

Doane University
BUS 613—Becoming a Masterful Writer
Syllabus

Instructor: Randy Blair

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Course Information

17/WINTER 1 2017 (10/16/17 – 12/16/17) – Monday Evenings
Grand Island Campus – Room TBD
3 Credit Hours

Course Catalog Description

This course is the gateway course into the Master of Arts in Management (MAM) program. All incoming degree candidates will complete this course before pursuing their other coursework. This course provides students with a basic foundation in and an opportunity to practice different types of writing, including but not limited to: reflective essays, annotated bibliographies, analytical essays, and literature reviews.. In addition, students will learn to analyze a diversity of perspectives to develop a conclusion. They will apply principles of grammar and APA style to their writing. Students will utilize tools and techniques, including online databases, to identify, review, and summarize peer-reviewed journal articles. This course provides students with a basic foundation in qualitative and quantitative research methods. Students will learn how to write efficiently and effectively, to express their own ideas and summarize the ideas of others. Course content includes an introduction to: research and the nature of data, qualitative and quantitative assumptions, research design, sampling, data collection, data analysis, ethical issues in the treatment of human subjects, writing a literature review, the use of an appropriate style manual, and scholarly writing.

At the completion of this course students will be able to:

1. Apply principles of grammar and APA style to the following approaches to writing:
 - Reflective Essay
 - Informational Writing
 - Annotated Bibliography
 - Venn Diagram and Citeable Notes
 - Analytical Essay
 - Literature Review
2. Apply tools and techniques to increase improve their writing.
3. Write a Literature Review using the following:
 - Apply online database searches effectively and efficiently.
 - Analyze scholarly references to support a scholarly argument.
 - Apply the research process to address a specific question.
 - Create a scholarly argument.
 - Differentiate among a diversity of perspectives in order to develop a conclusion.
 - Summarize and verbally describe research that addresses a specific question

Course Overview

Students will develop their research questions, and use research and writing skills to develop a review of the literature.

Course Prerequisites

None

Course Textbook and Materials

Hacker, D. & Sommers, N. (2016). *A pocket style manual: APA version (7th ed.)*. Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-01113-0

Schick, K. and Schubert, L. (2014). *So what?: The writer's argument (2nd ed.)*. New York: Oxford. ISBN: 978-0-19-029740-4

Course Objectives

Course content, discussions, activities and assignments will result in the student achieving a clear understanding of:

1. The purposes of scholarly research and the nature of data
2. Qualitative and quantitative assumptions/characteristics
3. Online library search tools
4. How to write a research-based review of the literature on a potential research topic
5. Quantitative research designs (primarily non-experimental-survey design)
6. Qualitative research designs (case study, grounded theory, ethnography, phenomenology, biography, narrative inquiry)
7. Quantitative and qualitative data collection strategies
8. Qualitative and quantitative data analysis strategies (key statistical analysis strategies vs. coding/thematic analysis for narrative data)
9. The process of writing scholarly research
10. The ethical issues in research

Apply principles of grammar and APA style to the following approaches to informational writing:

1. Argumentative Essays
2. Research Proposals
3. References
4. Citations
5. Literature Reviews

Grading Scale

A+	97-100%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
A	93-96.9%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
						F	Below 60%

Course Schedule

Week 1 – Class Meeting

- Getting Passionate About Writing
- The Problems with Research
- Selecting and Reading Appropriate Research Reports
- The Argumentative Essay

Week 2 – Research & Writing Lab (6:00 p.m. – 7:30 p.m.) – Argumentative Essay Due

Week 3 – Class Meeting

- The Lit Map – Recording What You Find in Research Reports
- Research Forms
- The Annotated Bibliography
- Attention Grabbing Openings
- Argumentatively Strong Closings

Week 4 – Research & Writing Lab (6:00 p.m. – 7:30 p.m.) – Annotated Bibliography Due

Week 5 – Class Meeting

- Qualitative Research Forms
- Qualitative Research Writing
- APA Refresher
- Proper Narrative Flow

Week 6 – Research & Writing Lab (6:00 p.m. – 7:30 p.m.) – Introduction and Conclusion Due

Week 7 – Class Meeting

- Credible Report Writing
- Excellent Report Writing

Week 8 - Class Meeting – Completed Lit Reviews Due

- Brief Power Point presentations of Lit Reviews

Research & Writing Lab sessions – During weeks 2, 4, and 6 Research & Writing lab sessions will be held in the Doane Computer Lab from 6:00 p.m. – 7:30 p.m. I will be available to assist anyone who needs help with the use of the research tools, APA format, or writing skills. Writing assignments will be due at these sessions. These are working sessions that are scheduled for 1 ½ hours. However, I will be available to students for whatever length of time might be needed. Please come to these sessions with your assignments completed, and with a plan for how you are going to spend your time writing.

Requirements for Review of Literature

- Minimum 10 pages
- Minimum 15 references
- References must be research-based
- APA style, most recent edition

Incompletes will not be given for this course except in extreme personal or medical emergencies. Missing more than two classes will result in a failing grade for the course.

Doane University Policies

Drop and Add dates

If you feel it is necessary to withdraw from the course, please contact your MAM Academic Advisor for full details on the types of withdrawals that are available and their procedures.

Academic Integrity

This class follows the policies of student academic integrity as outlined in the Lincoln/G.I. Student Handbook. This handbook can be found online at the Doane College website. This policy requires that you immediately and cheerfully offer the benefit of your knowledge and skills to any fellow student who needs your help. If someone helps you, whether a fellow student, the author of a book/article, a family member, a pastor or priest, a coworker, a child, a pet, or anyone else, say that they helped you. That's called citing a source. Always show respect for the ideas or words of others by giving them the credit. Failure to show respect will result in an "F".

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all Doane University regarding disability policies, procedures, and accommodations.

Students interested in services related to a disability should notify the college of any special circumstances that would affect their ability to compete equally in the college environment. To assist the college in providing services, documentation of such disabilities must be provided by qualified professionals upon request. Students can access services at any time by initiating the process described above.