DOANE
UNIVERSITY
SYLLABUS

Course Title	Becoming a Masterful Writer
Course Number	BUS 613
Number of Credits	3
Course Dates	Spring 2019 (March 15- May 3 2019)—Omaha Campus
Instructor	Terese Francis
Email Address	terese.francis@doane.edu (This is my preferred contact method)
Office Hours/Availability	Email to arrange meetings. I will arrive to class at 5:30 and I will stay after class as long as needed.
Phone Number	Office: 402-466-4774 ext. 79029
Textbook Information: (e.g. title, edition, publisher, ISBN)	Hacker, D. & Sommers, N. (2016). *A pocket style manual: APA version* (8th ed.). Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-05743-5
Additional Course Materials	Other course material may include articles, documentaries, movies, audio clips, etc., which will be available in the Becoming a Masterful Writer on Blackboard.
Course 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. Students will learn how to write efficiently and effectively, to express their own ideas and summarize the ideas of others. In addition, students will learn to analyze a diversity of perspectives to develop a conclusion. They will apply principles of grammar and AOA style to their writing. Students will utilize tools and techniques, including online databases to identify, review, and summarize peer-reviewed journal articles.

Program Outcomes	(Please check with the applicable Program Director for this information.)
Course Learning Outcomes/Objectives	By the end of the course, students will: 1. Apply principles of mechanics and APA style to the following writing rhetoric: • Reflective essay • Research Writing • Annotated Bibliography • Citations • Analytical Essay • Literature Review 2. Apply tools and techniques to organize and structure an APA style research essay: • Title Page • Abstract • Body • References 3. Write a Literature Review using the following: • Navigate online databases 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
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Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Grading Assessments

Type of Assessment	Points per Type	Weighted Contribution to Total Grade
Writing Inventory	20	8%
Posing a Research Question	20	8%
Annotated Bibliography	40	16%

Type of Assessment	Points per Type	Weighted Contribution to Total Grade
Citations Exercise	20	8%
Analytical Research Essay	100	40%
• Title Page	5	2%
• Abstract	5	2%
• Introduction	15	6%
• Conclusion	10	4%
• Review of the Literature	40	16%
• References	25	10%
• Final power point presentation	50	20%
Reflection on Final Presentation	20	8%
Total Points	280	100%

1. **Writing Inventory: (8 % of total grade)**
   The writing inventory will give students the opportunity to consider their own learning in a private forum and to engage in a one-to-one dialogue with the professor. Each inventory should be four to six paragraphs long.

2. **Posing a Research Question: (8% of total grade)**
   The Research Writing Exercise will give the students the opportunity to practice reading an article, summarizing it, and taking information from the article and putting it into note taking form.

3. **Annotated Bibliography: (16% of total grade)**
   The Annotated Bibliography is an exercise in finding five peer reviewed articles from database sources and transferring the information in them to an APA summary/note taking form.

4. **Citations Exercise: (8% of total grade)**
   The Citations Exercise will give the students the opportunity to practice putting APA signal phrases and end of text citations into their literature review. Additionally, students will create their reference sections as they cite sources of information.

5. **Analytical Research Essay: (40% of total grade)**
   The analytical Research Essay will be completed in five sections. Each section will receive points for a total of 100 points. It is imperative for a student to sequentially learn how to complete each section. The instructor will not reteach a section to any student with an unexcused absence.

6. **Final Power Point Final Presentation: (20% of the total grade)**

Students will develop either a poster or one power point slide based on their Analytical Research Essay. This presentation will be narrated orally in class.

7. **Reflection on Final Power Point Presentation (4% of grade)**
   The reflection will give students the opportunity to give input and insight on how the presentation and research paper synthesize the research from writing to oral articulation.

The assignments are intended to be scaffolded and iterative steps that build one upon the other. Failure to complete an assignment and/or submit an assignment late will create gaps in your writing skills. Students need to turn assignments in on the designated due dates. All assignments will be submitted via an electronic link on Blackboard.

Grade 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%

Check your grades as soon as they are available to make sure your score is correct. Contact me immediately if you suspect an error or if you would like to discuss any assignments and their scoring.

Participation Policy	Students are required to complete all assignments on time. Your final grade will be impacted negatively by lack of engagement in class discussions.
Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds and skill levels.
Late Work	ALL assignments must be finished and posted in Blackboard to complete the course. I encourage students to complete their work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified BEFORE the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment.
Submitting Assignments	All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Pay attention to the due dates! All are clearly posted with the assignment submission link.
Communication Policy including Assignment Feedback	This course uses a "three before me" policy related to student/faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions: 1. Course syllabus 2. Announcements in Blackboard 3. The "Student Questions" discussion board This process will help you find answers to your questions before I can get

	back to you and prevents duplication of questions, which is a time saver for all of us. If you cannot find an answer to your question, please first post your question to the "Student Questions" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance. If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. I will usually respond to email between the hours of 10 am to 6 pm on weekdays, please allow 24 hours for me to respond. My goal is to assess submissions within 72 hours of the response posting deadline. If I cannot achieve that goal, I will notify students as soon as I can about the delay.
Academic Integrity Policy	Professor's Academic Integrity Policy: If you are found guilty of academic dishonesty, your academic career could be finished. The severity of the consequences is not worth taking the risk. I will never knowingly allow any student to plagiarize or cheat. Remember the following when writing for my classes: ● their idea, their words – in-text citation should include author(s), year, and page number. ● their idea, your words – in-text citation should include author(s) and year. ● your idea, your words – no citation required. Anyone found cheating in any form will receive a grade of F in the course and the case will be referred to the Academic Integrity Committee for whatever action it deems advisable.
Academic Support	Please contact: academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support
Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. The student must initiate any request for accommodations as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at chris.brady@doane.edu or 402-467-9031 for assistance.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as

	one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

COURSE SCHEDULE

WEEK-Class date	ASSIGNMENTS	IN-CLASS ACTIVITIES
WEEK 1: 3/15/19	1. Writing inventory—Complete and post on Blackboard under week 1 2. Research Question—Complete and post on Blackboard under week 1 3. View Doane library videos (on Blackboard) **4.** Bring Hacker/Sommers 8th edition textbook to class. Please read the following **prior to class:** • Plagiarism #6, #7, #8—pp. 24-28 • Posing Questions to Start a Paper #3—pp. 12-14 • Please read for Week 2--Finding Sources #4 and Evaluating Sources #5—pp. 14-23.	1. Orientation 2. Introductions 3. Overview of the writing process 4. Overview of plagiarism 5. Posing a research question 6. WW—Reflective Writing exercise Students will reflect on an issue that transpired in their working environment and how it was/was not resolved.
WEEK 2: 3/22/19	1. Read Hacker/Sommers 8th edition • Writing College Papers in APA Style #1-- pp. 2-5 • Understanding APA Conventions #2—pp. 7-11 • Formatting Papers in APA style #10, #11, #12-- pp. 40-53 2. Using the APA research paper template, do the title page, abstract page, body, and reference page. Submit the pages on Blackboard.	1. Peer review of research questions 2. Revise research question 3. APA Style writing 4. Template for APA research paper 5. Template for annotated bibliography 6. WW--Annotated Bibliography exercise—Students will read a short article and take notes on it. This is a practice exercise for your annotated bibliography.
WEEK 3: 3/29/19	1. Read Hacker/Sommers (2016) • Integrating sources #9—pp. 36-42 • Documenting Sources in	1. Doane Library Presentation

	APA Style #13, #14, #15—pp. 106-139 2. Annotated Bibliography—five articles. Complete and submit to Blackboard. 3. Begin writing the rough draft of the review of the literature from your annotated bibliography. Bring to week 4 class. 4. Update references page from annotated bibliography.	
WEEK 4: 4/5/19	1. Read Hacker/Sommers • Appendices—pp. 49-50 • Clarity—pp. 140-156 2. Continue revising the introduction, Review of the Literature, and the conclusion.	1. Introduction template/Conclusion template/Body template 2. Peer review of the rough draft of the Introductions/Conclusions 3. Misused words/Clarity exercises
WEEK 5: 4/12/19	1. Read Hacker/Sommers • Grammar—157-191 • Punctuation—pp. 192-214 • Mechanics—pp. 215-228	1. Peer review of Review of the Literature 2. Practice writing from citable notes from the annotated bibliography 3. Review the writing of an APA Style paper 4. Overview of the final presentation
WEEK 6: 4/19/19	1. Continue working on and revising your APA research paper.	1. Grammar, punctuation, and mechanics tips 2. Writing Workshop
WEEK 7: 4/26/19	1. Continue working on and revising your APA research paper.	1. Final Presentations/Follow-up discussion 2. 1:1 meetings with instructor
WEEK 8: 5/3/19	1. Continue working on and revising your APA research paper.	1. Final Presentations/Follow-up discussion 2. 1:1 meetings with instructor