

Syllabus

Course Overview

This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Compose text that articulates meaning relevant to its purpose and audience.
- 2 Integrate into text the appropriate use of scholarly sources and evidence.
- 3 Apply prewriting, planning, drafting, and revision skills.
- 4 Apply accepted style conventions and written expression skills.
- 5 Apply critical thinking skills to develop a professional portfolio for future use in career planning.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adams, M. A. (2018). [Chartered secretary: Three pillars of corporate governance](#). *Governance Directions*, 70(6), 302–309.
- Blendon, R. J., Brodie, M., Benson, J. M., Altman, D. E., Levitt, L., Hoff, T., & Hugick, L. (1998). [Understanding the managed care backlash](#). *Health Affairs*, 17(4), 80–94.
- Christiansen, M. (1990). [The importance of revision in writing composition \[PDF\]](#). *Education Digest*, 56(2), 70–72.
- Clarke, K. (2002). [Your share of corporate responsibility](#). *U.S. Catholic*, 67(9), 42.
- Fee, E. (2008). [Divorce between theory and practice: The system of public health training in the United States \[PDF\]](#). *Ciência & Saúde Coletiva*, 13(3), 841–851.
- Hain, D. J. (2017). [Exploring the evidence. Focusing on the fundamentals: Comparing and contrasting nursing research and quality improvement](#). *Nephrology Nursing Journal*, 44(6), 541–544.
- Lang, A. J. (2013). [What mindfulness brings to psychotherapy for anxiety and depression](#). *Depression and Anxiety*, 30(5), 409–412.

- Lavizzo-Mourey, R. (2010). [A call to action: The future of nursing begins now](#). *Vital Speeches of the Day*, 76(12), 544–548.
- Lenger, J. (1998). [The key to successful personal essays](#). *The Writer*, 11(12), 23–25.
- Limoncelli, T. (2018). [GitOps: A path to more self-service II](#). *Communications of the ACM*, 61(9), 38–42.
- Lu, M. (2017). [From reality to the page - and back again](#). *Literacy Today*, 34(5), 16–18.
- Nelson, F. (2001). [The importance of writing well](#). *Journal of Environmental Health*, 63(7), 70–74.
- Sawyer, J. (1963). [How can psychology contribute?](#) *Bulletin of the Atomic Scientists*, 19(9), 35–38.
- Yanran, D. (2018). [Education management method based on MOOC analysis platform](#). *Educational Sciences: Theory & Practice*, 18(6), 2895–2903.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Writing Foundations: Paragraph

Introduction

Welcome to the first week of the course!

Throughout the course, you will learn about the concept of the Hero's Journey. This concept is found both in myth and reality and is based on the idea that a hero becomes a hero through a transformative journey. The Hero's

Journey includes five stages: birth, quest, trials, epiphany, and death (figuratively).

For this course, see yourself as a hero embarking on a 10-week journey in which you will not only learn the foundations of academic writing but develop a strong, informed voice: a voice that gives you the ability to engage in reasoned discourse in your career and other important areas of your life. You are also the hero of your educational journey, and you will need to overcome challenges to succeed so that you transform and change upon completion of your degree.

In the Hero's Journey, the birth is the beginning of an endeavor. This week, we are starting with one of the foundational elements of essay writing, the paragraph.

Each week, we will introduce a few individuals from your disciplines who emerged as leaders in their fields. We will discuss the birth, or beginnings, of a new idea.

- Florence Nightingale was the founder of modern nursing.
- Clara Barton was the founder of the American Red Cross.
- Victor Glushkov was the founding father of information technology in the Soviet Union.

This week you will:

- **Interactive Learning Module:** Walk through the Hero's Journey writing archetype.
- **Interactive Learning Module:** Learn the building blocks of creating an effective paragraph.
- **Interactive Learning Module:** Learn more about paragraph structure.
- **Study Group:** Join learners in your study group for the course.
- **Study Group:** Engage in your discipline-specific study group.
- **Assignment:** Write a meaningful paragraph about a hero within your chosen field of study.

Course Resources

Unit 1 Introduction Illustration

Learning Activities

u01v1 - Interactive Learning Module: The Hero's Journey

This week, we begin our Hero's Journey. The Hero's Journey is a writing archetype that follows five stages of a journey:

- Birth.
- Quest.
- Trials.
- Epiphany.

- Death (figuratively or literally).

Your first essay will follow this structure, helping you tell *your* Hero's Journey story.

Walk through the interactive to learn about this writing archetype:

Course Resources

[The Hero's Journey](#) | Transcript

u01s1 - Study Group and Assignment Overviews

Study Group Overview

This course requires participation in weekly study groups. This week, you will join your discipline-specific study group. You will notice that there are groups posted for multiple disciplines. Select the program in which you are enrolled or plan to enroll. You will remain in this group throughout the course.

The study groups are designed to encourage learners to form communities of discipline-specific studies and discussions. You are required to engage with two or more of your colleagues each week. The groups will be monitored and include specific topics for discussion each week.

Assignment Overview

The foundation of a strong essay is a strong paragraph. Therefore, you will begin with constructing a single, effective paragraph.

u01s2 - What You Need to Know

Writing: Myth or Reality

Read through the interactive to dispel some writing myths and get a sense of writing realities.

- [Writing: Myth and Reality](#).

This will help set your expectations for diving into your academic writing.

Paragraph Writing

The Capella Writing Center has many excellent resources to guide you through the fundamentals of the writing process. As we progress through the writing process, we will look at the resources that are applicable to the activities and tasks for each week.

Writing a paragraph involves these specific skills: self-expression, structure, flow, and mechanical correctness. A paragraph is a building block of strong writing.

- Read the page about [Organizing a Paragraph](#) in The Writing Center. This will help you understand the intent, structure, and purpose of a paragraph.
- Refresh your knowledge of [Grammar](#) by reviewing key concepts that support writing that is clear and understandable.

Part of becoming a strong writer is also becoming a strong reader. Throughout the course, you will read articles that relate to the weekly concepts. Fabian Nelson (2001) reiterates the challenge of conveying a consistent message through written communication, saying it is even more complex than verbal communication. Read his article to consider some of the factors that influence written communication:

- Nelson, F. (2001). [The importance of writing well](#). *Journal of Environmental Health*, 63(7), 70–74.

u01v2 - Interactive Learning Module: Writing Effective Paragraphs

This activity will provide you with a definition of the various parts of an effective paragraph. You will also have the opportunity to match sentences with their appropriate position within the paragraph. Learn more about best practices for crafting an effective paragraph:

Course Resources

[Writing Effective Paragraphs](#) | [Transcript](#)

u01v3 - Interactive Learning Module: Paragraph Structure

This interactive activity allows you to check your understanding of good paragraph structure. Complete the activity to practice organizing sentences into the correct paragraph sequence:

Course Resources

[Paragraph Structure](#) | Transcript

u01d1 - Join Your Study Group

Join a study group that matches up with your field of study to engage in discussions with peers who share your interest. Do not join more than one group.

u01d2 - Participate in Your Study Group

This week, introduce yourself to the group. Share what you have chosen to study at Capella and why it has become so important to you. Also, mention the specific area of interest within your discipline that you selected for this course. To finalize, ask your co-learners if they have had thoughts and interests concerning your chosen subject.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01a1 - Paragraph Assignment

For this assignment, identify a personal hero who motivated you to choose your field of study. This can be someone famous, someone you know personally, or someone of interest in your field. If you do not have an obvious choice, research people in your field and select someone whose work you admire.

Write a single, well-structured paragraph in which you explain how and why this individual motivated you. Your paragraph should:

- Identify an individual who motivated you to choose your field of study.
- Explain how why this individual motivated you.
- Apply accepted conventions of paragraph composition.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include 1-inch margins, appropriate headers, and a title page.
- **Length:** Submit one-third to one-half of a typed, double-spaced page.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and in [Stages of Writing](#).

Example assignment: You may use the [Week 1 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Explain why this individual motivated you.
- Competency 2: Integrate into text the appropriate use of scholarly sources and evidence.
 - Identify an individual who motivated you to choose your field of study.
 - Apply accepted conventions of paragraph composition.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Apply proper formatting, including a title page, correct margins, font, and spacing.
 - Produce text with minimal grammar, usage, spelling, and mechanical errors.

Unit 2 >> Writing Foundations: Outlines

Introduction

This week, will again begin another new process in the journey: writing an essay. You will use the Stages of Writing as a guide to the course essays, and this week you will start at the beginning of this process: prewriting and outlining. The focus of your essay will be the Hero's Journey, and you will write about how you are the hero in your larger educational journey.

Here are more heroes that began new endeavors:

- Blake Mycoskie is the Founder and Chief Shoe Giver of TOMS, and the person behind the idea of One for One, a business model that helps a person in need with every product purchased.
- Shirley Anita Chisholm in 1968 became the first African-American woman elected to the U.S. Congress.

This week you will:

- **Study Group:** Engage with your study group about this week's topic, discussing your academic journey.
- **Assignment:** Outline your Hero's Journey essay.

Course Resources

Unit 2 Introduction Illustration

Learning Activities

u02s1 - Study Group and Assignment Overviews

Study Group Overview

Your focus for your study groups this week should include your thoughts about yourself as a hero, how your journey is influenced by your education, and how this aspect of your journey will likely change the trajectory of your life.

Assignment Overview

Learning how to write is a journey, and you are the hero of this journey. Part of this is learning how to find your voice so that you can articulate your ideas and beliefs to a variety of audiences. In this course, you will write three essays, using the Stages of Writing as a guide.

This week you will complete the outline for your first essay.

u02s2 - What You Need to Know

Stages of Writing

It is easier to write a paper when you divide the process into smaller, workable steps. Review the [Stages of Writing](#) to learn how to do this.

Writing Standards

Throughout the course, you will be assessed on Capella's Writing Standards. Capella's Writing Standards are comprised of five writing skills that you should practice in your written assignments. Access the [Writing Feedback Tool](#) to understand the writing standards.

Prewriting: Outlining an Essay

An outline is the skeleton of a good essay, therefore it is important to think through your outline carefully. You will want to have enough information to help you formulate the complete essay.

The Capella Writing Center has several resources regarding the development of outlines as an important step in prewriting.

- Read the [Prewriting](#) page to understand how prewriting fits into the overall writing process.

Here, you will also find several links to different prewriting activities and techniques you will be able to use throughout your time at Capella.

- The [Outline and the Stages of Writing \[PDF\]](#) resource provides specific guidance for developing an effective outline format.
- It is important to develop a strong flow as you link your paragraphs together. Read [Transition Words and Phrases](#) for tips on how to do this successfully.

u02d1 - Participate in Your Study Group

Share your thoughts about yourself as a hero, how your journey is influenced by your education, and how this aspect of your journey has the potential to change the trajectory of your life. As you read your colleague's responses, how do you find others' journeys to be similar or different? What do you find interesting?

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02a1 - Hero's Journey: Outline

The topic of your first essay is how you are the hero of your educational and professional journey, based on the concept of the five stages of the Hero's Journey archetype: birth, quest, trial, epiphany, and death. In writing this essay, you will consider your journey toward your education. It is not about your life's story; it's just your educational to professional journey.

This week, you will complete the outline of your first essay. This outline will guide the development of your final draft of the essay, due in Week 3.

In your outline:

- Structure an outline based on the five stages of the Hero's Journey.
 - Ensure your outline follows through each stage: birth, quest, trial, epiphany, and death.
- Apply accepted methods for outlining an essay, including main points and sub-points.
 - Be sure to use the resources provided in the Writing Center to guide your format. A sample of the outline for this week is provided for you to consult.
- Develop text using organization, structure, and transitions that demonstrate understanding of cohesion between main and subtopics.
- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Use 1-inch margins, appropriate headers, and a title page. Consult the [Paper Formatting Sample \[DOCX\]](#).
- **Length:** Submit one double-spaced page.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Developing an Outline \[PDF\]](#) provided as a resource to guide you as you develop your outline.

Use the Paper Formatting Sample as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and on the Writing Center's [Stages of Writing](#) page.

Example Assignment: You may use the [Week 2 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Structure an outline based on the five stages of the Hero's Journey.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Apply accepted methods for outlining an essay, including main points and sub-points.
 - Develop text using organization, structure, and transitions that demonstrate understanding of relationship between main and subtopics.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Apply proper formatting, including a title page, correct margins, font, and spacing.
 - Produce text with minimal grammar, usage, spelling, and mechanical errors.

In the Hero's Journey, the quest comes after the birth and relates to wisdom acquisition. As you continue through this course and your own educational journey, you will continue to acquire wisdom both academically and personally.

This week, you will continue through the stages of writing and move from the prewriting and outlining stage and on to the drafting stage. You will also revise and proofread this draft and submit as final. As you write your Hero's Journey essay, continue to see yourself as the hero and consider the wisdom you have acquired already throughout your professional life.

Here are some heroes who initiated change through wisdom acquisition:

- Dorothea Lynde Dix advocated on behalf of the indigent mentally ill and created the first generation of mental asylums.
- Ada Lovelace, the daughter of poet Lord Byron, is often considered the first computer programmer. She recognized that machines could do more than calculate. This is now a foundational concept to modern-day technology.

This week you will:

- **Study Group:** Engage in your study group.
- **Assignment:** Write and submit the final draft of your Hero's Journey essay.

Course Resources

Unit 3 Introduction Illustration

Learning Activities

u03s1 - Study Group and Assignment Overviews

Study Group Overview

The focus for your study groups this week is to describe how the writing process is going for you. Share about your experience with the process, highlighting any moments that were motivating and any challenges you have faced.

Assignment Overview

This week, you write your final draft of your Hero's Journey essay. You continue through the stages of writing, building on the outline created last week.

u03s2 - What You Need to Know

This week, the focus shifts to these Stages of Writing: [Drafting](#), [Revising](#), and [Proofreading](#). Note that we will not use a formal peer-review process for the papers in this course.

In the Capella Writing Center, read the pages related to:

- [Drafting](#), for guidelines and tips for working through your first draft of your essay.
- [Revising](#), for tips and guidelines for going back and making changes to continually improve your essay. Once you have developed your first draft, you can use the tips and guidelines for going back and making changes to continually improve your essay.

Part of becoming a strong writer is becoming a strong reader. Throughout the course, you will read articles that relate to the weekly concepts. This week, please read this article, which is a transcript of a speech given by the author about the importance of writing to remember. The writing process is influenced by the memories we hold and the perspective we bring with us based on our memories.

- Lu, M. (2017). [From reality to the page—and back again](#). *Literacy Today*, 34(5), 16–18.

As you are writing your Hero's Journey essay, you will want to consider the ideas shared in this article by John Lenger regarding how to engage your reader. He provides a list of ten questions you should be asking yourself as a writer to build that connection with your audience.

- Lenger, J. (1998). [The key to successful personal essays](#). *The Writer*, 11(12), 23–25.

Course Resources

[Revising](#)

u03d1 - Participate in Your Study Group

Describe your experience the past two weeks using the writing process. Share about your experience, highlighting any moments that were motivating and any challenges you have faced. As you read your colleague's responses, can you offer advice or share how their experience has inspired you?

You completed your first paper this week. You are encouraged to post your paper and to invite comments.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u03a1 - Hero's Journey Essay

Use the outline you developed last week to write your story about your personal journey in which you are the hero. Create a document to compose a properly formatted essay that follows the Hero's Journey archetype. This assignment will formulate into a five paragraph essay, one paragraph for each of the five aspects of your journey. Ensure your essay includes the following:

- Provide a narrative that follows the Hero's Journey archetype.
 - Birth.
 - Quest.
 - Trials.
 - Epiphany.
 - Death.
- Use descriptive language that provides detail for each stage of the Hero's Journey. Such description includes feelings and experiences, coupled with sights and sounds, that will make your journey come alive for your reader.
- Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.

- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit 1.5 double-spaced pages.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Introduction to the Writing Center](#).

Example assignment: You may use the [Week 3 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Provide a narrative that follows the Hero's Journey archetype.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Use descriptive language that provides detail for each stage of the Hero's Journey.
 - Apply proper formatting, including a title page, correct margins, font, and spacing.
 - Produce text with minimal grammar, usage, spelling, and mechanical errors.

Unit 4 >> Informative Writing: Prewriting and Outlining

Introduction

This week, your quest continues as you apply your knowledge of the writing stages to the assignments for the second theme of the course: Writing to Inform. You will start at the initial stage of writing again and complete the prewriting and outlining for this essay. Draw on the wisdom and experience you have acquired in order to further develop your academic writing skills.

The purpose of writing an informative essay is to provide information and explain a concept. The purpose is not to give a personal opinion or tell a story.

Here are more heroes who use their experience for good:

- Dr. Margaret Chan, Director General of the World Health Organization, successfully led the response to the H5N1 flu outbreak in 1997 and SARS outbreak of 2003 in Hong Kong.
- Bono, leader singer of the band U2, is also an activist who used his platform to create the organizations ONE (organization committed to end extreme poverty) and RED (organization committed to raising awareness of about the AIDS crisis).

This week you will:

- **Research:** Locate a scholarly article in the Capella library relevant to your selected topic.
- **Study Group:** Engage with your study group to discuss the process of writing an informative essay.
- **Assignment:** Write an outline that will structure your informative essay.

Course Resources

Unit 4 Introduction Illustration

Learning Activities

u04s1 - Study Group and Assignment Overviews

Study Group Overview

Your focus for your study groups this week centers on your selected essay topic and using the Capella library to find a resource that supports your chosen topic. You will share this with your colleagues and explain why you have selected your topic.

Assignment Overview

This week, you will again start at the beginning of the Stages of Writing by completing the prewriting and outlining for your Informative Essay. The topic of your Informative Essay is a concept or subject that drives your academic and career interests within your discipline; you may select this focus. For example, if you are studying nursing, select a topic of interest to you within the field of health care.

Once you select the topic, you will visit the Capella library to start your academic research journey by selecting one scholarly article that is relevant to your topic.

You will use this same topic for both your Informative Essay and your Persuasive Essay assignments.

u04s2 - What You Need to Know

Informative Writing

All writing assignments have a purpose. The purpose of this theme's assignment is writing to inform. Use the Capella FAQ resource, "[Q: What Is the Difference Between Informative and Persuasive Writing?](#)" to understand the purpose of informative writing. As you move through your academic career, you will learn how to support your beliefs and ideas with accurate research from your discipline. You will become a researcher.

Audience, Focus, and Context

- Consider your audience. Who you choose to write for influences how you write. Your instructor is, of course, part of the audience for your paper; however, you do not need to write exclusively for your instructor. Think of this: who needs to hear what you want to say?
 - [Audience](#).
- Understanding your audience will help you to focus your writing. Effective writing is focused writing.
 - [Focus](#).
- Focused writing is easier to accomplish within the appropriate context. In this assignment, the context is to write an informative paper about an area within your discipline, for example.
 - [Context](#).

u04s3 - Research: Capella Library

Capella Library

Begin your library research by going to the [Capella University Library](#) and searching using the Summon search tool. Locate one article in the Library that contains information about your selected topic. **Remember:** You will write both your informative and persuasive essays on this topic.

1. Go to the Library on Campus and locate the **Summon** search box.
2. Enter your search terms to get your results list. Check the boxes "**Items with full text online**" and "**Limit to articles from scholarly publications, including peer-review.**" This way, you will know that your results are both in full text (so you will be able to read the entire article online), and that they meet the important requirement of being scholarly and peer reviewed by other experts in the field.

Remember that research is a skillset that, like writing, takes ongoing practice. For search word guidance, see the video [Choosing and Using Keywords](#) from the [General Education Information Research Skills Library Guide](#). Also, feel free to [Ask a Librarian](#) for help.

u04d1 - Participate in Your Study Group

Describe your selected topic for your informative essay. How has your experience been using the library to find a resource that supports your topic in a non-persuasive manner? What tips do you have to share with your colleagues? Have you had an "aha" moment in your research in the Capella library? Share some of the research you have found with your colleagues.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u04a1 - Writing to Inform: Prewriting and Outlining

The purpose of your essay is to inform the reader about a topic within your discipline. Identify and explain how a concept, subject, or experience within your discipline drives your academic and career interests. You can choose from the following disciplines: nursing, public health, business, information technology, or psychology. You must choose your subject from your discipline. Compose your outline for the Informative Essay as your assignment for this week. Find one peer-reviewed, academic article from the Capella library to use as support.

Remember: The purpose of an informative essay is to provide information and explain a concept. In this assignment, you are not persuading or trying to convince your reader of something. Ask yourself: ***What does my reader need to know?***

Include the following:

- Create an outline for your Informative Essay.
- Select a scholarly library article relevant to a chosen informative essay topic.
 - List the article at the end of your outline on a separate Reference Page

- Credit the author of the article within the outline.
- Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit one double-spaced page.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Developing an Outline \[PDF\]](#) provided as a resource to guide you as you develop your outline.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and on the Writing Center's [Stages of Writing](#) page.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 2: Integrate into text the appropriate use of scholarly sources and evidence.
 - Select a scholarly library article relevant to a chosen informative essay topic.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Create an outline for your Informative Essay.
 - Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Apply proper formatting, including a title page, correct margins, font, and spacing.
 - Produce text with minimal grammar, usage, spelling, and mechanical errors.

Unit 5 >> Informative Writing: Drafting

Introduction

The third stage of the Hero's Journey is the trials faced by the hero as they move along their journey. All of the trials are experiences that should help with gaining wisdom along the way, but they are obstacles at first.

As you complete your work for this course, consider how your trials and obstacles can lead to success. For example, are you struggling with a certain area of writing? Are you struggling with completing the work? This week is good time to consider areas of struggle, or trials, and reach out to your instructor to think of ways to remove these obstacles to continue on your path to successful course completion. As you continue with the stages of writing to draft your Informative Essay, be aware of your obstacles and actively seek to overcome these obstacles.

This week, we acknowledge heroes who faced great obstacles and trials:

- Corrie ten Boom, writer, worked with her family members to help many Jews escape the Nazi Holocaust during World War II by hiding them in her home.
- Alan Turing, English father of artificial intelligence and theoretical computer science, helped the Allies defeat the Nazis by intercepting many coded messages. Although hard to measure, it is estimated that his work shortened WW2 in Europe by 2–4 years and saved millions of lives.

This week you will:

- **Study Group:** Engage with your study group in a discussion on the drafting process.
- **Assignment:** Write a full first draft of your informative essay.

Course Resources

Unit 5 Introduction Illustration

Learning Activities

u05s1 - Study Group and Assignment Overviews

Study Group Overview

This week in your study groups, you will be able to discuss your experiences with the writing process and the informative essay model. You will also focus on how to cite content that comes from another author. This week, you will have the option of sharing your rough draft in your group to obtain feedback from your colleagues, if you so choose.

Assignment Overview

This week, you will continue the Stages of Writing to draft a 2.5–3 page informative essay based on the outline you wrote last week.

In this course, you will use a tool called E Cree for two assignments, Writing to Inform: Drafting and Writing to Persuade: Drafting. E Cree is a software program that provides real-time writing feedback. This feedback reflects skills necessary for strong academic writing such as length, organization, punctuation, grammar, and more. This feedback uses a traffic light format: green=good; yellow=room for improvement; and red=challenges.

u05s2 - What You Need to Know

Review the Writing Center's [Stages of Writing](#) resource to learn the stages of effective writing. This week, we will be working through drafting, so pay particular attention to those resources.

As you learn how to become an academic researcher, you will also need to learn how to attribute credit to the original author. You will not need to use specific citation methods in this course, like APA or MLA; however, this is the time to learn the foundation for these skills.

- [Direct Quoting, Paraphrasing, Summarizing](#) gives three different ways of integrating another writer's work into your own. At the end of this article, you will find an optional quiz to self-check your understanding of the concept.
- Review [Interpreting Resources/Critical Thinking](#) to gain tips on how to apply critical thinking skills to make sense of the large body of research available.

u05d1 - Participate in Your Study Group

How are you incorporating your article into your essay? What have your experiences been with using standard formatting and citations? As you read your colleague's responses, converse on how they have used their research.

You are submitting a rough draft this week. You are welcome to submit your rough draft and invite your colleagues to comment.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05s3 - Write Your Rough Draft

Assignment Step 1: Write the First Draft

Use your outline from Week 4 to write a 2.5–3 page informative essay (page requirement does not include title page or references page). Write your essay to inform your audience about your selected topic. Include one source from the Capella library as support. In your informative essay, identify and explain how a concept, subject, or experience within your discipline drives your academic and career interests. You can choose from the following disciplines: nursing, public health, business, information technology, or psychology.

In this assignment, you are not persuading, or trying to convince your reader of something. Ask yourself: ***What does my reader need to know?***

In your paper:

- Explain your selected topic.
- Support your explanation of the topic with academic research from one journal article.
- Develop text using organization, structure, and transitions that demonstrate understanding of cohesion between main and subtopics.
- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Integrate into text appropriate use of scholarly sources and evidence.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Use one-inch margins, appropriate headers, and a title page. Consult the [Paper Formatting Sample \[DOCX\]](#).
- **Length:** Submit 2.5–3 double-spaced pages.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Introduction to the Writing Center](#).

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

u05v1 - Ecree Submission Instructions

Assignment Step 2: Submit the Draft to Ecree

As part of this week's assignment, you must submit your assignment to Ecree. Here are the instructions:

1. Go to Ecree by clicking below.
2. Click on "Start an Essay."
3. Select Writing to Inform Draft.
4. Use the Interactive Editor to complete the template. Upload your draft into Ecree. You also have the option of writing the paper directly in Ecree.
5. Review the feedback in Ecree, and revise your paper directly in Ecree until you are happy with the feedback.
6. Take a screen shot of the final revision in Ecree.
7. Apply the updates to your original draft in Word for submission.

u05a1 - Writing to Inform: Drafting

Assignment Step 3: Submit Your Draft and Ecree Feedback for Grading

Upload to the assignment folder a copy of your draft along with a screenshot of your feedback. Submit one document; you can copy the screen shot at the end of your draft.

This assignment will be graded as a completion grade, which means you will receive points for submitting the work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Submit rough draft to E Cree for writing feedback, then submit the revised draft, along with a screen shot of the E Cree feedback, in the courseroom for grading.

Unit 6 >> Informative Writing: Revising and Proofreading

Introduction

Part of facing obstacles is rethinking and reworking your path as you move along your quest. Writing a draft helps you consider obstacles you can overcome through revisions. This week, you will continue through the stages of writing to revise and proofread your paper. As you do this, you will consider obstacles encountered in the draft and resolve these through the revision process.

Here are some heroes who helped other resolve obstacles and trials:

- Emily Greene Balch, Peace Prize recipient, was an economist, sociologist, and pacifist who had long-standing interest in social issues such as poverty, child labor, and immigration.
- Bill Gates, business person and technology guru, is also a philanthropist. The Bill and Melinda Gates Foundation focuses on health care goals, such as HIV/AIDS research and malaria vaccines.

This week you will:

- **Study Group:** Engage with colleagues in your field of study to reflect on the revision process for an informative essay.
- **Assignment:** Revise, proofread, and submit the final draft of your essay.

Course Resources

Unit 6 Introduction Illustration

Learning Activities

u06s1 - Study Group and Assignment Overviews

Study Group Overview

This week, you continue working in your specific study group where participation is required. Contribute to interact with the posts of your colleagues. The topic this week focuses on using E Cree as a tool to help with the revision process.

Assignment Overview

This week, you will write your final Informative Essay.

u06s2 - What You Need to Know

Review the [Stages of Writing](#) resource to remind yourself on where you are at within the stages of effective writing.

Informative Writing in the Field

You are taking this course with individuals in many disciplines. Choose an example of informative writing from your discipline. **You only need to read the one article from your field**; however, you are welcome to read the other examples to gain further knowledge about informative writing. Note that these articles are academic in nature. You will not use these organizational formats in this course.

- **Nursing:** Hain, D. J. (2017). [Exploring the Evidence. Focusing on the Fundamentals: Comparing and Contrasting Nursing Research and Quality Improvement](#). *Nephrology Nursing Journal*, 44(6), 541–544.
- **Information Technology:** Yanran, D. (2018). [Education management method based on MOOC analysis platform](#). *Educational Sciences: Theory & Practice*, 18(6), 2895–2903.
- **Public Health:** Blendon, R. J., Brodie, M., Benson, J. M., Altman, D. E., Levitt, L, Hoff, T., & Hugick, L. (1998). [Understanding the managed care backlash](#). *Health Affairs*, 17(4), 80–94.
- **Psychology:** Lang, A. J. (2013). [What mindfulness brings to psychotherapy for anxiety and depression](#). *Depression and Anxiety*, 30(5), 409–412.

Revision

This week, you focus on applying revision skills to edit your informative essay. The Capella Writing Center provides step-by-step guidance through the revision process.

- Read the page about the [Revising](#) stage of the writing process. This page provides good ideas for how to get started. It also contains some good resources for time management and strategies for working through your paper.
- Use the [Revising Your Own Writing \[PDF\]](#) checklist as you work through your revision process. This will help you ensure that you are looking at all the different pieces that need to be addressed in your revision, including paragraph structure, grammar and mechanics, and citations.
- Read the page about [Proofreading](#). You will find some resources for looking for correcting punctuation, spelling, grammar, and formatting errors.

Read the following article on the importance of revision. Christiansen (1990) shares that professional writers spend roughly 25 percent of their time revising and rewriting, while students spend not quite one percent of their time doing the same types of activities. He delves into the value of taking the time to revise one's own writing.

- Christiansen, M. (1990). [The importance of revision in writing composition](#). *Education Digest*, 56(2), 70–72.

u06d1 - Participate in Your Study Group

Share about your experiences using Ecree as a tool to help with the revision process. How has it helped you to make edits to your essay? What are you learning about your writing skills as a result of using Ecree? If you need advice on to use Ecree, ask your colleagues.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u06a1 - Writing to Inform: Revising and Proofreading

This week, you will write the final draft of your Informative Essay. You will draw on the outline you wrote in Week 4, your rough draft from Week 5, and the feedback provided. Carefully consult and follow the outline as you revise your 2.5–3 page essay. Be sure to proofread your essay before submitting it.

In your essay:

- Revise your paper by incorporating feedback.
- Explain your selected topic.
- Include information based on your own professional understanding of the topic.
- Develop text using organization, structure, and transitions that demonstrate understanding of cohesion between main and subtopics.
- Support the topic with academic research from one journal article.
- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit 2.5–3 double-spaced pages.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Introduction to the Writing Center](#).

Example assignment: You may use the [Week 6 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Explain selected topic.
 - Include information based on own professional understanding of the topic.
- Competency 2: Integrate into text the appropriate use of scholarly sources and evidence.
 - Support the topic with academic research from one journal article.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Revise paper by incorporating feedback.
- Competency 4: Apply accepted style conventions and written expression skills.

- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Unit 7 >> Persuasive Writing: Prewriting

Introduction

The fourth stage of the Hero's Journey is the epiphany. The epiphany is an understanding that creates a change. People experience personal and professional epiphanies all the time: sometimes these are "aha" moments that awake us to new ways of thinking, and sometimes these are more subtle shifts that lead to new ideas. You are developing your voice, along with your writing skills, as you move through this course. Hopefully, you are attaining new understandings about academic writing that you can take into your discipline. By now, you are aware of beginnings (birth), challenges (obstacles), and new knowledge (epiphany).

This week, we will again start at the beginning of the stages of writing for the final essay: the Persuasive Essay. The purpose of writing a Persuasive Essay is to take a firm stance on an arguable concept and to persuade your reader of your stance effectively via argument strategies and the integration of scholarly research.

Here are some heroes whose epiphanies created change:

- Joseph Lister was a British surgeon and a pioneer of antiseptic surgery.
- Jonas Salk discovered and developed the polio vaccine

This week you will:

- **Research Activity:** Use the Capella library to research your topic for your persuasive essay.
- **Study Group:** Engage in conversation with your colleagues about persuasive writing.
- **Assignment:** Outline your persuasive essay.

Course Resources

Unit 7 Introduction Illustration

Learning Activities

u07s1 - Study Group and Assignment Overviews

Study Group Overview

This week, you will continue working in your specific study group where participation is required. The topic this week will be to share your thesis that will drive your argument for your persuasive essay.

Assignment Overview

This week, you will again start at the beginning of the Stages of Writing, with prewriting and outlining your persuasive essay.

u07s2 - What You Need to Know

Persuasive Writing

All writing assignments have a purpose. The purpose of this assignment is writing to persuade. Read the [Capella Writing Center FAQ](#) for information regarding persuasive writing. The intent of reading this is to help you differentiate between informative and persuasive writing styles. You will now start over at the beginning of the [Stages of Writing](#) by starting the prewriting and outlining portion of the process. Remember, as you begin to define your persuasive essay, to consider audience, focus, and context.

The Capella Writing Center has some great resources on the ideas that shape a persuasive writing strategy.

- [Developing a Thesis Statement](#).
- [Writing Arguments](#).

Critical Thinking

One aspect of researching a topic is using your critical thinking skills to determine the quality and relevance of what you are reading. Use the following resources to help guide your research:

- [What Is Critical Thinking?](#)
- [Critical Thinking: Qualities of the Thinker](#).
- [Critical Thinking: Analyzing Arguments](#).
- [Critical Thinking: Egocentric Thinking. Sociocentric Thinking](#).

u07s3 - Research: Capella Library

Capella Library

Continue your library research by going to the Capella Library and searching across all collections, using the Summon search tool. Locate two articles in the Capella Library that contain information about your selected topic.

Ask Yourself

- When developing an argumentative thesis statement, how can we ensure that our statement is truly arguable and is not a fact or a "given"?
- Why is it crucial that we also brainstorm for opposing arguments and clearly address them in our argumentative essay?
- Should you use sources that support only your stance, or should you consider implementing a source that also disagrees with your thesis?

u07d1 - Participate in Your Study Group

Explain your thesis statement. Share the supports you will use to prove your thesis, along with the counterarguments your opponents will likely raise against your position or thesis. Invite your colleagues to respond to your thesis statement and supports on your subject.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u07a1 - Writing to Persuade: Prewriting and Outlining

Identify a debate from within your discipline. Then, write a paper in which you state and explain your position on that debate. You may choose from the following disciplines: nursing, public health, business, information technology, or psychology. You will then take your own stance within this debate and support your argument with two scholarly, peer-reviewed resources from the Capella library. You are welcome to continue on with the subject you chose for your informative essay, but work toward taking a stance on your subject—a stance that has two clear sides. You will write about your position on your subject.

You may not write about emotional subjects, such as abortion, religion, politics, gun control, or euthanasia. Compose your outline for the Persuasive Essay as your assignment for this week.

It is imperative that you identify a true two-sided topic, a topic over which educated professionals in the field reasonably disagree.

Include the following:

- Create an outline for your Persuasive Essay.
- Select a debatable topic.
- Use two scholarly library articles relevant to a chosen persuasive essay topic.
 - List the articles at the end of your outline on a separate references page
 - Credit the authors of the articles within the outline.
- Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit one, full double-spaced page.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Developing an Outline \[PDF\]](#) provided as a resource to guide you as you develop your outline.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Stages of Writing](#).

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Select a debatable topic.
- Competency 2: Integrate into text the appropriate use of scholarly sources and evidence.
 - Use two scholarly library articles relevant to a chosen persuasive essay topic.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Create an outline for a persuasive essay.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.

Unit 8 >> Persuasive Writing: Drafting

Introduction

This week, you will continue to apply the stages of writing by creating the rough draft of your persuasive essay. Part of this is to complete more research in the Capella library. As you move through your educational journey, you will find that many epiphanies occur when learning new ideas and concepts about areas you thought you understood. You begin to question preconceived ideas and develop new awareness.

Here are some heroes who persuaded people to achieve new understandings through their own epiphanies:

- Benjamin Franklin, one of the founding fathers of the United States, was a major figure in the American Enlightenment and the history of physics for his discoveries and theories regarding electricity.
- Mary Ainsworth, psychologist, was a child psychologist who initiated the understanding of attachment behaviors in children.

This week you will:

- **Study Group:** Participate in a study group discussion.
- **Assignment:** Write and submit your first draft of your persuasive essay.

Course Resources

Unit 8 Introduction Illustration

Learning Activities

u08s1 - Study Group and Assignment Overviews

Study Group Overview

The topic this week centers on your experiences with the writing process, now that you have been able to cycle through the process a couple times. Be prepared to consider how your approach has shifted now that you are writing to persuade rather than inform.

Assignment Overview

This week, you will continue the Stages of Writing to write a 2.5–3 page persuasive essay based on the outline you wrote last week.

For this assignment, you will also use a tool called Ecree. Ecree is a software program that provides real-time writing feedback. This feedback reflects skills necessary for strong academic writing, such as length, organization, punctuation, grammar, and more. This feedback uses a traffic light format: green=good; yellow=room for improvement; red= challenges.

There are three steps for this week's assignment:

1. Write the first draft.
2. Submit the draft to Ecree.
3. Submit the revised draft, along with a screen shot of the Ecree feedback, in the courseroom for grading.

u08s2 - What You Need to Know

This week, as you begin writing the draft of your persuasive essay based on your outline from last week, review the [Drafting](#) portion of the Stages of Writing. Use the tools available to keep yourself focused on the task at hand.

u08d1 - Participate in Your Study Group

Now that you have been able to cycle through the process a couple times, discuss how your writing approach has changed since you have transitioned from informative to persuasive writing. Is the overall writing process becoming more natural? What phase of writing is still posing a challenge for you? Why? Invite your colleagues to respond to your thesis statement and supports on your subject.

You are submitting a rough draft this week. You are welcome to submit your rough draft and invite your colleagues to comment.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u08s3 - Write Your Rough Draft

Assignment Step 1: Write the First Draft

Last week for your outline, you identified a debate from within your discipline and wrote a paper in which you stated and explained your position on that debate. You chose from the following disciplines: nursing, public health, business, information technology, or psychology.

Your assignment this week is to draft a 2.5–3 page persuasive essay based on the outline you created last week. Your essay should persuade your audience about your opinion on your selected topic, and include two sources from the Capella library as support.

In your paper:

- Create an argument to defend your position.
- Support personal opinion with academic research from two journal articles.
- Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Apply proper formatting, including a title page, correct margins, font, and spacing.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit 2.5–3 double-spaced pages.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Stages of Writing](#).

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

u08v1 - Ecree Submission Instructions

Assignment Step 2: Submit the Draft of Ecree

As part of this week's assignment, you must submit your assignment to Ecree. Here are the instructions:

1. Go to Ecree by clicking below.
2. Click on "Start an Essay."
3. Select Writing to Inform Draft.
4. Use the Interactive Editor to complete the template. Upload your draft into Ecree. You also have the option of writing the paper directly in Ecree.
5. Review the feedback in Ecree, and revise your paper directly in Ecree until you are happy with the feedback.
6. Take a screenshot of the final revision in Ecree.
7. Apply the updates to your original draft in Word for submission.

u08a1 - Writing to Persuade: Drafting

Assignment Step 3: Submit Your Draft and Ecree Feedback for Grading

Upload a copy of the draft along with a screen shot of your feedback to the assignment folder. Submit one document; you can copy the screen shot at the end of your draft.

This assignment will be graded as a completion grade, which means you will receive points for submitting the work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Submit rough draft to E Cree for writing feedback, then submit the revised draft, along with a screen shot of the E Cree feedback, in the courseroom for grading.

Unit 9 >> Persuasive Writing: Revising and Proofreading

Introduction

This is the final week of the Persuasive Writing theme. Many ideas that now seem normal to us were once arguments in which people were persuaded. Heroes in all fields of study were once persuaders of forward movement, justice, innovation, and acceptance of new ideas, and more. Some of these ideas came from epiphanies, while others came from years of solid research. As you finish the final draft of your persuasive paper, consider how you see your voice as the voice of a hero for your discipline.

From the field:

- Democritus was an ancient Greek pre-Socratic philosopher primarily remembered today for his formulation of an atomic theory of the universe.
- Albert Bandura, psychologist, created the Social Learning Theory and studied aggression. He suggests that children learn behavior through observation.

This week you will:

- **Study Group:** Discuss your experiences using E Cree to gain writing feedback and inform your editing process.
- **Assignment:** Complete your final draft of your persuasive essay.

Course Resources

Unit 9 Introduction Illustration

Learning Activities

u09s1 - Study Group and Assignment Overviews

Study Group Overview

This week you will continue working in your specific study group where participation is required. The topic is focused on your use of E Cree as a tool for revision and proofreading, this time in revising your persuasive essay.

Assignment Overview

This week, you will be working on the final draft of your persuasive essay. You will draw on the outline you wrote in Week 7, your rough draft from Week 8, and the feedback provided. Carefully consult and follow the outline as you revise your 2.5–3 page essay.

u09s2 - What You Need to Know

Review the [Revising](#) and [Proofreading](#) phases of the Stages of Writing.

Persuasive Writing in the Field

You are taking this course with individuals in many disciplines. Read an example of persuasive writing from your discipline. You only need to read **one** article from your field; however, you are welcome to read the other examples to gain further knowledge about informative writing. Note that these articles are academic in nature. You will not use these organizational formats in this course.

- **Nursing:** Lavizzo-Mourey, R. (2010). [A call to action: The future of nursing begins now](#). *Vital Speeches of the Day*, 76(12), 544–548.
 - This article shows Lavizzo-Mourey "filling in the final pieces of health care's larger puzzle."
- **Information Technology:** Limoncelli, T. (2018). [GitOps: A path to more self-service IT](#). *Communications of the ACM*, 61(9), 38–42.
- **Public Health:** Fee, E. (2008). [Divorce between theory and practice: The system of public health training in the United States](#). *Ciência & Saúde Coletiva*, 13(3), 841–851.
- **Business:** Clarke, K. (2002). [Your share of corporate responsibility: Corporations made a bad account of themselves long before the books were cooked](#). *U.S. Catholic*, 67(9), 42.

- **Psychology:** Sawyer, J. (1963). [How can psychology contribute?](#) *Bulletin of the Atomic Scientists*, 19(9), 35–38.

u09d1 - Participate in Your Study Group

Share your experience using Ecree after submitting your rough draft for feedback. Did you notice any differences from the last submission you made with your informative essay? Was Ecree a benefit or a challenge? Did you take the advice on the right-hand column of the report and make improvements?

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09a1 - Writing to Persuade: Revising and Proofreading

Your assignment this week is to draft a 2.5–3 page persuasive essay based on the outline you wrote last week. Write an essay to persuade your audience about your opinion on your selected topic. Include two sources from the Capella library as support. This week, you are revising the rough draft of your Informative Essay. Be sure to proofread your essay before submitting it. In your paper:

- Revise your paper by incorporating feedback.
- Create an argument to defend your position.
- Support personal opinion with academic research from two journal articles.
- Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.
- Apply proper formatting, including a title page, correct margins, font, and spacing.
- Produce text with minimal grammar, usage, spelling, and mechanical errors.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Standard formatting:** Include one-inch margins, appropriate headers, and a title page.
- **Length:** Submit 2.5–3 double-spaced pages.
- **Font and font size:** Use Times New Roman, 12-point font.

Use the [Paper Formatting Sample \[DOCX\]](#) as a resource to guide your writing and formatting. Be sure to use all the resources available to you in both the **What You Need To Know** section and at [Stages of Writing](#).

Example assignment: You may use the [Week 9 Assignment Example \[PDF\]](#) to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

In addition to the Scoring Guide, your faculty member may also use the Writing Feedback Tool to provide you with feedback on your assignment related to writing.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 1: Compose text that articulates meaning relevant to its purpose and audience.
 - Refine an argument to defend a position.
- Competency 2: Integrate into text the appropriate use of scholarly sources and evidence.
 - Support personal opinion with academic research from two journal articles.
- Competency 3: Apply prewriting, planning, drafting, and revision skills.
 - Revise paper by incorporating feedback.
- Competency 4: Apply accepted style conventions and written expression skills.
 - Apply proper formatting, including a title page, correct margins, font, and spacing.
 - Produce text with minimal grammar, usage, spelling, and mechanical errors.

Unit 10 >> Hero's Journey Redux and Portfolio Review

Introduction

The fifth and final stage of the hero's journey is the figurative death (often literal in mythology). The day you chose your course of study, you began to think differently. You literally began to change and you experienced a figurative death as you imagined a new career. As you end this course, you will move on to new courses. Hopefully, you

also see writing in a new light. If you already enjoyed writing, hopefully you learned new skills. If you did not enjoy writing, hopefully you see it at least in a new or more accessible light.

From the field:

- Sirima Ratwatte Dias Bandaranaike became the world's first nonhereditary female head of state or government in modern history when she was elected Prime Minister of Sri Lanka in 1960.

This week you will:

- **Interactive Learning Module:** Recap the Hero's Journey Redux.
- **Study Group:** Wrap up your conversations in your field-specific study groups.
- **Assignment:** Complete your Pathbrite ePortfolio.

Course Resources

Unit 10 Introduction Illustration

Learning Activities

u10s1 - Study Group and Assignment Overviews

Study Group Overview

This week you will post your last work in your specific study group where participation is required. The topic this week will address the thoughts that you gathered after viewing the Hero's Journey Redux video. You will also be invited to chat about how your thinking has developed concerning your subject.

Assignment Overview

To wrap up the course, you will establish your Pathbrite portfolio, which will highlight your polished writing. This will become an artifact to be shared with future professionals who are interested in you as an employee or colleague.

u10v1 - Interactive Learning Module: The Hero's Journey Redux

View this presentation to wrap up the idea of the Hero's Journey as a writing archetype. This will help you understand how this structure can guide your future writing:

Course Resources

[The Hero's Journey Redux](#) | Transcript

u10s2 - What You Need to Know

ePortfolio

Use the Pathbrite [ePortfolio](#) resources available on Campus to help with establishing and building your ePortfolio.

u10d1 - Participate in Your Study Group

Share your thoughts about your educational journey and how the Hero's Journey Redux has changed your perspective. Since this is your last week, it would be appropriate for you to do some social chatting in the form of saying "Goodbye" to those with whom you have formed a ten-week-long community. You might find it a good idea to connect with your course colleagues in the Capella friends area.

Remember: You are required to engage with two or more of your colleagues each week.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10a1 - Pathbrite ePortfolio

Your ePortfolio can serve as evidence of your writing growth throughout your academic journey. Your portfolio is also a professional portfolio that you can share with any future professionals who are interested in you as an employee and colleague. To wrap up the course, add your inform essay and persuasive essay to your Pathbrite ePortfolio. Use the Pathbrite [ePortfolio](#) resources on Campus to create your portfolio.

Submit the link to your completed portfolio for evaluation.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies:

- Competency 5: Apply critical thinking skills to develop a professional portfolio for future use in career planning.
 - Develop an ePortfolio that displays polished and professional writing skills.