

MSOM 600: Graduate Writing and Research

Prerequisite(s): None

Credits: 3



I. Course Description

This course provides students an opportunity to establish or advance key skills and understandings needed for success in graduate studies. Students will be introduced to research methodology using peer-reviewed research, APA, and effective application strategies. Research writing and proper paper formatting will be emphasized to assist students in developing clear, concise communication. The course will also help students navigate Blackboard Learn and effectively utilize the learning assets provided in the degree program.

II. Course Objectives

After completing this course, students should be able to:

1. Navigate all areas of Blackboard Learn
2. Define, recognize, and avoid plagiarism in writing
3. Access research resources available from the CSU Online Library
4. Apply APA correctly in written papers and discussion forums
5. Demonstrate critical reading methods to evaluate and explain research sources
6. Demonstrate different investigative research techniques
7. Develop arguing strategies that build effective compare and contrast approaches to research and problem solving
8. Evaluate research methodologies appropriate for different research goals
9. Demonstrate effective research writing with proper format, flow, grammar, and application

III. Course Textbooks and Reading Materials

****Students must purchase in advance texts and/or materials for this course.***

Publication Manual of the American Psychological Association – 7th edition

Author: American Psychological Staff

ISBN: 978-1438832154

The Reid Guide for College Writers – 12th edition

Authors: Stephen P. Reid & Dominic DelliCarpini

ISBN: 978-0135164808

IV. Weekly Information

Week One

Introduction to Graduate Studies and Online Learning

Objectives

At the end of this lesson, you should be able to:

- 1.1 Demonstrate writing and research understanding.
- 1.2 Recognize the importance of writing and research in graduate programs.
- 1.3 Describe techniques for assessing a rhetorical situation.
- 1.4 Recognize what plagiarism is and is not
- 1.5 Recognize the importance of outlines in writing
- 1.6 Recognize the Six Stop Paper Writing Process and how it can help communicate to the reader

Reading

Textbook

12th Edition

Chapter 1: Forming a Writer's Habits of Mind

Chapter 2: Situations, Purposes, and Processes for Writing

CSU Online Library

Plagiarism Review

Lectures

Textbook, Chapters 1 & 2

APA - Plagiarism

Six Stop Paper Writing Process

Deliverables

Discussion: Personal Introduction

Journal: How Can I Help?

Short Answer: Rhetorical Situation

Assignment: Paper Outline

Week Two

Reading Critically

Objectives

At the end of this lesson, you should be able to:

- 2.1 Demonstrate critical reading and analysis
- 2.2 Analyze texts for effectiveness
- 2.3 Analyze writing using critical reading techniques
- 2.4 Demonstrate the effective use of introductions and purpose statements in writing

Reading

Textbook

12th Edition

Chapter 3: Reading as a Writer

Chapter 5: Observing and Remembering

APA Manual

7th Edition

Chapter 2: Paper Elements and Format

Lectures

Textbook, Chapters 3 & 5

APA, Chapter 2

Video

Using the CSU Online Library for Sources

Paraphrase vs Direct Quotes

Deliverables

Discussion: Purpose Statements

Short Answer: Critical Reading Strategies

Assignment: Introduction

Week Three

Writing Foundations, Investigating, and Explaining APA Citations and References

Objectives

At the end of this lesson, you should be able to:

- 3.1 Identify techniques for defining key terms
- 3.2 Demonstrate techniques for explaining cause
- 3.3 Illustrate collecting strategies to gather reliable information

- 3.4 Utilize revision strategies to assure supporting information is adequate and well organized
- 3.5 Express shaping and drafting techniques to present information clearly
- 3.6 Demonstrate proper APA structure for in-text citations
- 3.7 Demonstrate proper APA structure for references
- 3.8 Demonstrate the importance of clearly establishing definitions and foundations in written work

Reading

Textbook

12th Edition

Chapter 6: Investigating

Chapter 7: Explaining

Lectures

Textbook, Chapters 6 & 7

APA, Citations and References

CSU Online Library

Citations

Video

APA Citation and Reference Formats (with helps sheet)

APA Formatting Tips, Searches, & Purdue Owl

Deliverables

Discussion: Adult Student Background and Motivation Research

Short Answer: APA Citations and References

Assignment: Foundation and Definitions

Week Four

Evaluating and Arguing

Objectives

At the end of this lesson, you should be able to:

- 4.1 Compare strategies to choose a topic for evaluation
- 4.2 Evaluate collecting strategies to develop criteria and gather examples
- 4.3 Recognize various approaches to argument
- 4.4 Apply collecting strategies to organize a logical argument

4.5 Demonstrate the use of identifying and communicating problems and opportunities in research writing

Reading

Textbook

12th Edition

Chapter 8: Evaluating

Chapter 9: Arguing

Lecture

Textbook, Chapters 8 & 9

CSU Online Library

Evaluating Resources

Video

The Walk from No to Yes

Deliverables

Discussion: Problems and Challenges Research

Short Answer: Arguments in Writing

Assignment: Problems and Challenges

Week Five

Problem Solving

Objectives

At the end of this lesson, you should be able to:

- 5.1 Use revision strategies to assure a clear statement of the problem and the feasible solution
- 5.2 Describe techniques for demonstrating a problem
- 5.3 Demonstrate effective solution strategies to identified problems

Reading

Textbook

12th Edition

Chapter 10: Problem Solving

Lecture

Textbook, Chapter 10

Deliverables

Discussion: Solutions Sharing
Short Answer: Collection Strategies
Assignment: Solutions

Week Six**Research Methodology & Implementation Strategies****Objectives**

At the end of this lesson, you should be able to:

- 6.1 Demonstrate techniques for planning research
- 6.2 Evaluate appropriate research sources
- 6.3 Compare the credibility of sources
- 6.4 Demonstrate knowledge and usage of online library databases
- 6.5 Demonstrate the usage of implementation strategies for proposed solutions

Reading**Textbook****12th Edition**

Chapter 12: Research

Lecture

Textbook, Chapter 12
Research Methodology

Deliverables

Journal – Final Paper Questions
Short Answer: Question Analysis
Assignment: Implementation Strategies

Week Seven**Research Writing - Final Paper****Objectives**

At the end of this lesson, you should be able to:

- 7.1 Demonstrate techniques for establishing and supporting claims.
- 7.2 Evaluate techniques for synthesizing sources.
- 7.3 Demonstrate proper APA documentation.
- 7.4 Demonstrate the use of effective conclusions in research writing

Reading

Textbook

12th Edition

Chapter 13: Research Writing

CSU Online Library

CSU Writing Resources

Module Lecture

Textbook, Chapter 13

Weblink

APA Reference Examples

Deliverables

Discussion: Course Reflection

Short Answer: A Different Approach

Assignment: Conclusion and Final Submission

V. Course Grading

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received,

then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Journal Instructions

A Journal Application gives the student an opportunity to communicate privately with the professor on how the information during the lesson can apply to their professional and personal lives. These journals are not open for public viewing. Consider them a dialog directly with your professor.

- Post an initial journal entry by Thursday.
- The Professor will respond after you post
- Respond to the professor's response by Sunday.

Written Paper, Assignment Background Information

You are the owner and lead project consultant for a company that focuses on customer sourcing and business improvement. You have been approached by the Vice President of Student Enrollment from a medium-sized, American university. Here are some particulars:

- Nearly all of their students are "traditional" students who arrived directly from high school.
- Their enrollments have been flat for several years.
- They suspect (but do not know for sure) that an opportunity exists to build enrollments by focusing on non-traditional, working adult students. They are not clear on:
 - Who are non-traditional students?
 - What are their motivations for returning to school?
 - What problems do they face that are different from traditional students?
 - How can those problems be solved?
 - How can the proposed solutions be implemented?
- They would like for you to provide a paper/proposal on how to answer these questions and reach these students.
- At this point, they do not want a marketing plan, they simply want answers to the questions above, with research to back them up.
- The key decision makers are all from academia, so they prefer the paper/proposal follow a more formal research approach than you may be use to.
- In short, they would like for you to format the paper using APA and quality research sources to support your information.
- They will, however, support a "business" process to accompany the traditional, academic research approach.

Paper/Project Weekly Addition Schedule

You will build the same paper by adding content and research. You will also correct any issues that your professor noted from prior weeks. Here is a recap of what section you will be working on each week:

- Week 1 - Outline
- Week 2 - Introduction (Stop 1)
- Week 3 - Foundation and Definitions (Stop 2)
- Week 4 - Problems and Challenges (Stop 3)
- Week 5 - Solutions (Stop 4)
- Week 6 - Implementation Strategies (Stop 5)
- Week 7 - Conclusion and Final Paper Submission (Stop 6)

The professor will evaluate the format, flow, structure, and writing content of the paper each week as additions and changes are made. Each week, your paper will change based on the research writing discoveries each week.

General Submission Information

- Make sure to submit the full paper each week and not just the section you are working on
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA) based upon the most current published edition. (current, 7th edition).
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included into the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- You must submit this paper as a MS Word file.
- Use the following format to name the file:
 - Last name, "A" for Assignment, Week #
 - Example: JonesA1

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Course Requirements (Weekly)

Each lesson will be based on the inclusion and grading of the following segments:
Discussion Boards, Assignments/ Case Studies/ Projects.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

- A = 930-1000
- B+= 900 - 929
- B = 830 - 899
- C = 750 - 829
- F = Below 750

Discussion Board Rubric – Introduction (First week only: 20 Points)

Criteria	Minimal	Effective
Pts Possible: 0 or 10 Initial Post Introduction.	Pts Possible: 0 No post or did not follow instructions at all.	Pts Possible: 10 Posted following instructions.
Pts Possible: 0 or 10 Response Posts Welcome.	Pts Possible: 0 No post or did not follow instructions at all.	Pts Possible: 10 Posted following instructions.

Participation – Students must meet initial and response post deadlines to be eligible for full points. Late posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

Discussion Board Rubric (20 points)

Rubric Criteria	Minimal	Competent	Effective	Mastery
<p><i>Pts Possible: 0 - 20</i></p> <p>Initial Post Understanding, discovers and conveys understanding through relevant discussion with peers. Relevant and proper business writing and critical thought development. Posts timely.</p> <p><i>A minimum of 2 peer-reviewed sources are cited in the post and listed in appropriate APA format at the end of the post.</i></p>	<p><i>Pts Possible: 0 - 5</i></p> <p>Student provides weak contribution to the discussion board. Addresses the questions in a manner that is unclear or does not convey concept understanding. Shows evidence of critical thought but is not concise or complete. Does not cite any peer-reviewed sources. <i>Post is less than 75 words.</i> 0 points if post is not submitted by 11:59 p.m. on Thursday.</p>	<p><i>Pts Possible: 6 - 10</i></p> <p>Student makes contribution by making a mostly complete response to the questions. The contribution is mostly restatement of materials. Student conveys thoughts adequately; however, need to further develop critical aspects. Student cites 1 peer-reviewed source. Not in appropriate APA format. A few writing errors. <i>Post has between 75 - 124 words.</i></p>	<p><i>Pts Possible: 11- 15</i></p> <p>Student advances the discussion and body of knowledge providing relevant, original thoughts to the question. Student conveys thoughts in a well- rounded manner that shows understanding, critical thought and application of concepts. Student cites 2 peer-reviewed sources in the body of the post. Not APA format. Well written. <i>Post has between 125 – 250 words.</i></p>	<p><i>Pts Possible:16- 20</i></p> <p>Student provides relevant and thought-provoking viewpoints to the question. Post is innovative and indicates a high level of thought. Student writing shows a high level of critical thought, analysis and application of concepts and ideas. Student cites 2 peer-reviewed sources in the body of the post in proper APA format. Very well-written. <i>Post exceeds 250 words.</i></p>

<p><i>Pts Possible: 0 - 20</i></p> <p>Response Posts Discovers key areas of knowledge and concepts from peers. Furthers the body of knowledge by responding to peers' posts with relevant and thought-provoking comments. A minimum of 1 peer-reviewed source is cited and listed in appropriate APA format at the end of each student response.</p> <p>0 points = no response posts. 10 points = 1 response post.</p>	<p><i>Pts Possible: 0 - 5</i></p> <p>Student shows minor comprehension of the concepts and viewpoints from peers. The responses are vague and do not show understanding or integration. Poorly written. Does not cite any peer-reviewed sources. Post is less than 75 words.</p>	<p><i>Pts Possible: 6 - 10</i></p> <p>A student shows adequate understanding of the knowledge and concepts posted by peers. The responses are mostly "I agree...". Student cites 1 peer-reviewed source. Peer reviewed source was somewhat relevant and published within past 5 years. Post has between 75 - 124 words.</p>	<p><i>Pts Possible: 11- 15</i></p> <p>Student advances the discussion providing additional commentary and critique. The responses are correct but mostly restate the peers' viewpoints without development of critical thought. Student cites 1 peer-reviewed source. Peer reviewed source is relevant and was published within past 3 years. Post has between 125- 200 words.</p>	<p><i>Pts Possible: 16- 20</i></p> <p>Student advances the discussion providing additional commentary that is relevant or offers an alternative. Critical thought development is evidenced by thoughtful and meaning responses. Student cites 1 peer-reviewed source, current and relevant publication. Published within past 3 years. Each student response exceeds 200 words.</p>
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Participation – Students must meet initial and response post deadlines to be eligible for full points. Late posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

Weekly Assignment Rubric (50 points)

Criteria	Minimal	Competent	Effective	Mastery
<p>Pts Possible: 0 - 20</p> <p>Critical & Clear</p> <p>Addresses the Problem/Issue presented directly. Demonstrates active critical thinking relevant to problem identification and effective solutions.</p>	<p>Pts Possible: 0 - 4</p> <p>Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application.</p>	<p>Pts Possible: 5-9</p> <p>Comprehension is not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.</p>	<p>Pts Possible: 10-14</p> <p>Demonstrates satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary.</p>	<p>Pts Possible: 15-20</p> <p>Relevant use of vocabulary and applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.</p>

Criteria	Minimal	Competent	Effective	Mastery
Pts Possible: 0 – 20 Properly Written Structure and Writing including effective use of peer-reviewed resources and APA 7 th edition formatting.	Pts Possible: 0 - 4 Work does not meet expectations. Relevant critical thought/analysis is not demonstrated in the assignment. Partially addresses the topic. Does not follow APA 7 th edition. No use of peer-reviewed resources. <500 words	Pts Possible: 5 - 9 Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 7 th edition. Peer-reviewed resources are not current or are not effective. 600-750 words	Pts Possible: 10 - 14 Organized deliverable, directions followed. Content needs additional focus for innovative responses other than restatement of text. Appropriate APA formatting is seen, but not extensive. Provides some relevant, current peer-reviewed resources. 751-999 words	Pt Possible: 15 - 20 Relevant use of vocabulary and professional writing structure. Well-organized response of at least 1-full page that fully and completely address all the criteria/questions using proper APA 7 th edition formatting. Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment. >1000 words

Final Assignment Rubric (260 points)

Criteria	Minimal	Competent	Effective	Mastery
<p>Pts Possible: 0 – 120</p> <p>Critical & Clear</p> <p>Addresses the Problem/Issue presented directly. Demonstrates active critical thinking relevant to problem identification and effective solutions.</p>	<p>Pts Possible: 0 – 79</p> <p>Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application.</p>	<p>Pts Possible: 80-99</p> <p>Comprehension is not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.</p>	<p>Pts Possible: 100 – 109</p> <p>Demonstrates satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary.</p>	<p>Pts Possible: 100-120</p> <p>Relevant use of vocabulary and applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.</p>
<p>Pts Possible: 0 – 130</p> <p>Properly Written</p> <p>Structure and Writing including effective use of peer-reviewed resources and APA 7th edition formatting.</p>	<p>Pts Possible: 0 - 99</p> <p>Work does not meet expectations. Relevant critical thought/analysis is not demonstrated in the assignment. Partially addresses the topic. Does not follow APA 7th edition.</p> <p>No use of peer-reviewed resources. <500 words</p>	<p>Pts Possible: 100 - 119</p> <p>Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 7th edition.</p> <p>Peer-reviewed resources are not current or are not effective. 600-750 words</p>	<p>Pts Possible: 120 - 129</p> <p>Organized deliverable, directions followed. Content needs additional focus for innovative responses other than restatement of text. Appropriate APA formatting is seen, but not extensive.</p> <p>Provides some relevant, current peer-reviewed resources. 751-999 words</p>	<p>Pts Possible: 120 - 130</p> <p>Relevant use of vocabulary and professional writing structure. Well-organized response of at least 1-full page that fully and completely address all the criteria/questions using proper APA 7th edition formatting.</p> <p>Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment. >1000 words</p>

Short Answer Rubric (40 points)

Rubric Criteria	Minimal	Competent	Effective	Mastery
<p><i>Pts Possible: 0 - 10</i></p> <p>Clarity</p>	<p><i>Pts Possible: 0 - 2</i></p> <p>Work did not consistently meet expectations, as significant details of the assignment are not addressed. Lacks critical thought, analysis and application.</p>	<p><i>Pts Possible: 3 - 5</i></p> <p>Comprehension was not shown consistently throughout the assignment. Marginal responses; content, concepts, ideas/responses not fully developed.</p>	<p><i>Pts Possible: 6 - 8</i></p> <p>Demonstrated satisfactory understanding but does not answer all questions/scenario in full. Demonstrates some knowledge of the content and business vocabulary</p>	<p><i>Pts Possible: 9 - 10</i></p> <p>Relevant used of vocabulary and applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.</p>
<p><i>Pts Possible: 0 - 10</i></p> <p>Depth</p>	<p><i>Pts Possible: 0 - 2</i></p> <p>Provided very little detail that would demonstrate active thoughts on the topic. Provided a one sentence answer.</p>	<p><i>Pts Possible: 3 - 5</i></p> <p>Provided just enough detail to meet marginal requirements. Provided answers that were "textbook" in nature.</p>	<p><i>Pts Possible: 6 - 8</i></p> <p>Demonstrated that some form of outside material was used.</p>	<p><i>Pts Possible: 9 - 10</i></p> <p>Demonstrated an active approach to the questions. Obvious use of outside resources to supplement answers.</p>

Journal Rubric (20 Points)

Criteria	Minimal	Effective
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<p>Pts Possible: 0 - 10 Initial Journal Response</p>	<p>Pts Possible: 0 – 5 No journal entry was submitted, or journal entry was submitted late. The journal entry did not follow the instructions given. The submission lacked connection to the topic presented and did not contain sufficient depth for personal application.</p>	<p>Pts Possible: 6 - 10 The journal entry met submission deadlines. The journal entry followed the instructions given. The submission was well connected to the topic presented and contained sufficient depth for personal application. Evidence of critical thinking was present.</p>
<p>Pts Possible: 0 - 10 Response Posts</p>	<p>Pts Possible: 0 - 5 No journal entry response was submitted, or journal entry response was submitted late. The journal entry response did not follow the instructions given. The submission lacked connection to the challenge or ideas presented by the professor's response and did not contain sufficient depth for personal application.</p>	<p>Pts Possible: 6 - 10 The journal entry response was submitted on time. The journal entry response followed the instructions given. The submission demonstrated connection to the challenge or ideas presented by the professor's response and contained sufficient depth for personal application.</p>