American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
COLL501
Analytical Writing for Graduate Students
3 Hours
8 Weeks

Prerequisites: Graduate students are encouraged to take required or core courses prior to enrolling in concentration courses or electives.

Instructor Information	Evaluation Procedures
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Instructor Information

Information about the instructor can be found in the Syllabus section of the classroom.

Course Description (Catalog)

The intent of this course is to encourage and foster the graduate student's analytical thinking and written communication skills. Students will learn advanced analytical techniques and communication strategies that professors at the graduate level across all academic areas expect them to know. Exposed to challenging ideas and potentially new strategies in examining a variety of topics, students will be expected to focus upon critical thinking principles and theories within those topics and then respond to assignments that require them to produce critical essays and a course project. Students will hone their reasoning skills through engagement in the forums and sharpen their writing skills through multiple drafts of papers with substantial feedback from their

peers and their instructor. The culmination of the course will be a project that demonstrates the student's growth as a thinker and as a writer.

Course Scope

This course proceeds from the understanding that good writers are also good readers. The primary criterion for effective writing is to communicate an idea clearly and cogently and in an organized manner. Meaning is always primary. A good writer always wants to produce a desired effect, and this always includes doing so correctly and in a superior style with standard grammar, spelling, punctuation, and format. A great idea expressed in ignorant language may never be recognized as such by the reader. Incorrect spelling, grammar, and mechanics indicate to an educated reader that the writing is probably ignorant, regardless of the actual quality of its content. In professional writing, the style is the dress of the thought, and "tattered clothes" suggest an unsuccessful writer. In writing, and usually in life as well, "the clothes make the man," a sentiment that goes all the way back to first century Roman rhetorician Quintilian. Our purpose here is to help you write clearly, cogently, in an organized fashion, and with style.

Course Objectives (CO)

APUS policy infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of "analysis," "synthesis," "evaluation," and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

Students will be able to:
- CO1. Apply analytical composition skills
- CO2. Construct effective sentences
- CO3. Implement revision strategies based on feedback from the instructor and classmates
- CO4. Apply correct formatting and documentation style based on the student's discipline
- CO5. Analyze a contemporary, controversial topic within the student's discipl

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system (LMS) will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

All assignments are due by Sunday at 11:55 p.m. ET unless different guidance is made.

Course Resources

Required Course Textbooks: There are no required textbooks for this class. There are online sites that we will visit, but the majority of readings and research will be done on the student's own, particularly in relation to the specific topics of each assignment.

Additional Resources: Your written work should be in the style manual appropriate to your field of studies. Thus, if you are majoring in English, you should use the MLA Style Handbook. If you're majoring in Education, you should use the APA Style Guide.

Web Sites: Please refer to Reading & Resources in the Lessons area.

Evaluation Procedures

Assignments:

Your final grade will be determined based on the following assignments:

1. Forums (a minimum of 5 weekly posts required): Throughout this eight-week course, students will participate in eight forums. Each week, students will be asked to post their initial response to the forum question or topic by Wednesday of the assigned week. Each student will then be responsible for building onto the points of at least two other students by Friday. Finally, students should reply to those students who posted to their initial responses by Sunday. For example, the professor's initial question is "Who authored the plays traditionally assigned to William Shakespeare?" John submits his initial post by Wednesday. By Friday, he responds to two of his classmates, William and Mary, and by Sunday, he responds to the two classmates, Hines and Heath, who responded to his initial post. If others do not respond to your initial posts, you're still tasked with making the minimum of five posts during the week. Forums cannot be made up, so make sure you post your responses when due. Your initial post is due by midweek (Wednesday 11:55 p.m. ET); the second round of posts is due by Friday at 11:55 p.m. ET; and the third set of posts is due by

Sunday at 11:55 p.m. ET.

Each Forum entry must be pertinent to the subject matter and must demonstrate knowledge (note well that a certain degree of research will be required) and understanding of the topics discussed with an appropriate introduction, supporting paragraphs, and conclusions. The initial Forum entries should contain 300-400 words and cite references to the text under discussion. Peer responses should be at least 100 words in length, address the nature of the argument, and advance the discussion forward. In all responses, you should make detailed references that demonstrate that you have put some thought and effort into the exercise. In addition, spelling/grammar/punctuation and organization are important and will factor into the final score.

Grade: Points assigned based on quality, depth of work, and timeliness.	Forum Rubric
1-50 points	The initial Forum post answers all parts of the Forum question in detail and incorporates references using MLA in-text citation when appropriate. Initial post is at least 300 words The Forum post contains at least three paragraphs. The Forum post is clearly written and free of spelling, grammar, and punctuation errors. The Forum post is submitted by Wednesday at 11:55 p.m. ET
1-25 points	Two follow-up posts (a minimum of 250 words) are made to classmates by Friday at 11:55 p.m. The follow-up posts are clearly written and free of spelling, grammar, and punctuation errors. The follow-up posts advance the Forum.
1-25 points	Two replies (a minimum of 250 words) are made to the classmates who responded to the initial Forum response.

	The replies are clearly written and free of spelling, grammar, and punctuation errors. They show a clear sense of the Forum.

2. Essays:

You are being asked to write five shorter essays (1500-2000 words) in this course: a personal assessment of your writing, a meditation, a biography, a critical essay, and a critical argument. Each one of these assignments will give you the opportunity to demonstrate your argument by stating what you mean and by dramatizing these ideas. As a writer, you must begin to learn that every choice that you make as a writer shapes the message that you wish to communicate to your audience. Thus, your task in the weeks to follow is to learn more about your style and to capitalize on your strengths and to eliminate your weaknesses.

The final submission of your essay should be in the style manual appropriate to your field of studies. Thus, if you're an English major, you should be using the MLA Style Handbook. If you're majoring in Education, you should be using the APA Style Guide.

3. The Final Research Essay (twenty (20) pages not including Bibliography, Works Cited, cover pages, etc.; due Week 8):

Each student will write a documented research essay that develops a topic inspired by one of the current topics of their discipline. This project will require you to gather research material, analyze it, evaluate it, and synthesize it, incorporating your own ideas with that of your research.

You are expected to use at least TEN (10) outside sources. You should make use of the online APUS library. Avoid all uses of Wikipedia (or any other encyclopedia or dictionary) and reference guides. BE CAREFUL that you do not create a cut and paste paper of information from your various sources; your ideas are to be supported, using your research to validate your ideas. Also, take great care not to plagiarize; if in doubt, cite the source.

In a forum, you will specifically be asked for a brief description of your research project and temporary thesis, so start thinking about what might interest you early in the course.

Assignments	Percentage of Grade
8 Forums	40%
Essay 1: Personal Writing Assessment Essay 2: The Meditation Essay Essay 3: The Biographical Essay Essay 4: The Critical Essay	40%
The Final Research Essay	20%
Total	100%

8 Week Course Outline

Week	Topics	Learning Objectives	Readings	Assignments & Forums
1	Welcome / Course Introduction / Personal Writing Assessment	Objectives: All	Individual Research	Forum 1 Essay 1: Personal Writing Assessment
2	Stylistic Choices / The Meditation Essay	Objectives: All	Individual Research	Forum 2 Essay 2: The Meditation Essay
3	Biography and Description / The Biographical Essay	Objectives: All	Individual Research	Forum 3 Essay 3: The Biographical Essay
4	The Critical Essay	Objectives: All	Individual Research	Forum 4 Essay 4: The Critical Essay
5	The Proposal and the Critical Argument	Objectives: All	Individual Research	Forum 5
6	Bibliography and Summary	Objectives: All	Individual Research	Forum 6 (Post a working thesis and 10-item working annotated bibliography.)
7	Rough Draft of The Final Research Essay / Peer Reviews	Objectives: All	Individual Research	Forum 7 (Post a rough draft of Week 8's paper).
8	The Final Research Essay	Objectives: All	Individual Research	Forum 8 The Final Research Essa

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)
[Disability Accommodations](#)

Citation and Reference Style
Students will follow the APUS Citation Guides (in the Resources section of the APUS Library) as the sole citation and reference used in written work submitted as part of coursework to the University.

Turnitin – General Information
For some courses, all of your assignments might be processed in a resource called Turnitin.com. Turnitin.com will analyze your paper and report instance of potential plagiarism for you to edit before submitting it for a grade.
In this course, Turnitin is integrated such that some written assignments may be automatically submitted to an originality analysis software system through the Sakai Assignments tool.
Turnitin – Specific Information for COLL300
Turnitin will be used in COLL300. You will not need to have an account, as the process will be done automatically when you submit your assignments. It is important that you submit the assignment as a Word or rtf file in the assignment link, so it can be processed on Turnitin. Course forums in COLL300 may be processed in Turnitin.com every week. For this reason it is important to submit your posts directly into the forum textbox, rather than as an attachment. Turnitin.com is unable to process attachments. Your instructor has the right to regrade assignments during the course if suspicion of plagiarism or any other misleading events present themselves.

Late Assignments
Please note this important policy about submitting work after the due date. Here are the elements of the late policy applied to all classes in the School of Arts and Humanities:
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment or a forum, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.
Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Extensions

The University's policies on extensions will be followed in this course. Please see the policies and process in the student handbook (link is shown in this syllabus above).

It is important to note that, once an extension request is granted, work must be submitted according to the student's schedule submitted (on the extension calendar included in the Resources section of the classroom) with the extension request and approved by the instructor. Submitting all work at one time (bulk work) is not acceptable, either during the course or during an extension.

Cognitive learning is accomplished by receiving consistent and incremental feedback that creates a positive change in performance (Untanir, 2012). Feedback is structured so students increase their cognitive learning and skill sets. Thus, submitting bulk-loaded late work (more than one assignment at a time) is highly discouraged and may even result in assignment(s) being returned for revision if the instructor feels his or her feedback from any submission would have improved the student's assessment of any assignment. Building feedback is essential to student success.

Works Cited: Ultanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in dewey, piaget, and montessori. Online Submission.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

 Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The
Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
 Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :),

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

🗗 **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

🗗 **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

🗗 **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

🗗 **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php) The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

🗗 Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

🗗 Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.