

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. Apply Discussion Forum "Three Step" principles
6. Demonstrate critical reading methods to evaluate and explain research sources
7. Demonstrate different investigative research techniques
8. Develop arguing strategies that build effective compare and contrast approaches to research and problem solving
9. Evaluate research methodologies appropriate for different research goals
10. 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 Prentice Hall Guide for College Writers – 12th edition

Authors: Stephen P. Reid & Dominic DelliCarpini

ISBN: 978-0135164808

IV. Weekly Information

Module One – Week One

Introduction to Graduate Studies and Online Learning

Objectives

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

- 1.1 Demonstrate navigation of the Blackboard Learn Platform
- 1.2 Recognize the importance of writing and research in graduate programs
- 1.3 Describe techniques for assessing a rhetorical situation
- 1.4 Define the purposes for writing
- 1.5 Recognize the characteristics and needs of your audience

Reading

Textbook

12th Edition

Chapter 1: Forming a Writer's Habits of Mind

Chapter 2: Situations, Purposes, and Processes for Writing

APA Manual

7th Edition

Chapter 1: Scholarly Writing and Publishing Principles

CSU Online Library

Plagiarism Review

Module Lectures

Textbook, Chapters 1 & 2

APA, Chapter 1

Deliverables

Discussion: Introduction

Discussion: Importance of Writing and Research

Short Answer: Rhetorical Situation

Assignment: Writing Sample

Test: Plagiarism

Module Two – Week Two

Discussion Forums and 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 Explain effective discussion board process
- 2.4 Analyze writing using critical reading techniques

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

Module Lectures

Textbook, Chapters 3 & 5

APA, Chapter 2

Sample APA Paper

Six Stop Paper Writing Process

Deliverables

Discussion: Importance of Discussion Forums

Short Answer: Critical Reading Strategies

Assignment: Writing Sample – Update Two

Test: Discussion Forums

Module Three – Week Three

Writing Foundations, Investigating, and Explaining

Objectives

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

- 3.1 Identify techniques for defining key terms
- 3.2 Describe techniques for explaining a process
- 3.3 Demonstrate techniques for explaining cause
- 3.4 Illustrate collecting strategies to gather reliable information
- 3.5 Utilize revision strategies to assure supporting information is adequate and well organized

- 3.6 Express shaping and drafting techniques to present information clearly
- 3.7 Demonstrate strategies for asking questions and organizing information
- 3.8 Identify techniques for investigating prior research

Reading

Textbook

12th Edition

Chapter 6: Investigating

Chapter 7: Explaining

APA Manual

7th Edition

Chapter 4: Writing Style and Grammar

Chapter 5: Bias-Free Language Guidelines

Module Lectures

Textbook, Chapters 6 & 7

APA, Chapter 4 & 5

Deliverables

Discussion: A Curious Mind

Short Answer: Investigating Sources

Assignment: Writing Sample – Update Three

Test: Writing Formats

Module Four – Week Four

Evaluating and Problem Solving

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 Demonstrate techniques for organizing an evaluation
- 4.4 Illustrate revision techniques to support and organize your evaluation
- 4.5 Describe techniques for demonstrating a problem
- 4.6 Share and synthesize readings related to your topic
- 4.7 Use revision strategies to assure a clear statement of the problem and the feasible solution

Reading

Textbook

12th Edition

Chapter 8: Evaluating

Chapter 9: Arguing

APA Manual

7th Edition

Chapter 6: The Mechanics of Style

Chapter 7: Tables and Figures

Module Lecture

Textbook, Chapters 8 & 9

CSU Online Library – Evaluating Resources

Deliverables

Discussion: Compare and Contrast

Short Answer: Arguments in Writing

Assignment: Writing Sample – Update Four

Test: Credibility of Sources

Module Five – Week Five

Arguing and APA Style

Objectives

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

- 5.1 Recognize various approaches to argument
- 5.2 Synthesize a variety of texts
- 5.3 Identify collecting strategies to organize a logical argument
- 5.4 Demonstrate proper APA structure for in-text citations
- 5.5 Demonstrate proper APA structure for references

Reading

Textbook

12th Edition

Chapter 10: Problem Solving

APA Manual

7th Edition

Chapter 8: Works Credited in the Text

APA Help Documents

APA Sample “Tips” Sheet

Module Lecture

Textbook, Chapter 10

CSU Online Library

Citation Review

Deliverables

Discussion: Problem Solving

Short Answer: Collection Strategies

Assignment: Writing Sample – Update Five

Test: Citations

Module Six – Week Six**Research Methodology****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

Reading**Textbook**

12th Edition

Chapter 12: Research

APA Manual

7th Edition

Chapter 9: Reference List

CSU Online Library

Where to Start Research

Discovery

Module Lecture

Textbook, Chapter 12

Research Methodology

Deliverables

Discussion: Peer Reviewed Research

Short Answer: Question Analysis

Assignment: Writing Sample – Update Six
Test: CSU Online Library

Module Seven – Week Seven

Research Writing

Objectives

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

- 7.1 Demonstrate techniques for establishing claims
- 7.2 Describe techniques for supporting claims with evidence
- 7.3 Evaluate techniques for synthesizing sources
- 7.4 Recognize techniques to avoid plagiarism
- 7.5 Demonstrate proper APA documentation

Reading

Textbook

12th Edition

Chapter 13: Research Writing

APA Manual

7th Edition

Chapter 10: References Examples

Web Links

CSU Writing Resources

Module Lecture

Textbook, Chapter 13

Deliverables

Discussion: Synthesizing Sources

Short Answer: Thesis Statements

Assignment: Writing Sample – Final Submission

Test: APA Reference Formatting

V. Course Grading

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 (40 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</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</p>	<p><i>Pts Possible: 6 - 10</i></p> <p>A student shows adequate understanding of the knowledge and concepts posted by peers. The</p>	<p><i>Pts Possible: 11- 15</i></p> <p>Student advances the discussion providing additional commentary and critique. The responses</p>	<p><i>Pts Possible: 16- 20</i></p> <p>Student advances the discussion providing additional commentary that is relevant or offers an</p>

<p>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>not show understanding or integration. Poorly written. Does not cite any peer-reviewed sources. Post is less than 75 words.</p>	<p>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>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>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 (40 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 used of vocabulary and applied throughout the assignment. Demonstrates superior knowledge of concepts and theories.</p>
<p>Pts Possible: 0 – 20</p> <p>Properly Written</p> <p>Structure and Writing including effective use of peer-reviewed resources and APA 6th edition formatting.</p>	<p>Pts Possible: 0 - 4</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 6th edition.</p> <p>No use of peer-reviewed resources. <500 words</p>	<p>Pts Possible: 5 - 9</p> <p>Comprehension is not demonstrated. Grammar/spelling errors; unorganized deliverable. Lacks focus on content. Does not follow APA 6th edition.</p> <p>Peer-reviewed resources are not current or are not effective. 600-750 words</p>	<p>Pts Possible: 10 - 14</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>Pt Possible: 15 - 20</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 6th edition formatting.</p> <p>Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment. >1000 words</p>

Final Assignment Rubric (250 points)

Criteria	Minimal	Competent	Effective	Mastery
<p>Pts Possible: 0 – 120</p> <p>Critical & Clear 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/sce nario in full. Demonstrates some knowledge of the content and business vocabulary.</p>	<p>Pts Possible: 100-120</p> <p>Relevant used 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 6th 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 6th edition. 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 6th edition. 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. 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 6th edition formatting. Provides appropriate, relevant and current peer-reviewed sources as directed in the assignment. >1000 words</p>

Short Answer Rubric (20 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 met 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>