I. COURSE PURPOSE

This seminar is designed to familiarize beginning doctoral students with the demands of scholarly writing. We will discuss the differing parameters of writing assignments, common writing errors, and structural and editing strategies. Writing assignments for this course will be tied to other course work (e.g., Philosophical Issues in Social Work Knowledge Development).

II. EDUCATIONAL OBJECTIVES

- Understand the importance of rhetorical contexts for professional writing
- Gain familiarity with the APA Manual
- Edit for better clarity by effectively aligning content with syntactic structure

III. COURSE REQUIREMENTS

A. Required texts:


B. **Recommended texts:**


C. **Other texts:**


A. Course Assignments and Grading Policy: A grade of Pass or Fail will be assigned for this course. A passing grade will be assigned if the following requirements are met:

- Regular attendance (minimum of 5 classes)
- Active participation
- Completion of 3 quizzes turned in on time
- Submission of writing pieces (e.g., problem statement) for editing by student, peers and/or instructor.

B. Course and Instructor Evaluation: An evaluation form will be provided for students at the end of the semester. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations
Please refer to NCSSS Announcements, or appropriate Program Handbook (available on the NCSSS web page) for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
Class Schedule

Class 1 (Sept 10): What is “Scholarly” Writing?

Reading:
- Study finds jack shit.
- Lottery for assignments

Writing workshop: “Problem statement” (previously written)

Class 2 (Sept. 17): Editing for Clarity

Reading:
- APA Manual, chapter 1
- Hopps, Clarity, Brevity (provided by instructor)
- Becker, chapter 2

“Editing made easy” packet (I will provide this in class).

Recommended:
- Gregory, Infectiousness of Pompous Prose
- Limerick, Dancing With Professors
- Williams, Very Short History
- Orwell, Politics and the English Language

Writing workshop: Student 1 and 2 (940 problem statement)

Class 3 (Oct. 8): Editing for Clarity/The Stages of Writing and Common Errors

Reading:
- Becker, chapter 1, 3
- APA, chapters 2 and 3
- Models of Problem Statements

Quiz 1 due

Recommended:
- Gopen and Swan, Scientific Writing

Writing Workshop: Student 3 (940 history paper draft)
Class 4 (Oct. 22): Common Errors

Reading:
- Becker, chapter 4
- APA, chapter 4

Quiz 2 due
Writing Workshop: Student 4 (930 Essay 1 draft)

Class 5 (Oct. 29): APA with Dr. B

Reading:
- Becker, chapters 6, 8

Bring all formatting questions to class – Dr. B. is an expert and can offer a tremendous amount of help!

Class 6 (Nov. 5): Writing Workshop

Reading:
- Becker, chapters

Quiz 3 due
Writing Workshop: Student 5 (930 Essay 2 draft)

Class 7 (Nov. 19): Writing Workshop

Writing Workshop: Student 6 (940 Lit Review draft)