Indiana University
School of Social Work

S460 Scholarly Writing Seminar
(4 credits)

Instructor:		Semester	
Section:		Phone #:	
Classroom:		E-Mail:	
Day/Time:		Office Hrs:	

Course Description

This course prepares BSW/MSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses.

The Council on Social Work Education (CSWE), the accrediting body for Schools of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course contributes to building knowledge and skills for students to demonstrate the following CSWE competencies:
EPAS 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
EPAS 2.1.2—Apply social work ethical principles to guide professional practice.
EPAS 2.1.3—Apply critical thinking to inform and communicate professional judgments.
EPAS 2.1.6—Engage in research-informed practice and practice-informed research.

Course Objectives and Competencies
Upon completion of the course, students will be able to:
1. Use library and internet resources to access professional literature [2.1.3];
2. Understand the characteristics of scholarly literature and writing [2.1.3];
3. Appropriately summarize, synthesize, and cite scholarly literature [2.1.3, 2.1.6];
4. Use APA format to create academic papers [2.1.3];
5. Clearly understand plagiarism and its implication in professional education [2.1.1, 2.1.2, 2.1.3];
6. Demonstrate proficiency in academic writing [2.1.3].
7. Present a scholarly review of the social work literature using presentation software[2.1.3].

Course Format: This is a hybrid course. The university's Oncourse system will be used as a support for teaching and learning in this course. Please be certain that your preferred email address is correctly entered into the system and check frequently for posted announcements. Please sign your complete name in all email correspondence as user names are not always

complete and do not always appropriately identify the sender. Also put your last name as the first part of the file name of any document your send, such as assignments. For example an appropriate file name for Assignment 1 would be: Yourlastname Assignment 1.

Required Texts
Young, D. J. (2013). *The writer's handbook: A guide for social workers*: Writer's Tool Kit Publishing.

Suggested Texts
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Additional Resources

IT Support Center:
Endnote Citation Software available through IUWare – free and training materials available
http://iuware.iu.edu/Windows/Package/1585
Writing Center

Helpful Websites

http://grammar.ccc.commnet.edu/grammar/	*Guide to Grammar and Writing
http://thewriterstoolkit.com/internet-activities.html	Writer's Tool-kit Interactive Exercises (note the exercises may be out of order from your text)
www.nyu.edu/socialwork/wwwrsw	World Wide Web Resources for Social Workers
www.naswpress.org	NASW Press-Tools for Authors
www.notabene.com	Software for Scholars
www.fas.harvard.edu/~wricntr/	Harvard University Writing Center
www.princeton.edu/sites/writing/	Princeton University Writing Center
www.writing.com	Peer to peer writing reviews & an online portfolio
http://owl.english.purdue.edu	*Purdue's Online Writing Lab
www.apastyle.org	*APA Style Home Page
http://www.docstyles.com/apacrib.htm	APA "Crib Sheet"
http://oxforddictionaries.com/words/commonly-confused-words	Commonly confused words
http://www.socialworker.com/home/Feature_Articles/General/Considerations_in_Writing_a_Literature_Review/	Considerations in Writing a Literature Review
http://guides.hshsl.umaryland.edu/content.php?pid=51306&sid=391077	University of Maryland My Literature Review & APA You Tube
http://www.albion.com/netiquette/corerules.html	Showing respect online - netiquette

Outline of Content, Reading and Assignments				
Week	Topic	Readings	Online/At home Assignments	In-Class Activities
Ses. 1	MSW expectations Class & Oncourse Orientation Scholarly writing Literature Reviews Free Writing Time Management Critical Thinking			Introductions Introduction to Oncourse Free Writing Scholarly writing Discussion **Pre-test in Oncourse** Develop a schedule
Ses. 2 Online	Grammar – words, phrases, sentences		Exercise through Course Oncourse **Forum 1:** Online Introductions **Forum 2:** Developing a respectful & productive working environment online & in class	
Ses. 3	Scholarly Writing Library Sources Endnote	Chapter 1, Gopen – Reader's Perspective IUSSW Plagiarism Literature Review and Synthesis IUPUI Writing Center	**Forum 3:** Scholarly Writing	Practice searches for academic sources; Critical thinking discussion; Practice paraphrasing
Ses. 4 Online			**Forum 4:** Critical Thinking	
Ses. 5	Annotated bibliography Thesis statement Grammar Plagiarism Outlines			
Ses. 6 **Online**		Critical Thinking: bell hooks, Intellectual Life	**Forum 5:** Plagiarism	
Ses. 7 **Ses. 7 continued**	Making a case, forming an argument	Inductive & Deductive Arguments Tips for Writing a Lit Review Outline examples Reed – Literature		

	Outline of Content, Reading and Assignments			
Week	Topic	Readings	Online/At home Assignments	In-Class Activities
		Review		
Ses. 8 Online				
Ses. 9	APA Setting up Endnote Punctuation IUN Writing Center Paraphrasing	Paraphrasing: Smith Paraphrasing: UTA		
Ses. 10 Online				
Ses. 11	IUN Writing Center Making Revisions		**Forum 6:** Revisions	
Ses. 12 Online				
Ses. 13 8/13	Peer Review Punctuation Sentences and Paragraphs			
Ses. 14 Online				
Ses. 15	Developing a PowerPoint presentation Revisions Follow-up Social Work forms and reports			
Ses. 16 Online				
Ses. 17	Presentations			Course debriefing; Presentations Course Evaluations Celebrate!!
Ses. 18 Online			Writing Resources Reflection Paper; Forum 5: Revision; Final Draft; Post Test.	

Assignments & Grading

1. **Progressive Literature Review.** Literature reviews can be about any social work relevant topic of interest. Students complete successive assignments that lead to a final literature review paper. These assignments include an academic writing exercise, an annotated bibliography, an outline, and three drafts of the literature review. Assignment guides will be provided in class for each component. See points and due dates in the chart below. Please **use the calendar as the final word on the due dates and times**. Also remember **Oncourse is on Eastern Standard Time**, making all assignment times in Oncourse an hour early.
   a. Thesis Statement
   b. Outline & review two articles
   c. Using writing resources with Literature Review conclusion
   d. Peer Review of Literature Review conclusion
   e. Literature Review Final version

2. **Pre/Post Test** (20 pts total). Students will earn 5 points for taking an online Grammar Pre-Test in the first week of class. These tests are accessed through Oncourse. The Grammar post-test, taken the last week of the course, is worth 15 points.

3. **Forum Posts** (30 pts total—5 pts each). Students will **post a response in Oncourse Forums** to six open-ended questions related to introduction, creating a respectful and productive learning environment, scholarly writing, including critical thinking, revision, plagiarism, and peer review. Forum Posts should be about one or two paragraphs (4-6 sentences in each paragraph). Assignment guide will be posted in Oncourse. You will also **respond to the posting of two other students**.

4. **Presentation** –students will present a synthesis and analysis their literature review to the class using Powerpoint or Prezi. (8 points)

For due dates and times check Oncourse calendar

Assignments S400	Points
Forums	
1. Introduce yourself and respond	5
2. Developing respectful working environment - free writing assignment in class, edit for forum	5
3. Scholarly Writing	5
4. Critical Thinking	5
5. Plagiarism	5
6. Revisions	5
Total points	30
Pre-test quiz	5
Post-test quiz	15
Literature Review by increments	
Thesis statement	2
Outline, review of two articles	5
Writing Resources - Send to me your 1st draft of literature review conclusion, then visit writing center and revise it	3
Post 2nd draft - for peer review	3
Peer review of 2 conclusions - thoughtful feedback	4
Presentation	8
Literature Review Final version (Introduction, Synthesize 10 articles + conclusion)	25
Total points	100

University and School Policies *Students* should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (http://www.iu.edu/~code/), from which many of the policies below are derived. In addition, students should refer to the BSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:
1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Turnitin software will be utilized for the final assignment through Oncourse (no extra fee). You can also use Turnitin as a resource for your writing and have your paper analyzed for plagiarism for a fee: www.turnitin.com.

Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Campus support offices:
Northwest: Student Support Services www.iun.edu/~supportn

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and

that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester , or equivalent for non-semester length courses, to the course instructor and must use the Request for Course Accommodation Due to Religious Observance. In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to http://veterans.iupui.edu/resources/withdrawal/

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class, online, and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *NASW Code of Ethics* (http://www.socialworkers.org/pubs/code/default.asp).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call.   Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency

Please watch the university website for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class. Also check Oncourse for additional communication, make-up work, or rescheduling of class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

Course Policies

- Exams are to be taken as scheduled. No make-up exams will be given, nor will late assignments be accepted. Exceptions for unusual circumstances require documentation and advance discussion with the instructor.

- Students should have read assigned materials in the order specified by the instructor, and should be ready to participate knowledgeably and constructively in class activities.

- As part of the conditional admission agreement, **students must earn a "B" or better to move ahead in the MSW Program.**

- Classroom and online climate should be reflective of civility. Students are expected to respect the opinions and feelings of other students' and the instructor's, even if they differ from one's own.

- Internet etiquette is expected in all online communications, including email with the instructor and classmates.

- A formal evaluation of the course and its instructor will be completed on the final day of the course, consistent with the school's academic policy.

- Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work class. In cases of academic dishonesty, University guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) could fail the course.

- To avoid plagiarism, sources must be credited in a specific and detailed manner. Students are expected to prepare all written work in accordance with the Publication Manual of the American Psychological Association (APA) (6th ed.).

Course Grades:
Formal grades for this course are assigned on an A= (Excellent) through F= (Fail) basis. Consistent with school policy, a grade of `B-' or lower in this course represents grounds for dismissal from the Master of Social Work program.

A	100- 94%	Excellent
A-	93-90%	Superior
B+	89- 87%	Very Good
B	86-84%	Good

--------------A grade of "B" must be earned to maintain eligibility for MSW coursework------------

B-	83-80%	Satisfactory
C+	79-77%	Acceptable
C	76-74%	Fair
C-	73-70%	Unsatisfactory

Appointments, Office Location, Telephone Number
The best time to contact me is before and after class or via e-mail. You can send a message through Oncourse or to my email address I usually respond within 24 hours, if not sooner. Please note that an e-mail message on Oncourse is **NOT directly linked** to an e-mail message on the IUN system, **unless** you click on the box to forward it.

Americans with Disabilities Act Policies
In compliance with ADA guidelines, students who have any conditions, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the terms. This should be discussed with the instructor with the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.

Writing Assistance:
Free assistance with writing is available to all students through the University Writing Center

References

Axelrod, R., & Cooper, C. (2007). *Reading critically: Writing well.* Boston: Bedford/ St. Martins.

Ballenger, B. (2006). *The curious researcher: A guide to writing research papers* (5th ed.). Needham Hts, MA: Allyn & Bacon.

Bullock R., & Weinberg, F. (2011). *The little seagull handbook.* New York: W. W. Norton & Company.

Cooper, S., & Patton, R. (2009). *Writing logically, thinking critically* (6th ed.). Reading, MA: Addison- Wesley.

Cuba, L. (2001). *A short guide to writing about social science* (4th ed.). NY: Longman.

Fink, A. (2009). *Conducting research literature reviews: From paper to the internet* (3rd ed.). Thousand Oaks: Sage.

Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4th ed.). Glendale, CA: Pyrczak Publishing.

Girden, E. R. (2001). *Evaluating research articles from start to finish* (3rd ed.). Thousand Oaks: Sage.

Glicken, M.D. (2007). *A guide to writing for human service professionals*. Lanham, Maryland: Rowman & Littlefield.

Hogan, M., & Reinheimer, D. (2003). *From sources to purpose: A guide to researched writing.* Ft. Worth: Harcourt.

Lester, J.D. (2007). *Writing research papers: A complete guide* (12th ed.). NY: Longman.

Luey, B. (2002). *Handbook for academic writers* (4th ed.). NY: Cambridge University Press.

Mangelsdorf, K., & Posey, E. (2005). *Discoveries: A step-by-step guide to writing paragraphs and essays.* Bedford: St. Martin's.

Murray, D.M. (2003). *The craft of revision* (5th ed.). Chicago: Harcourt Brace.

Nash, R. J., & Witherell, C. (2004). *Liberating scholarly writing: The power of personal narrative.* NY: Teachers College Press.

National Association of Social Workers. (2009). *An author's guide to social work journals* (5th ed.). Washington, DC: NASW Press.

Perrin, R. (2012). *Pocket guide to APA style* (4th ed.). Boston: Wadsworth Cengage Learning.

Pyrczak, F. (2007). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Los Angeles, CA: Pyrczak.

Pyrczak, F., & Bruce, R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Los Angeles, CA: Pyrczak.

Rasool, J., Banks, C., & McCarthy, M.J. (2001). *Critical thinking: Reading and writing in a diverse world.* Belmont, CA: Wadsworth.

Rosen, L. (2008). *The academic writer's handbook* (2nd ed.). United States: Longman.

Rosenwasser, D.R., & Stephen, J. (2008). *Writing analytically* (5th ed.). Ft. Worth: Harcourt.

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2012). *An easy guide to APA style.* Los Angeles: Sage Publications, Inc.

Szuchman, L.T., & Thomlison, B. (2008). *Writing with style: APA style for social work* (3rd ed.). Belmont, CA: Thomson Learning.

Williams, J.M. (2005). *Style: Ten lessons in clarity and grace* (8th ed.). Reading, MA: Addison Wesley.