American Public University System
American Military University | American Public University

PSYC503

Course Summary

Course : PSYC503 **Title :** Introduction to Scholarly and Technical Writing
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course provides an overview of the primary concepts, genres and mechanics of academic writing at the graduate and professional level. Students will develop writing and editing skills that will assist them in their success as graduate students and future professionals. Discussions, assignments, readings and editing will be utilized to successfully accomplish the goals of this course.

Course Scope:

This course provides an overview of the primary concepts and mechanics of academic writing at the graduate and professional level. Coursework is focused on helping students navigate the academic research writing requirements within their graduate program of study.

Objectives

In this course, students will:

1. Distinguish between scholarly and non-scholarly research.
2. Appraise the relevance of writing purpose and audience.
3. Identify purpose of different types of academic writing
4. Analyze and critique academic writing resources
5. Synthesize scholarly academic research.
6. Assess personal academic writing knowledge.
7. Explore the publication process.

Outline

Week 1: Introduction to Academic Writing

Overview and Objectives

Lesson Overview:

The purpose of this lesson is to define academic writing and explore the general relevance of purpose, tone, style, and audience.

Course Objectives

CO1: Analyze key attributes of successful academic writing.

CO2: Assess personal academic writing knowledge.

Lesson Objectives

LO1: Examine the relevance of purpose and audience in academic writing.

LO2: Examine the relevance of tone, style and audience in academic writing.

LO3: Examine the relevance of purpose and organization in academic writing.

Required Reading

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion 1 – Instructions on the classroom Discussion Week 1

Week 2: Academic Tone and Style

Overview and Objectives

Lesson Overview

The purpose of this lesson is to explore the relevance of tone, style, and audience, as well as be able to examine research to identify areas of needed focus.

Course Objectives

CO1: Analyze key attributes of successful academic writing.

CO2: Analyze academic writing resources.

CO3: Assess personal academic writing knowledge.

Lesson Objectives

LO1: Examine the relevance of tone, style, and audience in academic writing.

LO2: Examine the organizational patterns of an academic writing resource.

LO3: Identify research gaps and propose research options to attend to these gaps.

Required Reading

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Week 2 Article Analysis & Summary

Complete instructions are located in the "Assignments" tab.

Week 3: Purpose in Academic Writing

Overview and Outcomes

Lesson Overview

The purpose of this week's lesson is to identify the relevance of purpose in academic writing.

Course Objectives

CO1: Analyze key attributes of successful academic writing.

CO2: Distinguish between scholarly and non-scholarly research.

Lesson Objectives

LO1: Examine the relevance of writing purpose.

LO2: Compare and contrast writing attributes.

LO3: Examine the elements of an effective purpose statement.

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion 3 -- Instructions on the classroom Discussion Week 3

Week 4: Understanding Academic Writer-Reader Roles and Writing Structures

Summarizing Research

Lesson Overview

The purpose of this lesson is to explore the elements of research annotation in order to produce an annotated bibliography.

Course Objectives

CO1: Analyze academic writing resources.

CO2: Distinguish between scholarly and non-scholarly research.

Lesson Objectives

LO1: Analyze and determine relevance of research to a self-selected topic.

LO2: Write an APA formatted annotated bibliography.

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion 4

Week 4 Annotated Bibliography

Complete instructions are located in the "Assignments" tab.

Week 5: Revising and Editing

Outcomes and Objectives

Lesson Overview

The purpose of this lesson is to apply the information on research and efficacy from previous weeks in order to encourage a sense of classroom community and encourage personal and peer development.

Course Objectives

CO1: Assess personal academic writing knowledge.

Lesson Objectives

LO1: Evaluate presented writing samples.

LO2: Foster a sense of community in providing thoughtful and substantive critique.

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion 5

Week 6: Synthesizing Research

Overview and Outcomes

Lesson Overview

The purpose of this lesson is to apply information gained from previous weeks to construct an original literature review, as well as evaluate a writing sample.

Course Objectives

CO1: Analyze academic writing resources.

CO2: Synthesize scholarly academic research.

CO3: Assess personal academic writing knowledge.

Lesson Objectives

LO1: Analyze and determine relevance of research to a self-selected topic.

LO2: Organize scholarly research.

LO3: Create an original literature review.

LO4: Evaluate presented writing sample.

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Week 6 Literature Review

Complete instructions are located in the "Assignments" tab.

Week 7: Publication Process

Overview and Outcomes

Lesson Overview

The purpose of this lesson is to explore the basic steps for publishing, responding to reviewers' feedback, and describing the typical emotions, challenges and considerations inherent in academic writing.

Course Objectives

CO1: Explore the publication process.

CO2: Analyze academic writing resources.

CO3: Synthesize scholarly academic research.

Module Objectives

LO1: Review suggestions for moving toward publication.

LO2: Analyze and determine relevance of research to a self-selected topic.

LO3: Compose a clear purpose statement.

LO4: Write an APA formatted abstract and introduction.

Required Readings

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves'

box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Assignments

Discussion 7

Week 7 Abstract & Introduction Assignment

Complete instructions are located in the "Assignments" tab.

Week 8: Reflection

Overview and Outcomes

Lesson Overview

The purpose of this last lesson is to demonstrate mastery of course concepts and objectives through integrative reflection and assessment. Week 8 is a review of the entire course

Course Objectives

CO1: Assess personal academic writing knowledge.

Lesson Objectives

LO1: Discuss personal writing strengths.

LO2: Identify areas of continued improvement.

Required Readings

No new reading assignments. Please review previous readings as may be necessary.

Assignments

Discussion 8

Week 8 Interview & Reflection Assignment

Complete instructions are located in the "Assignments" tab.

Evaluation

Discussions: Due Weeks 1, 3, 4, 5, 7 and 8
Weekly dialogs with classmates will be based on engagement with assigned course readings and/or related multi-media and will take place in the online classroom on designated discussions. A set of instructions for each dialog will be posted on its respective discussion by the professor. While designed to promote lively discourse within a community of fellow learners, the dialogs are academic in nature and require a scholarly orientation, with students supporting their perspectives with ideas and concepts from their readings and research. Detailed instructions can be found in the Discussions area of the classroom.

Assignments: Due Weeks 2, 4, 6, 7 & 8

Week 2: Students will review a scholarly article, respond to questions posted, provide a critique of the article and discuss suggestions for future research.

Week 4: Students will gather research on a topic of interest and create an annotated bibliography.

Week 6: Students will use the research from Week 4 to create a Literature Review paper.

Week 7: Students will use the research from Week 4 and Week 6 to create an abstract and introduction.

Week 8: Students will submit a term-project wherein they interview professionals in their field of interest, compile this information, and reflect on the relevance of academic writing.

Discussion Forums	Points (210 points)	Percentage (21.00 %)
Week 1 Forum	35	3.5%
Week 3 Forum	35	3.5%
Week 4 Forum	35	3.5%
Week 5 Forum	35	3.5%
Week 7 Forum	35	3.5%
Week 8 Forum	35	3.5%

Papers	Points (690 points)	Percentage (69.00 %)
Week 2 Article Analysis	165	16.50 %
Week 4 Annotated Bibliography	165	16.50 %
Week 6 Literature Review	180	18.00 %
Week 7 Abstract & Introduction	180	18.00 %
Course Interview & Reflection Project	100	10%

Grading:

Name	Grade %
Discussions	21.00 %
Week 1: Introductions and Academic Writing Reflection	3.50 %
Week 3: Purpose of Writing Types	3.50 %
Week 4: Library Resources	3.50 %
Week 5: Peer Reviews	3.50 %
Week 7: Publication	3.50 %
Week 8: Reflection	3.50 %
Written Assignments	69.00 %
Week 2 Article Analysis and Summary	17.25 %
Week 4: Annotated Bibliography	17.25 %
Week 6: Literature Review	17.25 %
Week 7 Abstract and Introduction	17.25 %
Course Project	10.00 %
Week 8 Interview and Reflection Project	10.00 %

Materials

Book Title: Successful Academic Writing : A Complete Guide for Social and Behavioral Scientists (Ebook available through the APUS Online Library)

Author: Singh

Publication Info: Guilford Press Lib

ISBN: 9781462529391

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Singh, A. A., & Lukkarila, L. (2017). *Successful academic writing: A complete guide for social and behavioral scientists*. New York: Guilford Publications Inc. M.U.A.

http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1516720

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

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, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you 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/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential

total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.