

Syllabus

Course Overview

As you begin your journey through the Capella writing process in this course, the hope is that you will gain a better understanding of the writing process and the academic rigors of writing at the university level. To guide you in this journey, this course introduces you to foundational modules, writing tools, and resources that will help prepare you for the various writing assignments that you will be completing for this course and in your future academic pursuits.

Course Competencies

(Read Only)

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

- 1 Apply writing process and revision strategies.
- 2 Develop academic content that demonstrates critical thinking.
- 3 Evaluate texts and resources for function, context, and applicability.
- 4 Convey concepts and perspectives through organized, logical structure.
- 5 Apply correct grammar, usage, and mechanics appropriate to audience and discipline.

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.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805592.

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 >> Modes and Methods of Academic Writing

Introduction

Welcome to your journey through the Capella writing process. In this unit, you will complete some foundational activities to prepare for the weeks ahead. In addition to the studies and assignment for this unit, you are encouraged to spend time in the [Capella Writing Center](#) to locate tutorials, handouts, concepts, and other resources that are relevant for you at this point in your learning experience.

Learning Activities

u01s1 - Studies

Readings

Make sure you have access to the Publication Manual of the American Psychological Association, 6th ed. (APA Manual). You will need to reference this throughout the course.

Library Research Guides

You have access to thousands of academic journal subscriptions through the [Capella University Library](#). There are two ways to search:

1. Use [Summon](#), the discovery tool that skims across all collections at once.
2. Perform a targeted search [via the research databases](#).

You can use the [Topic Research Guides](#) to find professional collections, journal links, and search techniques for your own specialization or program. The [Get Critical Search Skills](#) page will also be valuable to you in upcoming units.

Don't be afraid to contact Ask a Librarian via phone, email, or chat if you get stuck. Contact information is available at the bottom of the [Library Help](#) page.

Resources

- [Writing the Right Verb](#)
 - You may have heard of "Bloom's Taxonomy" in your coursework already and if you haven't, you probably will at some point. A "taxonomy" is a hierarchical classification system. Named for its originator Benjamin Bloom, Bloom's Taxonomy is a group of functions, or verbs, used as a way of demonstrating and measuring knowledge, comprehension, and critical thinking skills. In every kind of writing task or assessment at Capella, you will be "performing" one of these verbs. It's important to know what they mean and how to perform them in your own writing. This presentation will be your guide.
- [Smarthinking Overview](#)
 - Smarthinking is a free tutoring service offered to all Capella learners and an invaluable resource for your academic writing development. After viewing this presentation to see how Smarthinking functions, sign up for an account and submit a paper that you wrote for a former class. When submitting your paper, use the Writing Feedback Tool to ask for suggestions, or specify areas for investigation and feedback from the Smarthinking tutor. Once you have received feedback from the tutor, carefully review it. This feedback will inform you about your current academic writing skills as you begin working on the project for this course.
- [Writing Feedback Tool](#)
 - The Capella Writing Feedback Tool is a specialized, ungraded writing rubric that contains resources you can use to get feedback that will improve your writing. We will be using this tool throughout the course, so take time now to investigate the various areas on the rubric. Make notes on the areas you might need to work on, and note the various helpful tools and pages listed in that area.

u01a1 - Academic Journal Observations

For this activity, you will need a variety of journals in your field. Please use the Capella library to locate your journal articles. You can use the Topic Guides to find professional collections, journal links, and search techniques for your own specialization or program.

Once you have located several peer-reviewed articles from journals in your field, select three of them to concentrate on for this activity. Do not, at this time, spend a lot of time reading the articles. Instead, read the abstracts, conclusions and discussions, and a selection of paragraphs from the journals.

As you read, make notes about the style of writing. Is it formal? Is it a narrative? What is the purpose of the text? Who seems to be the audience? How is APA used? How are ideas presented in the text? How long are the paragraphs?

Finally, review the notes that you have made on your journal observations. In a short 1–2 page essay, define and describe the writing in the journals. Examine the structure of your field's publications and analyze the writing in the journals in connection with your writing in the classroom.

Don't be afraid to contact Ask a Librarian via phone, email, or chat if you get stuck. Contact information is available at the bottom of the Library Help page.

Your assignment will be scored on the following criteria:

1. Apply information literacy to a specific field of study.

2. Select reputable academic sources.
3. Summarize the scope, structure, and the main ideas of the sources.
4. Compare and contrast publications or writing styles.
5. Use proper APA citation and format.

See the Academic Journal Observations Scoring Guide for more details.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Additional Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

- **Written Communication:** Paper is free of errors that detract from the overall message and uses language appropriate for the intended business and scholarly doctoral audiences.
- **Formatting:** Paper, references, and citations are formatted according to current APA style and formatting guidelines.
- **Length:** 1–2 pages, with a minimum of 3 cited resources.
- **Font and Font Size:** Times New Roman, 12-point. Double-spaced.
- **Submission Instructions:** Attach document in Microsoft Word format and upload to this assignment area. In the Submission text box, enter any brief questions or comments related to your completed assignment.

Course Resources

[Conducting Library Research](#)

[Writing Feedback Tool](#)

[Get Critical Search Skills](#)

[Topic Guides Library Guide](#)

[Library Help](#)

u01d1 - Academic Persona: What Are You Working On?

Orienting your research interests with others in your field is the first step to engaging in academic writing. For this discussion, generate a well-developed post in which you:

1. Provide an overview of your academic persona and research orientation.
2. Describe your own writing process.
3. Address any issues or areas of inquiry that you are working on in relation to publication (current or future).

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 2 >> The Relationship Between Reading and Writing

Introduction

Jean Piaget (1950) defines thinking as "an active process whereby people organize their perceptions of the world." Piaget describes this process as involving both assimilation (easily inserting new data into an existing mental folder) and accommodation (or having to create a new folder). Piaget's observations reflect on the relationship between reading and writing. Reading is the assimilation portion of the thought process, while writing is the accommodation portion of thinking. To be a solid critical thinker, you must develop skills in both areas.

You have probably heard many times that the more you read, the better you can write. This observation is true. In this unit, you will explore and investigate critical thinking methods that operate in both the reading and the writing processes. You can be sure that your skills, in both areas, will be enhanced by participating in this unit.

References

Piaget, J. (1950). *The psychology of intelligence*. New York: Routledge.

Learning Activities

u02s1 - Studies

Multimedia

Click the links provided below to complete the following multimedia pieces:

- [MEAL Plan](#).
 - This presentation introduces you to tools from the [Capella Writing Center](#) that you can use to help you develop critical thinking skills that connect reading and writing. These tools—the Reverse Outline and the MEAL Plan—also offer effective revision strategies for organizing and developing your text to meet the expectations of academic writing.
- [Writing a Course Paper](#).
 - As you watch, make notes on the areas of the process you feel comfortable with and the areas you need to devote more time to understanding.

APA Manual

If you have not already done so, be sure to familiarize yourself with the layout and content of the APA Manual. There are no specific readings assigned, but you are required to use this throughout the course.

u02s2 - APA Practice

APA Practice

Complete the APA Exercise: Reference List exercise available in the Resources section. There is at least one mistake in every entry on the "Writing a reference list (APA)" document. Correct them and check your answers.

Complete the APA Exercise: In-Text Citation exercise available in the Resources section. Fill in the blanks with the information provided within the document, "Elephants and cheese: an exploratory paper."

Refer to APA Style Central for guidance in using proper APA style. See the APA Style and Format section of the Writing Center for instructions on accessing and using APA Style Central.

Resources

[APA Exercise: In-Text Citation](#)

[APA Exercise: Reference List](#)

Publication manual of the American Psychological Association (6th ed.).

Quoting, Summarizing, Paraphrasing

APA Style and Format

u02d1 - Reading and Writing Methods

In this unit's activity, you explored multiple methods for reading and mining information, including your personal style.

In a well-developed post, answer the following questions:

- How do the methods differ?
- How are they similar?
- Which method was the most productive?
- Which method needed more work or took more time?
- How will you use the methods in the future?

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Developing the Structure of Writing

Introduction

There are methods of writing and purposes of writing, and they are different than one another. Nevertheless, in writing circles these two quite different things have frequently been confused.

Let's start with some definitions:

- A *method* is a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art.
- A *purpose* is a goal or objective set up as a target to be hit or end to be attained.

Methods, such as cause-and-effect, definition, description, and narration, are different than purposes, which are goals or objectives.

In writing, methods are the various techniques (either used alone or in combinations) by which purposes are achieved. For example, in scientific and technical writing, step-by-step process analysis (method) is a means by which writer-supervisors persuade (purpose) lab technicians and other investigators to conduct experiments in a particular order.

In this unit, you will be exploring both the method, and purpose, of writing. The method of writing requires you to craft an understanding of writing as a process, with steps, movements, additions, and subtractions. The purpose of writing requires you to gain knowledge of the craft of writing; knowledge that will guide you in writing persuasively for an audience.

Both method and purpose are important. The information in this unit reinforces that writing is a process to be learned, not simply a product—like a course paper—to be completed and discarded.

Learning Activities

u03s1 - Studies

Resources

Explore the following resources. Connect the ideas in the resources to the course readings you have done. Consider elements of APA with which you are both comfortable and uncomfortable, and explore other resources for further reference. More information about APA can be found in the APA Style & Format section of the [Capella Writing Center](#).

- [APA Style and Format](#).
- [Writing Your Own Academic Conversation: How to Tell Your Readers Who Said What to Whom](#).

u03a1 - Outlining Themes and Topics

Instructions

For this activity, start to think about how and why you write as an academic in the scholar-practitioner model of your discipline. Craft a 3–5 page paper that explores how one thinks, researches, and writes in your field.

Part One: Locate and summarize suitable scholarly articles

Using the three journals from the prior activity and your review essay, select one article from each of the journals (a total of three articles). Carefully read the articles, making notes as you do so.

Note the database and search terms you used and provide the citations for 3–5 articles that you considered, even if you did not use all of them in your final selection. Next, indicate the articles you selected as most appropriate/relevant for further reading.

Identify the main idea of each paragraph, the evidence used to support that idea, and the analysis presented in the paragraph. Craft a short 250–500 word summary of each of the articles.

Part Two: Identify and articulate themes and topics

From what you read, what are the dominant themes or ideas? Explain the topic and describe the purpose of the article. Then summarize what the article is about. Examine the intent.

For example, what type of data or information is being used in your field? Also, What aspects of APA tone, format and style are you seeing in your articles? Is it formal or informal? How would you describe the style, voice or audience for the "conversation" between articles?

Use these steps to guide your identification and selection of themes:

- **Topic:** What the main subject is in your text/investigation?
- **Purpose:** (Select at least two of the following) define, list, label, relate, contrast, compare, demonstrate, interpret, explain, illustrate, summarize, classify, apply, construct, develop, organize, plan, identify, analyze, categorize, examine, distinguish, compose, formulate, predict, propose, solve, discuss, theorize, change, criticize, justify, measure, recommend, prioritize, support, assess, perceive, value, estimate, deduct.
- **Aspects:** Think how you will [insert purpose here] about your [insert topic here]. (Must have at least three.)

Be sure that you:

- Select reputable academic sources appropriately.
- Incorporate a tone that is appropriately formal.
- Write well developed paragraphs with clear topic sentences that are supported within the paragraph.
- Articulate a working thesis statement with a defined topic, purpose, and aspects of exploration.
- Include summaries, paraphrases, and direct quotations that you will be using as points of development within the literature review.
- Include topic sentences for each paragraph of the literature review.
- Explain points of development for each paragraph of the literature review.
- Use of APA style and formatting.

Your assignment will be scored on the following criteria:

1. Identify themes applicable to a topic or thesis.
2. Support themes with peer-reviewed, scholarly resources.

3. Acknowledge the use of information through proper citation.
4. Utilize proper mechanics including spelling, grammar, and APA formatting.

See the Outlining Themes and Topics Scoring Guide for more details.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Quoting, Summarizing, Paraphrasing](#)

[Conducting Library Research](#)

[Topic Guides Library Guide](#)

[Writing Feedback Tool](#)

[Locating Common Themes in a Literature Review](#)

u03d1 - Exploring Outlining

In this unit's activity, you explored methods for structuring your observations about information. In a well-developed post, answer the following questions:

- How do the methods allow you to construct a meaningful outline for your text?
- Which method worked best for you?
- Which method seemed to need more development?
- How will you use the method in the future?

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 4 >> Structure and Planning

Introduction

In this unit, you will learn about two important elements of structure and planning: crafting an outline, and making a writing plan.

There are a number of ways to create an outline for your text. There are the traditionalists who use the Roman numeral layout, and then there are others who use bullets and dashes. There is no one way to outline your text. Remember that an outline is simply a draft, so treat it as such. Don't feel bad if you make changes when you start drafting the text. Also, if you get stuck in an area, move to the next.

Making a writing plan is an important component to being a successful academic writer. At this point, you have conducted some basic research and you have crafted a standard outline for the text, so you have a good start on completing the draft. However, to be successful as an academic writer, you need to understand how the writing process works.

The resources in this unit will help you understand what questions to ask as you approach the structure and planning stage of your project.

Learning Activities

u04s1 - Studies

Multimedia

Click the links provided below to view the following multimedia pieces:

- [Writing for an Academic Audience](#). As you watch this presentation, note any ideas you could apply in your daily writing process. The presentation points to many resources you can use, so please make sure that you note these also.
- [Beating Writer's Block](#). This presentation focuses on dealing with impediments to your writing process. Look for ideas that you can apply to your writing process.

u04a1 - Making a Writing Plan

Instructions

Part of making a writing plan is learning how to craft an outline. This is really the start of the project plan, and there are keys to outlining successfully. To start, your text needs to include a beginning or introduction, middle or arguments, and ending or conclusion. So, arrange your plan accordingly. This will help you arrange your thoughts and information, identify what your project will explore, and how you will say it.

Use the Outline Worksheet provided in the Resources to walk you through these topics:

Crafting an Outline

In the beginning or introduction, include the following:

- Your topic.
- The purpose of the paper.
- The aspects or issues you will be exploring in the paper.
- The who, what, when, where, why, and how of your paper.

Next, in the middle or the argument section, include the following:

- The purpose of exploring the aspect.
- How the aspect relates to the larger topic
- The who, what, when, where, why, and how of the aspect.

You may also want to include quotes, facts, or statistics that you discovered in your research. Lastly, conclude by doing the following:

- Restate your topic and the purpose of the paper.
- Include a summation from each aspect argument section.

Don't worry if you don't feel like the conclusion is super-strong. You will get there.

Making a Writing Plan

Make some notes on how you write currently. Ask yourself the following questions:

- What is your process? How do you start writing?
- What methods do you use for completing the text?
- How do you revise?
- How do you edit?

Then, review the Writing a Course Paper module from Unit 2 Studies (provided in this unit's study as well). What is the process, as explained in the presentation? What are the suggestions for how to start writing? What are the suggestions related to the revision and editing processes, and completing the text?

Look ahead at the deadlines, and think about the time you need to complete the tasks. Produce a schedule for completing the various written assignments in the course.

Submit your outline and work plan for review.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Scoring Criteria

1. Identify purpose of paper.
2. Summarize arguments.
3. Provide conclusion.

Course Resources

Outline Worksheet

u04d1 - Exploring the Writing Process

In this unit's activity, you explored the methods for crafting a text. In a well-developed post, answer the following questions:

- What is a writing process?
- How does the writing process differ depending on the audience?
- What elements of the process are familiar to you and what elements do you need to explore further?
- What aspects of the process will you use in the future?

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d2 - Targeting Your Academic Audience

For this discussion, briefly share with your peers what academic audience you are targeting, and the field-specific conventions you are planning to follow in your paper. Then briefly sketch out how you might construct arguments within your paper that are specifically targeted to your identified audience.

This is an opportunity for you to exchange ideas with other learners on strategies for targeting academic audiences.

Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 5 >> Generate an Academic Text

Introduction

This unit offer suggestions for drafting a text, and also for when to use sources and quotes.

When we start drafting, we often become overly concerned with creating a mistake-free document. This isn't going to happen, no matter how good a writer you are. So accept this.

Don't feel like a failure if your first attempt is not what you want or if it doesn't reach a definite conclusion; this is a draft. Remember that the average text requires three to six drafts before it is acceptable. In addition, the more drafts done, the better the paper will be.

Making sure you include the proper citations for your quotes and source material is at the core of academic writing. In this day of abundant content—in print, online, in the media—it becomes even more important to identify clearly where that content comes from.

Learning Activities

u05s1 - Studies

Multimedia

Review the following:

- [Smarthinking Overview](#).
 - If you have not already done so, view the Smarthinking presentation, and make notes on the ideas offered. You will want to add Smarthinking to your writing process as a best practice for academic writing.

iGuide Resources on Academic Honesty

Browse the following page for comprehensive information about policies and links to resources. The [Capella Writing Center](#) also has extensive information and links to resources on academic honesty and APA guidelines.

- [Academic Honesty & APA Style and Formatting](#).

SafeAssign

Practicing academic honesty is an important part of scholarly communication. [SafeAssign](#) is a source matching tool that supports the development of your skills in preparing your written coursework. Take some time to explore the SafeAssign resource for information and tutorials. Pay special attention to how SafeAssign can help you improve your paraphrasing and in-text citation skills.

u05s2 - Assignment Prep: Freewriting

Freewriting

The first step to drafting is to start writing. A good way to begin is to freewrite. Freewriting is a timed exercise where you let your mind and your pen go wherever is necessary.

Here is one way to start:

- Give yourself five to ten minutes in a quiet space and, with your topic in mind, start writing. Don't worry about punctuation, spelling, or sentence structure. Just get your thoughts onto paper.
- Do this a few times, and then look at the freewrites to spot those comments that expose important themes and areas in your topic.
- Next, take your freewrites and your outlines and start writing. Again, don't worry about punctuation, spelling, or sentence structure.

The point of drafting is to concentrate on the ideas and focus of the paper, not on making it perfect.

When do I use my sources and quotes?

If you haven't included information and quotes from your sources in your text so far, the best method to using source material properly is to locate areas in your text where you state a claim or observation.

Do you have a quote that supports the observation? Or, perhaps you have a story or anecdote from a source that illustrates your claim or observation. Remember, you want your research to support your claims and observations, not to be tangential or unnecessary. Make sure to include the proper citations for your quotes and source material.

If you are going to paraphrase information from your sources and research, make sure you cite the source in your text.

Paraphrasing is simply restating, rewording, and summarizing someone else's ideas, theories, or observations. This does not make those ideas, theories, or observations yours, so please cite correctly.

Resources

[Quoting, Summarizing, Paraphrasing](#)

[APA Style and Format](#)

u05a1 - Drafting Your Text

Instructions

Before completing this assignment, please review the studies for information about using freewrite techniques and writing resources to prepare your draft.

For this unit, collect your drafts, research, writing plan, and outlines. Then, craft a 5–8 page draft of your text for submission. Consider this draft another stage of the writing process; it is not yet a polished draft.

In your draft you should:

1. Provide necessary context in the introduction to transition the reader into the thesis.
2. Include support literature that effectively leads into your topic argument.
3. Articulate a thesis that describes a gap or niche in the literature that your argument can fill.
4. Support the main points of the paper with evidence.
5. Completely present your paper's argument so your peer reviewer can give you useful feedback on your draft.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Scoring Criteria

1. Introduce thesis within context for appropriate audience.
2. Incorporate evidence with coherent placement that supports structure of arguments.
3. Present a clear and complete argument.
4. Utilize proper mechanics including spelling, grammar, and APA formatting.

u05d1 - Academic Integrity

In this unit's studies, you explored the various elements related to academic integrity. In a well-developed post, answer the following questions:

- What is academic dishonesty?
- What are some of the issues you might face with respect to academic integrity? How will you address issues that you might deal with in the future?

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - Writing Pitfalls

Discuss the roadblocks and pitfalls in your writing. Explore the areas of tension in regard to your writing process, and discuss how you approach and manage those areas of concern. In this posting, make sure that you address strengths and weaknesses or areas for growth.

Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 6 >> Peer Review and Feedback

Introduction

The experience of peer review will also help you become a better critical reader of your own writing. You will find that as you learn how to analyze and critique the writing of others, you will also develop the ability to apply these same skills to your own writing.

Learning Activities

u06s1 - Studies

Note: This week you will need to complete the u06d1 discussion **before** submitting your assignment for grading.

Multimedia

Please watch each of the following presentations prior to participating in the peer review activities for this unit.

- [Peer Review](#).
 - This presentation will guide your participation in this important part of the writing process.
- [Writing Groups](#).
 - This presentation showcases the many ways you can incorporate feedback from others into your writing process.
- [Revising for Results](#).
 - While you are not yet at the revising stage of your writing process in this course, the ideas mentioned in this presentation will help guide you in providing feedback to others during the peer review activity.

Optional Reading

You may want to reference these sections of your APA Manual:

- Grammar and Usage, pp. 77–86.
- Mechanics of Style, pp. 87–110.

u06d1 - Conducting a Peer Review

For this discussion post, please complete the following:

1. Post your drafted text from Unit 5 as an attachment in this discussion area.
2. Select a peer's text from the discussion area to review. Indicate in a response post whose text you have selected. Try to select a text no one else has offered to review so that everyone can participate.
3. Using the Peer Review Worksheet provided in the resources for this discussion, complete a peer review of the draft.
4. Write a response letter to your peer following the standards of their field.
5. Post your peer review worksheet and letter as a response to your peer's initial post.
6. Submit your completed peer review worksheet for this unit's assignment, "Peer Review Worksheet and Letter."

Resources

Peer Review Worksheet

Course Resources

Undergraduate Discussion Participation Scoring Guide

Peer Review Worksheet

u06a1 - Peer Review Worksheet and Letter

Before completing this assignment, please review the studies and discussion prompts.

Introduction

Here are some guidelines for giving and receiving great peer feedback:

- Be sure you have identified the writer's goals before you begin generating your feedback. This will ensure that your comments are relevant and focused on helping the writer achieve what he or she hopes to achieve.
- Discuss the text, not the emotions surrounding the text. Good givers of feedback look for elements and aspects of the text that work, and point out aspects and elements that do not quite communicate the ideas in the text. Remember to refer back to the writer's goals, and comment on those. Which aspects of the text are functioning to achieve those goals, and which aren't? Explain why.
- Be clear. Be direct. Be specific.
- When you find areas you think need improvement, offer suggestions for how the writer might go about doing this. You probably won't always have specific suggestions, but do the best you can. Sometimes simply providing a clear explanation for why something doesn't seem to be working is enough to spark ideas when the writer reads your comments. It's also helpful to direct the writer to resources you think might be useful.
- Tone, language, word choices, and grammatical issues that inhibit a reader's ability to understand a writer's meaning are also important areas for the peer reviewer to consider. Writers don't always know how their tone will come across to a reader, so a peer reviewer's perspective is extremely important if there are any significant problems with tone or language choices in the text. It's also helpful to point out areas with awkward syntax or tedious repetition; these are things that writers have difficulty spotting in their own writing.

The experience of peer review will also help you become a better critical reader of your own writing. You'll find that as you learn how to analyze and critique the writing of others, you'll also develop the ability to apply these same skills to your own writing.

Instructions

For this assignment, submit the Peer Review Worksheet and accompanying letter to your peer that you completed for this unit's discussion.

Your assignment will be scored on the following criteria:

1. Explain the main strengths of the research paper.
2. Assess the utility, applicability, and sufficiency of the supporting evidence.
3. Explain the strengths and weaknesses of the text's organization.
4. Assess editing concerns regarding the research paper.
5. Recommend issues the author should prioritize for revision.

Course Resources

Peer Review Worksheet

Unit 7 >> Getting Comfortable with Revision

Introduction

In this unit, you will learn that revision is a crucial and necessary part of the text development process. Gathering feedback from others almost always adds depth and nuance to your ideas, and results in a stronger paper.

What is revision?

Revision is a process in which you examine your paper from the thematic perspective. This is the step where you look for the paper's focus, development, and organization, and determine whether or not the paper maintains focus, development, and organization throughout.

Revision is a part of the drafting process, and many of the writing tools introduced earlier will still be useful to you. As you plan how to approach revising your paper in this unit, take some time to review the handouts and media from this course so that you can take full advantage of all the resources available to you.

Learning Activities

u07s1 - Studies

Multimedia

Review each of the following media presentations:

- [Smarthinking Overview](#).

- If you have not already done so, view this presentation from Unit 1 and take some time to submit your work to this free service.
- [Revising for Results](#).
 - Revisit this presentation as you prepare to start your revision process. Make note of ideas you intend to apply in your revision.

Course Files

- [Global Revision Worksheet](#).
 - Refer to this worksheet for your assignment in this unit.

Resources

- [APA Style and Format](#).

u07a1 - Crafting a Revision Plan

Instructions

When revising your text, follow this process:

1. First, read the entire document. Don't make any notes. Don't correct any mistakes. Just read the text.
2. Then, write one or two sentences that summarize what you have just read. Next, read the text again.
3. This time, stop after each paragraph or section, and write one or two sentences that summarize what you have just read in that section or paragraph.
4. Finally, look at the various summaries you have created. Do they all relate to each other? Are there sections where you need to clarify more? Are there areas that need more support material or explanation?

Make notes on your text in the margins.

Continuing the Process

Moving on, take your document and your notes and begin to revise the document. Some find that starting with a fresh piece of paper or Word document is more helpful than working on the same draft. Whatever works for you, just start revising.

Helpful Suggestions for Revising

Work with a friend or peer. Ask your friend or peer to follow the steps above when reading your paper. Ask them to explain what your paper is about. Remember: it is always a good idea to let others read your work. In fact, the Capella Writing Center offers wonderful services to writers. Go see them. There is a link in the resources for this unit's discussion.

If you are using Microsoft word, there is a "track changes" program that allows you to add comments and make changes to texts without changing the original. This is helpful when revising.

Reflection and Revision

At this point in the course, reflect on your writing process. To conduct a reflection on the process, you will want to review a variety of documents and texts from the course. Start by doing the following:

- Collect and read the feedback your peers have given you.
- Collect your various drafts and outlines.
- Review the comments your instructor has made.

As you read all the information, make note of the various areas your readers have commented on or critiqued. Do you see either similarities or differences in the comments and critiques offered to you?

Now, craft a revision plan based on the comments and observations you have collected and reviewed. This revision plan needs to include the following:

- A listing of three areas that need improvement.
- A detailed timeline of work still to be completed.
- A list of any elements of the writing process that you feel you need more information on to complete the revision.

The revision plan should be at least two pages.

Your plan will be scored on the following criteria:

1. Create a revision plan that refers to comments from instructor and peer.
2. Identify three areas for improvement.
3. Craft a schedule that addresses elements of the writing process.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

u07d1 - Looking Back to Look Forward

Discuss one resource from the Capella Writing Center that you have used and found helpful. Summarize the resource for your peers, and provide an example of how you used the resource.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Revision: Skills for Analyzing and Crafting Evidence-Based Text

Introduction

Revision Skills

Now you are prepared to revise your text. You will complete two discrete types of text revision in the next two units—high level revision and lower level editing.

Your revision plan should focus on "higher order concerns," or HOCs, not on how your writing sounds, or on whether or not you have punctuation or grammar errors (these are considered "lower order concerns," or LOCs). LOCs do have their place in the revision process, and will be dealt with in a later stage. After all, revision may entail cutting out large chunks of your paper or rewriting them entirely. Why refine your sentences now for grammar and style when you might not even keep them?

In the assignment section of this unit you will be given guidelines for making revisions—good questions to ask yourself as you begin a revision, and broader revision strategies that will help you organize your time and tasks.

Learning Activities

u08s1 - Studies

Resources

Review the following [Capella Writing Center](#) resources as a guide to these stages of the writing process.

- [Revising, Editing, and Proofreading.](#)
- [Transitions and Transitional Phrases.](#)
- [Parallel Construction.](#)
- [Signal Phrases.](#)

Make notes on these ideas to apply to the revision of your text.

Refer to the [Global Revision Worksheet](#) as well.

Multimedia

Click the links provided below to complete the following media pieces:

- [Strategies for Writing from Secondary Sources](#). As you watch this presentation, pay close attention to the methods used to engage sources in the creation of scholarly texts. This resource is meant to prepare you for the revision process of the course.
- [APA Tutorial](#). In previous units, you have reviewed the APA resources, designed to give you a broad understanding of the application of APA guidelines. Now it's time to see how far your APA knowledge has progressed. This tutorial is in a quiz format to help you assess your skills at integrating APA guidelines into your academic writing. This is not a graded activity. Take a moment at the end to note areas it would be helpful to review.

u08a1 - First Revision

For this revision, make high level paper and paragraph changes based on a text analysis using the questions below.

Revision: Some Questions to Ask Yourself

To be effective, revision should be approached in an organized and systematic way, beginning with an analysis of the structure and content of your text as a whole before focusing on smaller details such as individual paragraphs.

Ask yourself the following questions about each section of your paper.

Introduction

- Do you catch the reader's interest effectively right away?
- Would a writer's trick such as using a quotation, story, or metaphor be appropriate and helpful in accomplishing this?
- Is the introduction just the right length to say what needs to be said, no more and no less?
- Is your introduction clear and logical?
- Is the information presented in the best possible order?

Thesis

- What is your thesis? Is it obvious, clear, and written as a complete sentence? Where is it? Is it in just the right spot or could you improve readability if it was moved?
- What is the goal of your thesis? For example, are you trying to argue for a particular position on the topic at hand? Have you expressed this clearly?
- If you are making an argument, do you need to point out counterarguments to your thesis?
- Is the scope of your thesis appropriate for the assignment? Do you need to broaden it or narrow it down?

Paragraphs

- Is each paragraph purposeful, relevant to your thesis, and contributing to your goals?
- Is there a logical progression throughout the paper? Do the paragraphs build on each other and support your thesis in an organized way?
- Does each paragraph have a focused topic and topic sentence that relates to the thesis? Do the other sentences in your paragraphs provide evidence and argument to support this topic?
- Is each paragraph a reasonable length—not too long or too short? Are any paragraphs trying to accomplish too much? If so, how can they be restructured?
- Have you used quotations moderately and effectively? Do your quotations relate directly to the thesis?
- Do you provide context for your quotations?
- Should you cut down on the number of quotations you're using and paraphrase instead?

Conclusion

- Are you providing a useful recap of your paper in a way that's interesting, rather than resorting to highly repetitious language? Can you write it in such a way that it relates to, and enhances, the most significant aspects of your paper?
- Are you providing a true conclusion, or are you merely summarizing what you just wrote? Do you introduce any new topics right at the end? If you do, is there a compelling reason?

- Do you end on a strong note?

Revision Strategies

Focus and Relevance

On a new sheet of paper, write down your thesis. Then, go through your paper paragraph by paragraph, and do the following:

- Check to make sure each paragraph is relevant to the thesis and is working well to support the thesis.
- Look for extraneous information that doesn't really need to be there.

Note that this strategy also works to analyze individual paragraphs. In this case, use the topic sentence of each paragraph to compare to the other sentences in the paragraph.

Coherence and Balance

To help you determine the coherence and balance of your paper, copy and paste your thesis and all the topic sentences of your paragraphs into one paragraph.

- As you read, is there a logical flow of ideas and argument?
- Does the paragraph stay focused and balanced in its dealings with the various areas being covered? Or, are some sections of the paper given too much space, while other important areas remain underdeveloped?

Logic and Flow

On a separate sheet of paper, write down the main ideas of each paragraph in one or two words and then note the end result. Do the words fall into a logical order? If they don't, this might be a clue about areas in your paper where your argument or evidence is out of order and could be rearranged.

At the individual paragraph level, check your logic and flow by doing the following:

- Identify the topic sentence of a paragraph and then note the subject, verb, and object of each of the remaining sentences in the paragraph.
- Use the result to see weak spots in your logical progression of ideas.

You can also use this method to see how well you stay focused on the main topic of the paragraph.

Submission Instructions

Submit your completed worksheet and your completed draft for review.

Your assignment will be scored on the following criteria:

1. Assess whether or not the paper adequately integrates the topic with the literature review.
2. Assess how the paper is organized in terms of how the argument flows from one point to the next.
3. Assess how the paper is organized in terms of how the chunks of evidence are grouped together.
4. Assess whether or not evidence is presented clearly.
5. Suggest appropriate changes to address the identified revision issues.
6. Provide a complete representation of the paper's argument.

See the First Revision Scoring Guide for more details.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[APA Style and Format](#)

In this unit's activity, you explored the methods for revising a text at a high level. In a well-developed post, revisit and answer the following questions:

- How does the writing process differ depending on the audience? Give examples.
- What elements of the process are you comfortable with and what elements do you need to explore further?
- What strategies introduced in this course will you use in the future?

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.

Response Guidelines

Respond to at least one other learner with feedback or commentary on the ideas they share.

Remember that this is a collaborative learning experience; we are peers, so responses should be written with respect and honest reflection.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Local Revision and Editing

Introduction

You should now feel confident that you have a solid working draft of your text. In this unit, you will work on the editing stage to polish your draft for final submission.

Editing, or local revision, is a process of correcting and refining grammar, punctuation, and mechanics.

We have left the task of editing to the last stage of the writing process because it is at this point that you are most likely to be sure that your ideas and progression of observations are solid. You can now focus on the sentence-level issues in your text.

Learning Activities

u09s1 - Studies

Note: This week you will need to complete the u09d1 discussion **before** submitting your assignment for grading.

Resources

Review the following [Capella Writing Center](#) resources on grammar and style. Make notes on the ideas you could apply to the local revision of your text.

- [Sentence Simplicity](#).
- [Wordiness](#).
- [Past and Present Tense](#).
- [Basic Comma Rules](#).
- [Punctuating Complete Thoughts](#).
- [Revising, Editing, and Proofreading](#).
 - Use this to stay focused on the editing stage of your draft.

u09d1 - Hearing Your Text

For this discussion, you will make an audio recording of yourself reading your paper using whatever equipment you have available to you.

You will **not** be required to submit the recording, so feel free to use cassette, digital recorder, or any other device. The purpose is for you to gain an audience perspective on your writing by hearing it read out loud.

Windows instructions for using your computer to make the recording are available. You will need a digital microphone to do this; some computers come with microphones inside them, so check to find out whether or not yours does.

Follow these instructions:

1. Record yourself reading your entire paper.
2. Listen to your recording when you're finished, making notes as you do so.
3. Post a reflection on what you "heard" in your text. Make notes on any leaps of logic, on the strength of transitions, and on errors, and comment on how you perceive your academic voice. What new insights does this give you into your writing? Are there any changes you will make based on what you heard?

Response Guidelines

Respond to any other learner whose experience interests you. Your instructor will respond to posts as necessary.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Creating an Audio File

u09a1 - Editing Your Text

The process of editing your work includes proofreading your writing for common weaknesses and mistakes you are likely to make, as well as problems in all the following areas:

- Grammar.
- Sentence structure and clarity.
- Punctuation.
- Mechanics.
- Format.

Suggestions for the Editing Phase of Writing

- Realize that all writers make mistakes as they put ideas on paper. Making mistakes isn't bad—not taking the time to find and correct them is.
- Let a paper sit several days, overnight, or at least a few hours before proofreading it. Budget enough time to proofread thoroughly.
- Read what you have written slowly, looking at every word and every letter so that you see what you have actually written, not what you think is there.
- Read your paper aloud. Speaking forces you to slow down and see more, and sometimes you will hear a mistake you haven't seen.
- Role-play. Playing the role of the reader encourages you to see the paper as your audience might. Recording your reading allows you to go back and hear your writing from this new perspective.

Strategies to Personalize Proofreading

In addition to using the general strategies already listed, you'll need to personalize the proofreading process. You will not be able to check for everything (and you don't have to), so you should find out what your typical problem areas are and look for each type of error individually. Here's how:

1. Find out what errors you typically make. Review instructors' comments about your writing and review your papers with a writing tutor through the Smarthinking service.
2. Learn how to fix those errors. Talk with your instructor and writing tutor. The instructor and the tutor can help you understand why you make the errors you do so that you can learn to avoid them.

Editing Assignment Instructions

1. Submit the Local Issues Editing Worksheet. Using the Local Issues Editing Worksheet provided in the resources, review your draft. This worksheet will help you orient yourself to the 20 common errors most learners make when writing in the academic field. Please make sure that you work through each of the worksheet areas so that your draft is solid and complete.
2. Submit an edited draft of your text.

You will need to submit both the worksheet and the draft to receive full credit.

- Identify the grammar or punctuation error patterns you can find in your writing.
- Identify the APA editorial style errors you tend to make.
- Arrange the correction of your error patterns into a formal revision plan.
- Identify the resources (with page and section numbers) where you located options for correcting your error patterns.
- Describe the choices that you selected for editing your paper.
- Submit a completed Local Issues Editing Worksheet.
- Submit an edited draft of your project.

Note: Your instructor may also use the Writing Feedback Tool to give you feedback on your writing. In the tool, click the linked resources for helpful writing information.

Your assignment will be scored on the following criteria:

1. Identify grammar and punctuation error patterns.
2. Identify APA editorial style errors.
3. Arrange the correction of error patterns into a formal revision plan.
4. Identify resources used for correcting error patterns.
5. Utilize proper mechanics including spelling, grammar, and APA formatting.

Course Resources

[Local Revision Worksheet](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

u09d2 - Making Connections

Share with your classmates and instructor what your process for completing the work has been thus far.

Were there particular points that were challenging? How so? What assignment has been the most helpful for you?

Do you have suggestions for how to make the course or progression of work more successful for you?

Response Guidelines

Respond to any other learner whose process interests you. Your instructor will respond to posts as necessary.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 10 >> Polished Draft and Reflecting on Progress

Introduction

Introduction

Your work in this course encompasses a wealth of knowledge and ideas and represents the time that you have invested in the creation of personal knowledge. You should feel proud of your knowledge and ideas. Writing is the tool you will use to communicate these fantastic ideas.

At this stage, you should be comfortable with the process of drafting and revision, and be engaged in polishing your writing at the sentence level. If you are not yet at that stage, then review the tools and practice of revision and drafting you were introduced to in previous weeks. This would be a great time to use Smarthinking.

Unit 9 introduced you to a variety of tools for the editing stage of writing an academic text, and you completed an edit of your text for the unit assignment. As you compile your final draft of the academic writing you've engaged in over the last 9 weeks, be sure to refer to the feedback you received and make any further changes necessary to produce a polished text. Refer back to the tips for editing that were provided in the assignment instructions.

Concluding Remarks

This course has offered you foundational experiences to prepare you for the writing assessments and activities you will be completing in the future. In addition to the presentations you have viewed and the assignments you have completed, you have also spent a great deal of time in the Capella Writing Center locating additional resources to help you in your writing process.

All these activities have been designed to provide you with the tools you need to become a successful academic writer.

As you exit your journey through the Capella writing process, the hope is that you have gained a better understanding of the writing process and the academic rigors of writing at the university level.

You are now poised to engage in a variety of conversations in your academic pursuits, and we urge you to refer back to the tools you have used in this course. Remember, your writing process is similar to many in your field, but your process is also unique, and reflective of the way that only you think and communicate.

Learning Activities

u10s1 - Studies

Multimedia

Click the link below to access the following media piece:

- [Personal Writing Assessment](#)
 - Take the Personal Writing Assessment quiz. This will only take a few minutes and it will help you gauge your academic writing skills. This quiz is not graded; it is for your own reference. At the end, you will see your score and links to additional resources you can access to continue your skill development. You will use your experience in this quiz in your response to this unit's discussion, "Reflection and Action Plan."

Course Resources

[Personal Writing Assessment](#)

u10a1 - Self-Assessment Letter

Instructions: Reflection and self-assessment letter

Address the cover letter to your instructor. The letter can be very similar in form and format to a 2–4 page cover letter you would submit along with a resume. The letter can be as formal or as informal as you like, as long as it reflects the kind of professional conversation you want to have with your instructor.

Following are the guidelines for your letter:

- Review your experience with the end-to-end writing process, and each writing product you develop during the course. Treat the letter as the first impression your work will make, much as a cover letter for a job interview makes a first impression.
- Discuss what you have learned throughout the course, and explain how and where your work demonstrates that learning.
- Address your own strengths and weaknesses as a writer, explaining how and where your work demonstrates them.

- Explain how you will apply what you have learned in this course to the writing you will do in the professional or academic areas of your life.
- Demonstrate the ability to write and submit purposeful, error-free prose.

You can organize your letter in the manner you prefer, but do not simply write an answer to each of the bullet points above in the order they are presented. Your letter must demonstrate your ability to organize and synthesize material, and must demonstrate your critical thinking skills.

You may find it helpful to practice revision as you write this letter, setting it aside and returning to it later, with fresh eyes and clear perspective.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Scoring

Your assignment will be scored on the following criteria:

1. Address strengths and weaknesses as a writer.
2. Reflect on personal and professional experience of the writing process.
3. Discuss the future implications of developing scholarly writing skills.
4. Organize and synthesize material in purposeful, error-free prose.

u10a2 - Final Draft

Instructions

As you polish your draft, apply these guidelines to your work and process:

1. Integrate the recursive writing process into the writing.
2. Consider the thoughtful, constructive criticism that you gave and received during the process, and apply it to revising and editing.
3. Practice revision and editing as separate, but related, exercises.
4. Analyze the utility of, and apply, various critical reading strategies that contribute to successful scholarly writing.
5. Apply fundamental critical reading and writing skills (including summary, paraphrase, quotation, and citation) required for scholarly writing.
6. Write purposeful, error-free prose.

Scoring

Your assignment will be scored on the following:

1. Introduce thesis within context for appropriate audience.
2. Incorporate evidence with coherent placement that supports structure of arguments.
3. Present a clear and complete argument.
4. Utilize proper mechanics including spelling, grammar, and APA formatting.

u10d1 - Reflection and Action Plan

For this discussion post, reflect on your journey through Capella's academic writing process.

After reviewing all discussions and assignments for this course, and taking the Personal Writing Assessment in u10s1, write a brief plan of where you will focus your efforts for future growth in your academic writing.

You may find that using of the Writing Feedback Tool will be helpful in structuring your plan and ensuring you cover all pertinent steps in your personal academic writing process.

Suggested word count is 250 to 500 words. Include APA citations as needed when using outside evidence. Post early in the week so that others can respond to your ideas.