *Strategies for Writing Successful Research Papers* for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See *The CSU Citation Guide*. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

- A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
- A proper running head according to APA 6th edition guidelines found in *The CSU Citation Guide* on pp. 13-14;
- One (1) academically valid source (see p. 18 of *The CSU Citation Guide* for assistance with finding sources through the CSU Online Library);
- A reference page with a centered header of “References” properly reflecting all sources used within the text (see *The CSU Citation Guide*, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

**Unit VI Formal Writing Assignment**

Using the illustration essays you read as examples, write a 500-word illustration essay about a topic of your choice. You may consider one of the following:
• The seriousness of global warming
• The neglect of the elderly
• The condition of secondary education

Your essay will be graded on its ability to adhere to illustration essay conventions. Does your essay assert some serious problem or point that needs to be illustrated? Does the essay present an illustration that clarifies the main point or your position on the problem? Does the conclusion connect to the opening?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in Strategies for Writing Successful Research Papers for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See The CSU Citation Guide. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

• A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
• A proper running head according to APA 6th edition guidelines found in The CSU Citation Guide on pp. 13-14;
• One (1) academically valid source (see p. 18 of The CSU Citation Guide for assistance with finding sources through the CSU Online Library)
• A reference page with a centered header of “References” properly reflecting all sources used within the text (see The CSU Citation Guide, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

Unit VII Formal Writing Assignment

Using cause-and-effect example essays that you read as examples, write a 500-word cause-and-effect essay. You may choose to write about a subject of your choice. You may consider the following topics:

• A change in the way you deal with other people
• A major moment that changed the course of your life forever
• A change in the way you understood your country or your citizenship (a war, a policy, a political scandal, a political figure)

Your essay will be graded on its ability to adhere to the cause-and-effect essay conventions. Does your essay follow one of the formats on pages 149-151 of Strategies for Writing Successful Research Papers?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in Strategies for Writing Successful Research Papers for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See The CSU Citation Guide. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

• A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
• A proper running head according to APA 6th edition guidelines found in The CSU Citation Guide on pp. 13-14;
• One (1) academically valid source (see p. 18 of The CSU Citation Guide for assistance with finding sources through the CSU Online Library)
• A reference page with a centered header of “References” properly reflecting all sources used within the text (see The CSU Citation Guide, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).
The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

APA Guidelines

CSU requires that students use the 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 CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

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) Assessment (Written Response) and (2) 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 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 “Tools” and then “My Grades.”

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

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
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.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Assessments (4 @ 10%)</td>
<td>40%</td>
</tr>
<tr>
<td>Unit V Formal Writing Assignment</td>
<td>12%</td>
</tr>
<tr>
<td>Unit VI Formal Writing Assignment</td>
<td>12%</td>
</tr>
<tr>
<td>Unit VII Formal Writing Assignment</td>
<td>12%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>The Foundations of Academic Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Little, Brown Compact Handbook with Exercises</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 1: The Writing Situation, Sections 1a-1d, pp. 3-8</td>
</tr>
<tr>
<td></td>
<td>Chapter 10: Academic Writing, Sections 10a-10e, pp. 90-96</td>
</tr>
<tr>
<td></td>
<td>Chapter 39: The Comma, Sections 39a-39h, pp. 300-317</td>
</tr>
<tr>
<td></td>
<td><em>Strategies for Writing Successful Research Papers</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Writing: A First Look, pp. 3-14</td>
</tr>
<tr>
<td></td>
<td><em>The CSU Citation Guide (6th edition)</em></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td><strong>APA General Information:</strong> What is APA format and why is it used?, p. 4</td>
</tr>
<tr>
<td></td>
<td><strong>Supplemental Reading:</strong> See Study Guide</td>
</tr>
<tr>
<td><strong>Submit:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
</tr>
</tbody>
</table>

Notes/Goals:

---

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Reading Strategies and Writing Effective Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Little, Brown Compact Handbook with Exercises</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 40: The Semicolon, Sections 40a-40d, pp. 317-321</td>
</tr>
<tr>
<td></td>
<td>Chapter 41: The Colon, Sections 41a-41c, pp. 322-324</td>
</tr>
<tr>
<td></td>
<td><em>Strategies for Writing Successful Research Papers</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Strategies for Successful Reading, pp. 15-29</td>
</tr>
<tr>
<td></td>
<td>Chapter 6: Effective Sentences, pp. 100-113</td>
</tr>
<tr>
<td></td>
<td>Peter Wing, “Rediscovering Patriotism,” pp. 173-176</td>
</tr>
<tr>
<td></td>
<td><em>The CSU Citation Guide (6th edition)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Referencing:</strong> Citations in Text, pp. 5-7</td>
</tr>
<tr>
<td></td>
<td><strong>Supplemental Reading:</strong> See Study Guide</td>
</tr>
<tr>
<td><strong>Submit:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Proctor Approval Form</td>
</tr>
</tbody>
</table>

Notes/Goals:
## Unit III

### Beginning to Write

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- *Little, Brown Compact Handbook with Exercises*
  - Chapter 35: Sentence Fragments, Sections 35a-35c, pp. 280-285
  - Chapter 36: Comma Splices and Fused Sentences, Sections 36a-36b, pp. 285-290
- *Strategies for Writing Successful Research Papers*
  - Chapter 3: Planning and Drafting Your Paper, pp. 30-53
  - Chapter 5: Paragraphs, pp. 78-99
- *The CSU Citation Guide (6th edition)*
  - Referencing: Reference List, pp. 7-12
  - Supplemental Reading: See Study Guide

**Submit:**
- Assessment

Notes/Goals:

## Unit IV

### Revising, Editing, and Considering Disciplinarity

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 37: Mixed Sentences, Sections 37a-37c, pp. 291-294
  - Chapter 47: Italics or Underlining, Sections 47a-47f, pp. 359-362
  - Chapter 55: Goals and Requirements of the Disciplines, Sections 55a-55d, pp. 437-439
  - Chapter 57: Writing in Other Disciplines, Sections 57a-57c, pp. 448-459
- *Strategies for Writing Successful Research Papers*
  - Chapter 4: Revising and Editing Your Paper, pp. 54-77
  - Chapter 12: The Essay Examination, pp. 216-222
  - Supplemental Reading: See Study Guide

**Submit:**
- Assessment

Notes/Goals:
## Unit V  The Definition Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- *Strategies for Writing Successful Research Papers*
  - **Chapter 7:** Diction, Tone, and Style, pp. 114-135
  - **Chapter 10:** Definition: Establishing Boundaries, pp. 165-179
  - “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 251-252
  - Laurence Shames, “The Sweet Smell of Success Isn’t All That Sweet,” pp. 252-254
  - Marti Bercaw, “Krumping,” pp. 256-258
  - **Supplemental Reading:** See Study Guide

**Submit:**
- Formal Writing Assignment

**Notes/Goals:**

## Unit VI  The Illustration Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- *The Little, Brown Compact Handbook with Exercises*
  - **Chapter 43:** Quotation Marks—Sections 43a-43g, pp. 332-337
  - **Chapter 46:** Capital Letters—Sections 46a-46d, pp. 355-359
  - *Strategies for Writing Successful Research Papers*
  - **Chapter 8:** Illustration: Making Yourself Clear, pp. 137-147
  - “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” p. 223
  - Martin Gottfried, “Rambos of the Road,” pp. 227-230
  - Matea Gold and David Ferrell, “Going for Broke,” pp. 230-234
  - **Supplemental Reading:** See Study Guide

**Submit:**
- Formal Writing Assignment

**Notes/Goals:**
## Unit VII
### The Cause and Effect Essay

#### Review:
- Unit Study Guide
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 16: Parallelism—Sections 16a-16d, pp. 154-157
  - Chapter 49: Numbers—Sections 49a-49c, pp. 365-367
- *Strategies for Writing Successful Research Papers*
  - Chapter 9: Cause and Effect: Explaining Why, pp. 149-163
  - “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 236-237
  - Anne Roiphe, “Why Marriages Fail,” pp. 244-246
  - Belinda Luscombe and Kate Stinchfield, “Why We Flirt,” pp. 247-250

#### Read:
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 16: Parallelism—Sections 16a-16d, pp. 154-157
  - Chapter 49: Numbers—Sections 49a-49c, pp. 365-367
- *Strategies for Writing Successful Research Papers*
  - Chapter 9: Cause and Effect: Explaining Why, pp. 149-163
  - “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 236-237
  - Anne Roiphe, “Why Marriages Fail,” pp. 244-246
  - Belinda Luscombe and Kate Stinchfield, “Why We Flirt,” pp. 247-250

#### Submit:
- Formal Writing Assignment
- Request to take Final Exam

### Notes/Goals:

## Unit VIII
### The Argumentative Essay

#### Review:
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

#### Read:
- *The Little, Brown Compact Handbook with Exercises*
  - Chapter 33: Adjectives and Adverbs, Sections 33a-33f, pp. 262-273
  - Chapter 42: The Apostrophe, Sections 42a-42d, pp. 325-331
- *Strategies for Writing Successful Research Papers*
  - Chapter 11: Argument: Convincing Others, pp. 180-215
  - “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 258-259

#### Submit:
- Final Exam

### Notes/Goals: