# UST 102 – Professional Writing

<table>
<thead>
<tr>
<th>Blackboard Online section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor</strong></td>
</tr>
<tr>
<td><strong>Office</strong></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
</tr>
<tr>
<td><strong>Fax</strong></td>
</tr>
<tr>
<td><strong>Email</strong></td>
</tr>
</tbody>
</table>

**Textbook Required:** There is no text for this course. There will be several readings each week, all available at no cost to you online.

**Recommended Texts:**

- Publication Manual of the American Psychological Association, Sixth Edition

  “The Publication Manual of the American Psychological Association is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy-to-use reference and citation system, the Publication Manual also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication” (American Psychological Association, 2009).

You will need this manual throughout your college education. It is available for free at the CSU library as a reference book.

**Blackboard Student Tutorial:**

http://urban.csuohio.edu/courses/help.shtml

If you want to be successful in this course….PLEASE take the tutorial.

**The CSU Writing Center**

http://www.csuohio.edu/academic/writingcenter/

You pay for the CSU Writing Center with your tuition… so use it!
Course Objectives: Students research urban issues in the Cleveland area and develop skills in writing expository and argumentative prose in order to communicate research results effectively. Equivalent to ENG 102. The course is designed to meet the following learning objectives in accordance with CSU’s General Education requirements:

**Breadth of Knowledge: Social Science**
- Understand some of the complex issues and challenges facing urban areas.
- Recognize the importance and usefulness of multi-disciplinary approaches to resolving these challenges.
- Introduce basic theoretical and empirical concepts used in the respective social scientific disciplines to explain the behavior of individuals and groups in societies, economies, governments, and subcultures.
- Present how data are collected and analyzed in social-scientific disciplines.

**Skill: Critical Thinking**
- Inspire critical thinking using multi-disciplinary approaches and exercises.
- Develop higher-order thinking (analysis, synthesis, evaluation) to address complex urban problems.

**Skill: Writing**
- Document all intellectual property referenced or directly cited in your paper (see the APA Publication Manual).
- Use the guidelines of the APA Publication Manual.
- Develop a research question.
- Identify relevant resources
- Evaluate these resources critically and utilize them successfully.
- Understand what constitutes plagiarism; do not represent work attributable to others as your own.
- Communicate effectively the results of this research in written form consistent with the practices and skills of college-level English.

**Additional Skills:**
- Encourage time management through multiple assignments.
- Develop technology management and exploration skills.

**General Education Statement**
This course continues development of writing skills acquired in ENG 100 or ENG 101, incorporating research and information literacy skills.

**Course Method**
The course will be conducted on-line in CSU’s Blackboard/CE6 platform. Students will complete weekly reading and discussion assignments plus three
papers and a final. Students will earn grade points for both discussion and writing assignments.

**Course Requirements and Grading Policy**

Grades are based on writing assignments (4 essays and a final) and responses to discussion questions. Students are expected to:

- Read all textbook chapters and other assigned readings before beginning the respective on-line sessions.
- Participate actively in discussions and ask clarifying questions. Each week you will respond to one (and sometimes two) discussion questions. After posting a 2- or 3-paragraph response to the discussion question, you will respond to at least two fellow learners with a response that
  - clearly demonstrates your understanding of the posting to which you are responding
  - furthers understanding of the information discussed
  - demonstrates your careful reflection of your fellow student’s posting.
  - Please note: you will receive no credit for a posting that boils down to “nice job” or “way to go."
  - Please note: BE KIND TO ONE ANOTHER….I’m looking for academic discussion, not personal attacks.
  - All discussion questions are due on Wednesday by midnight.
  - All responses are due on Saturdays by midnight.
- Prepare and submit all four written assignments and the final on time. All papers are due on Saturday night at midnight. A late assignment will be deducted one point per day it is late.
- Send all discussion postings and written assignments through Blackboard;
- Log on to the course site daily to check for changes and/or additional information.

**Texts**

There are no texts for this course. All course materials are located online at one of three locations:

- **Web:** Some course materials are located on the internet, accessed by following the URL (Uniform Resource Locator, the web address) indicated for the reading assignment
- **ECR:** Some course materials are located in the ECR (Electronic Course Reserve) at the CSU Library. Here’s how to access the ECR:
  - Go to the CSU library home page at [http://library.csuohio.edu/](http://library.csuohio.edu/)
  - Click on “Electronic Course Reserves” under the topic “Start Your Research Here”
  - Choose the tab that says “Professor”
  - Type in the name “Grano”
Choose the correct reading for the weekly assignment

- **Course Content**: Some course materials are posted on this Blackboard course site:
  - Go to the tab that says “Course Content” in Blackboard
  - Choose the document you wish to read

Some learners read all their material online. Others print out all materials, reading the hardcopies and highlighting important information. Figure out what works best for you and plan a way to organize your reading materials so you can access them as the course progresses.

There is interesting information about speed reading at www.speed-reading.com

**Grade points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly discussion participation</td>
<td>2 points each week (1 point for each question, including two responses) for a total of 30 points (15 weeks X 2 points)</td>
<td>30% Grading Rubric for weekly discussions</td>
</tr>
<tr>
<td>3 assignment papers</td>
<td>10 points each paper for a total of 30 points (3 assignments X 10 points)</td>
<td>30% See grading rubric</td>
</tr>
<tr>
<td>Final paper</td>
<td>40 points for final paper</td>
<td>40% See grading rubric</td>
</tr>
</tbody>
</table>

**Grading scale**

A: 94-100 A-: 90-93 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79 C: 70-76 D: 60-69 F: <60

**Assignment due dates**

All assignments are due by midnight on Saturday of the week they are assigned. You will lose one point for each day your assignment is late; for the final exam, you will lose five points for each day your assignment is late.
Grading rubrics are provided for all written assignments.

<table>
<thead>
<tr>
<th>Grading rubric for weekly discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Questions</strong></td>
</tr>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Applies relevant professional, personal, or other real-world experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Responds to fellow learners with relevant professional, personal, or other real world experiences.</td>
</tr>
</tbody>
</table>

See next page for grading rubric for writing assignments
<table>
<thead>
<tr>
<th>Higher order concerns</th>
<th>Criteria</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong> The thesis or main point of your writing. Is it clear? Is the whole paper concerned with the focus? Write your focus before you start the paper.</td>
<td>Non-performance</td>
<td>Does not provide a focused thesis; paper strays from the thesis.</td>
<td>Creates a thesis and generally develops the thesis in the paper.</td>
<td>Creates a clear thesis and develops the thesis throughout the paper.</td>
</tr>
<tr>
<td><strong>Organization</strong> Has the writer organized or structured the paper in a way that the discipline suggests (APA style). Is the paper organized so that the paragraphs proceed from one to another in a logical style using transitions? Is the paper well organized?</td>
<td>Paper is poorly organized with poor transitions.</td>
<td>Creates an organized paper but lacks some transitions.</td>
<td>Creates a strong organizational structure with clear transitions from one paragraph to the next and one idea to the next.</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong> Development refers to the amount of support you give to your focus. Are there enough quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts? Have you done enough research?</td>
<td>Does not develop an argument that supports the thesis.</td>
<td>Develops a strong argument that supports the thesis but does not provide sufficient quotes, paraphrases, examples, inferences, etc. to support the argument.</td>
<td>Develops a strong argument that supports the thesis. Provides sufficient quotes, paraphrases, examples, inferences, etc. to support the argument.</td>
<td></td>
</tr>
<tr>
<td>Lower order concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style can be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>considered in terms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of sentence patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and diction. Are the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>varied (preferred) or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all the same? Variety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>produces more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the diction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate (wording,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choice of words) for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a college level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment? Is the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diction appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the discipline?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor or irregular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing style.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is clear and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy to read.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to read with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate diction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics refer to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation, spelling,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and grammar. Could</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the writer benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from a brush up on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>some grammatical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>points? Could the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writer use new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation strategies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DID THE WRITER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROOFREAD?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor punctuation or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor proofreading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few punctuation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling and grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>errors; paper appears</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to be proofread;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>list.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent punctuation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling and grammar;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>excellent reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>list.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policies

- Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
- Refer to the CSU Bulletin for add/drop, withdrawal procedures, S/U, incomplete grading.
- Classes will not be cancelled due to weather or holidays.
- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
- Make-ups of exams and assignments are at the discretion of the instructor and require valid written documentation (for example, written doctor’s excuse).
- The Instructor reserves the right to make changes to this syllabus.

Academic Honesty and Plagiarism

Cleveland State University (The Code of Student Conduct) describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/ comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

NOTE: Your instructor takes plagiarism very seriously; crediting others’ intellectual work is a course objective. Assignments that include plagiarized materials will forfeit points up to the total points available for the assignment. Intentional plagiarism such as submitting the work of others as your own will result in a report of your actions to the Dean of the College of Urban Affairs as outlined in the Code of Student Conduct at [http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf](http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf).
On-line Discussions
Students will participate in weekly on-line discussions. The instructor will pose two questions each week and indicate the requirements for a sufficient answer. Students will be asked to answer that question and respond to other students’ contributions as well. When asked to respond to another student, you must do so using the reply function. Discussions must be delivered by the due date listed on the syllabus. The discussion boards will be locked once the due date has passed and late entries will not receive a grade. Discussion questions are worth 1 point each; don’t dismiss these questions since they are worth so few points! The points add up and will become 30% of your final grade.

Technology Management
You are responsible for managing the technology. You need to factor that into your planning and organization. For example, keep copies of your assignments in case they don’t download correctly. As a second example, if your personal computer crashes, you will have to find another way to participate such as using CSU computers. For those who have permission to do school work at your workplace and plan to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. Save all your work to a flash drive or secondary hardware in case your computer does crash.

Frequently Asked Questions (FAQs) about UST 102 in Blackboard:

Q. When are assignments due?
A. Discussion questions are due every Wednesday. Responses are due every Saturday. Assignments are due at midnight EST on the Saturday of the week they are assigned. These dates are noted on the course calendar.

Q. How do I check my grades?
A. Click on My Grades. You will find it along the left hand column menu on the Blackboard course site.

Q. Can I email you my assignments?
A. Please submit all assignments under the appropriate section in Blackboard; I will not accept assignments as email attachments.

Q. I thought I did better on last week’s assignment. Why did I get the grade I did?
A. Each assignment has a grading rubric. You need to read the rubric carefully and, if you still do not know why you received the grade you did, you need to email me.

Q. I cannot find someone’s email address on the list in the course. What should I do?
A. Go to the bottom right of the screen and click on the little green arrow. You will get a drop-down menu. Click on ALL and then click on the green arrow again.
Your screen will refresh and you will get the whole roster of names for the course. This little green arrow also shows up under the Announcements section when the list of weekly announcements grows long.

Below are some general comments about the course that should help you navigate your way through a successful experience in UST 102 on-line:

• Check the Blackboard course site frequently to post course updates, respond to emails, etc. I may check the course site over the weekend, but you may not hear from me until Monday.
• Please give me a week to grade your assignments; usually your assignment will be graded within a few days.
• Make sure you read the syllabus THOROUGHLY. Because we do not meet face-to-face, I try and provide as much information as possible in the syllabus.

Places to check for additional information on the course site in Blackboard are:

• Announcements,
• Homepage
• Emails.
• Remember that your relationship with the Instructor is an Internet relationship. I cannot know what is going on in your life as it pertains to the course if you do not communicate with me. Please make every effort to convey your concerns or questions to me, and I will make every effort to address these issues in a satisfactory and timely fashion.
• There is really no excuse for missing any weekly assignments. Everything except for the exams and the last critical thinking essay are open NOW, so you can plan around your business trip, sister’s wedding, birth of your child, etc. I know things happen, but please be aware that any emergency involving a request for a time extension requires a valid written excuse (hospital notice, jury duty notice, etc.), and acceptance of such an excuse is up to the discretion of the Instructor.
• If I was a student in the class and wanted to succeed in the course, here is what I would do every week. This is merely a suggested “to do” list; everyone’s schedules and study patterns are different.
  • Log into the class on Monday night or Tuesday and read the weekly Announcement. Make sure I understand what is due each week and email the Instructor if I have any questions. Weekly due dates:
    ▪ Wednesday – Discussion question
    ▪ Saturday – Discussion responses
    ▪ Saturday at midnight – Assignments (during weeks they are assigned)
  • Complete the assigned readings for the week.
  • Check the course site daily for any updates. Do the weekly discussions.

See next page for course schedule
Course Schedule: Readings, Assignments & Due Dates

Week 1 January 16-23, 2010

There are no texts for this course. All course materials are located online:

**Web:** Some course materials are located on the internet, accessed by following the URL (Uniform Resource Locator, the web address) indicated for the reading assignment

**ECR:** Some course materials are located in the ECR (Electronic Course Reserve) at the CSU Library. Here’s how to access the ECR:
- Go to the library home page at [http://library.csuohio.edu/](http://library.csuohio.edu/)
- Click on “Electronic Course Reserves” under the topic “Start Your Research Here”
- Choose the tab that says “Professor”
- Type in the name “Grano”
- Choose the correct reading for the weekly assignment

**Course Content:** Some course materials are posted on this Blackboard course site:
- Go to the tab that says “Course Content” in Blackboard
- Choose the document you wish to read

**Readings for Week 1:**

- Web: Reading and scheduling assignments at [http://www.csuohio.edu/academic/writingcenter/schedread.html](http://www.csuohio.edu/academic/writingcenter/schedread.html)
- ECR: The problem with highlighters (Beyer, 1990)
- Course Content: The course syllabus – Read this syllabus thoroughly and contact me by email at B.GRANO@csuohio.edu with any questions.
- Course Content: Plagiarism. Read the document on Plagiarism and then email me at B.GRANO@csuohio.edu with a statement that you understand the CSU policy on plagiarism.
- Course Content: Common myths about plagiarism
- Course Content: Tips for reading college level materials

Discussion questions (worth 1 point each)

**Discussion Question 1.1.**
Introduce Yourself. Why are you attending college? Why did you choose CSU? Why are you taking this course? What do you want to learn from this course? Where are you in your studies (freshman, sophomore, etc.)? What is your major? What do you want to accomplish as a result of earning a college degree? Regarding the journal article “The problem with highlighters,” do you use highlighters when you read? Why or why not?

Discussion Response: Respond to at least two other learners about their posts. I want more than, “I liked your post.” I am looking for real interaction and interest. For example, comment on other learners’ use of highlighters or reason for attending college or future career plans. Write something that will enhance their thoughts and clarify your thoughts.

Discussion Question 1.2.

What is your greatest dream for Cleveland? Do you have a passion for this dream? What would you like to know more about that would help you understand Cleveland as an urban environment? Carefully reflect on this question because you will continue to answer this question in coming weeks to shape your final assignment. Tell us why this topic is important to you; ask your fellow learners if the topic is important to them. Here are a few ideas to seed your thinking: Equity, capacity, housing, transportation, casinos, health, downtown development, governance, politics, diversity, ethics, economic development, education, environment, the lake, the medical mart, the port authority, law and order.

Discussion Response: Respond to at least two other learners about their posts. Agree with one writer and respectfully disagree with another writer.

Assignment A

Read the course content materials on plagiarism. Then email me at B.GRANO@csuohio.edu with a statement that you understand the CSU policy on plagiarism.
Week 2 January 24 -30, 2010

Readings:

- Web: Welcome to the CSU Library at http://library.csuohio.edu/services/firstyear.html
- Course Content: How to Read a Research Study Article
- Course Content: Story Grammar
- Course Content: How to decide what to highlight while reading
- ECR: Limitations of community development partnerships: Cleveland Ohio and Neighborhood Progress Inc. (Lowe, 2008)

Discussion Question 2.1

What is Lowe writing about in his journal article “Limitations of community development partnerships: Cleveland Ohio and Neighborhood Progress Inc.” (Lowe, 2008)? What is his theme? What are his conclusions? (NOTE: If you find this article useful to the research paper you are writing, you can cite it in your research paper.)

Discussion Response: Respond to at least two other learners about their posts.

Discussion Question 2.2

Next week your first assignment is due. You will be asked to write a 3-5 page paper about one of two topics:

Topic A: Why is it important to use a style guide such as the APA Style Guide when writing an academic paper?
- or -
Topic B: What is the history of Cleveland State University? As a CSU student, where do you fit in? How does the university fit into the Cleveland urban environment?

Which topic have you chosen and why did you make that choice?
Discussion Response: Respond to at least two other learners and give them ideas of where they might look for information about their topic. (By “where” I do not mean go to the library; I mean what kind of resources should they access?).

Week 3  January 31 – February 6, 2010

Readings:

- Course Content: APA Style Lite for College Papers
- ERC: The APA Style Converter: A Web-based interface for converting articles to APA style for publication (Li & Cunningham, 2005)
- Web: APA Formatting and Style Guide at http://owl.english.purdue.edu/owl/resource/560/01/
- Web: Microsoft Word 2007: Bibliography at http://www.youtube.com/watch?v=6DYuUGP7vLg

Discussion questions (worth 2 points each)

Discussion Question 3.1.

Why is it important to use a style guide (such as the APA Style Guide) when preparing a research paper?

Discussion Response: Respond to at least two learners about what you learned from their discussion response or correcting content in their response.

Discussion Question 3.2

Share your thesis statement for your assignment due this week. Discuss any challenges you faced in creating this thesis statement.
Discussion Response: Respond to at least two other learners about their posts. Provide suggestions for improving the thesis statements of your fellow learners. You can do this by editing the thesis statement, making suggestions for a stronger thesis statement, asking for clarification about the thesis statement, or adding your own ideas to help fellow students create a stronger assignment paper.

**Assignment 1 Due** February 6, 2010 by midnight.

You have a choice of two topics; please write a 3-5 page paper (including your references) and use the APA Style Guide to correctly cite your paper. All of this week’s readings will help you learn how to use the APA Style Guide and how to create correct citations and a reference list. Make sure to set your paper up using the guidelines in the APA Style Tutorial (listed first in this week’s readings).

Use at least three references for your paper. Wikipedia may give you an idea of how to pursue your topic, but Wikipedia is not a legitimate reference for this assignment. Please recognize that your paper will be graded on proper APA style, citations and references; that is the point of this paper. See the rubric in this syllabus (page 4) for more information.

**Topic A:** Why is it important to use a style guide such as the APA Style Guide when writing an academic paper?

-or-

**Topic B:** What is the history of Cleveland State University? As a CSU student, where do you fit in? How does the university fit into the Cleveland urban environment?

When your paper is complete, go to the Assignment Tab. Post your assignment as an attached Word document. Name your document with your last name followed by first initial and the assignment, i.e.: (smith_j_assignment 1.doc).

All assignments are due by midnight on Saturday of the week they are assigned. You will lose one point for each day your assignment is late; for the final exam, you will lose five points for each day your assignment is late.

A grading rubric is provided for this assignment in the syllabus and on the assignment tab.
Week 4 References  February 7-13, 2010

Readings:


- Web: Reference lists at http://owl.english.purdue.edu/owl/resource/560/05/ or http://www.bgsu.edu/downloads/lib/file40389.pdf


Discussion Question 4.1

Why is it important to use references when writing an academic paper?

Discussion Response: Respond to at least two learners about what you learned from their discussion response or correcting content in their response.

Discussion Question 4.2

After reading about the Greater Cleveland Partnership, do you think the Partnership has helped Cleveland? (NOTE: If you find this article useful to the research paper you are writing, you can cite it in your research paper.)

Discussion Response: Respond to at least two learners to discuss their point of view about the Greater Cleveland Partnership.
Week 5 February 14-20, 2010

Readings: Researching on the internet; RefWorks

- Course Content: How to choose a topic to write about for your final paper:
- ERC: Rolling the dice? Casinos, tax revenues, and the social costs of gaming (Koo, Rosentraub, & Horn, 2007).
- Web: RefWorks at http://library.csuohio.edu/research/refworks.html
- Web: Refworks tutorial at http://proxy.ulib.csuohio.edu:3736/tutorial/

Discussion Question 5.1

Reflecting on the reading, “Rolling the dice? Casinos, tax revenues, and the social costs of gaming (Koo, Rosentraub, & Horn, 2007),” will casinos be good or bad for Cleveland? (NOTE: If you find this article useful to the research paper you are writing, you can cite it in your research paper.)

Discussion Response: Respond to at least two other learners about their posts. Consider what other learners have written and agree with one writer and respectfully disagree with another.

Discussion Question 5.2

Have you decided to set up a Refworks account? Discuss your experience in setting up your Refworks account or discuss your reason for choosing not to use a Refworks account.

Discussion Response: Respond to at least two other learners about their posts.
Week 6  February 21-27, 2010  Research questions

Readings:  How to research

- Course Content:  Annotated Bibliography
- Web:  How to research a paper (Felix) at http://www.youtube.com/watch?v=6ZnUm_lyQ5M
- Web:  Seven Steps to Effective Library Research at http://www.library.cornell.edu/olinuris/ref/research/tutorial.html
- Web:  College Level Experience at Home at http://distancelearn.about.com/od/onlineresources/a/Research.htm
- Web:  First Year Experience at http://www.ulib.csuohio.edu/services/firstyear.html

Discussion Question 6.1

Reflecting on week one’s discussion question 1.2, what topic will you research and write about this semester?  What is your greatest dream for Cleveland or what is Cleveland’s biggest challenge? What kind of resources will you need to research and write about this topic?  Name at least three kinds of resources you will use (journal articles, news articles, etc.) and where you plan on finding this information.

Discussion Response:  Respond to at least two other learners about their posts. Provide suggestions on where else learners might look for information.

Discussion Question 6.2

Because you are a savvy student, you have already started your annotated bibliography which is due next week. You’ve read the “Annotated Bibliography” in the course files (as assigned in this week's reading) so you know how to prepare an annotated bibliography and you know what your assignment should look like when you turn it in. What have you found so far in your research for your annotated bibliography?  Discuss one resource you have discovered about your topic; start your discussion by sharing your topic and the search words you have been using for your topic.

Discussion Response:  Respond to at least two other learners about their posts. Provide feedback about the quality of the research article your fellow learner has discovered or suggestions of additional search words for the topic.
Week 7 February 28-March 6, 2010

Readings:

- Web: How to prepare an annotated bibliography at
  http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#sample

- Web: Annotated Bibliography Example at
  http://owl.english.purdue.edu/owl/resource/614/02/

- Web: Annotated Bibliography Example at
  http://urbanarchives.org/wiki/index.php/Annotated_Bibliography#Crimes_of_Style_by_Jeff_Ferrell

- Web: Using Google Scholar at

Discussion question 7.1

Discuss your research for this week’s annotated bibliography assignment. How difficult was it to find research materials about your topic?

Discussion Response: Respond to at least two other learners about their posts.

Discussion question 7.2

What is the best reference you discovered for your annotated bibliography? Provide your annotated citation for one work here.

Discussion Response: Respond to at least two other learners about their posts; if necessary, correct the annotation or offer suggestions for correcting the annotation. (NOTE: If a fellow student provides a citation in Discussion Question 7.2 that you think will further your research for your topic, you may utilize it. However, you must look up the reference, read the article, and then provide your own annotation. Your annotation should include a note that you found the reference through a fellow student and name that student; that way, you have a record of where you found the source and a way of tracking yourself back to the source. If you copy your fellow student’s annotation, that is plagiarism; if you copy your fellow student’s citation, that is not plagiarism but you better hope the other student got it right.)

Discussion Response: Respond to at least two other learners about their posts.
Assignment due March 6, 2010 by midnight

Prepare an annotated bibliography that will become part of your final paper for this course. Make sure you have identified your final topic before starting this assignment. Consider at least five key words and terms you will use for your research; for example, if you wish to write about casinos, your search words might be casinos, state casinos, casinos and taxes, casinos and crime, casinos and unemployment. Read “Annotated Bibliography” in the course files to help you develop an annotated bibliography.

Create an annotated bibliography of resources created since 1999 with:

- 3 or more journal references
  - Go to the CSU Library Alphabetical List of Research Databases at http://www.ulib.csuohio.edu/research/databases/index.html
  - Start with the Academic Search Complete Database
  - For reference assistance, call (216) 687-5300, or ask a librarian online at http://www.ulib.csuohio.edu/services/ask/index.html
- 2 or more book references
  - Google Books at http://books.google.com/
  - CSU Library
  - Your textbooks from previous courses
- 2 internet references
- 1 news article
- 2 or more additional references of your choice.

Your paper should start with a brief one-paragraph summary of your topic and your research, followed by the annotated bibliography. Each annotation should include a brief summary of the source, where it was located (including call number for books or complete Web URL), and an evaluation about the usefulness of the source. Comment on why you think this source is credible.

Don’t forget to use the APA Style Guide to set up your paper. When your paper is complete, go to the Assignment Tab. Post your assignment as an attached Word document. Name your document with your last name followed by first initial and the assignment, i.e.: (smith_j_assignment 2.doc).

All assignments are due by midnight on Saturday of the week they are assigned. You will lose one point for each day your assignment is late; for the final exam, you will lose five points for each day your assignment is late.

A grading rubric is provided for this assignment in the syllabus and on the assignment tab.
Week 8 March 7-13 Writing with Statistics

- Midterm grades due March 8-14, 2010

Readings:

- Web: Writing with Statistics at http://owl.english.purdue.edu/owl/resource/672/01/
- ERC: Our economic outlook is better (Obama, 2009)
- ERC: Evidence-based pretense (Staley, 2009)

Discussion question 8.1

Why is it important to know how to write about statistics?

Discussion Response: Respond to at least two other learners about their posts.

Discussion question 8.2

Having read the two ERC articles this week, compare how the two authors wrote or talked about statistics. How did their use of statistics enhance your understanding?

Discussion Response: Respond to at least two other learners about their posts. Agree with one writer and respectfully disagree with another writer.
Week 9 March 14-20  **Spring Break: March 14-21, 2010**

Week 10 March 21-27  Develop a research question

Readings

- Web: The research question at  
  [http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/question.pdf](http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/question.pdf)

- Web: Developing a research question at  
  [http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7)

- ERC: Cleveland seeks more downtown residents (Mortland, 2009)

**Discussion 10.1**

Consider the topic you have chosen for your final paper. State your topic and your thesis. Now consider, what is your research question? What is the question you will answer through research that will be the basis of your very interesting final paper? Your question should be “short, conceptually straightforward and jargon-free” (The Research question). Given those boundaries, state your topic, your thesis, and your research question.

Discussion Response: Respond to at least two other learners about their posts, giving suggestions for improving the research question to be “short, conceptually straightforward and jargon-free” (The Research question).

**Discussion 10.2**

Reflecting on the article “Cleveland seeks more downtown residents,” imagine you are the journalist and you want to write a series on this topic. Create a research question that is short, conceptually straightforward and jargon-free that would lead to a better understanding of this topic.

Discussion Response: Respond to at least two other learners about their posts, agreeing with one learner and respectfully disagreeing with another.
Week 11 March 28-April 3  Moving from annotated bibliography to research paper

Readings

- Web: Urban Graffiti: Crime, Control and Resistance (Ferrell, 2004) at http://books.google.com/books?hl=en&lr=&id=3AHLq4nVFUEC&oi=fnd&pg=PA33&dq=Crimes+of+Style:+Urban+Graffiti+and+the+Politics+of+Criminality&ots=ZauuCM4a1W&sig=ba_som7g0gQ1mkT9F59Z_IPD4-k#v=onepage&q=&f=false
- Web: Jeff Ferrell Is Waste Deep at http://www.youtube.com/watch?v=SNw1q7XOWgA
- Web: How To Decipher Gang Graffiti Codes at http://www.youtube.com/watch?v=GWBKUK9KrA4
- Web: How to Deter Graffiti at http://www.wikihow.com/Deter-Graffiti

Discussion 11.1

Your first reading on the web is an extensive annotated bibliography created on a website by Dr. Jeff Ferrell, a Professor of Sociology at Texas Christian University, (I believe several people contributed to his bibliography); your second reading is an article by Dr. Ferrell; and the third reading is a YouTube video featuring Dr. Ferrell. Discuss how Dr. Ferrell connects his interests and how you might connect your interests in Cleveland to your final paper (the annotated bibliography did NOT result in Dr. Ferrell’s article; rather, it is related to the topic).

Discussion Response: Respond to at least two other learners about their posts.

Discussion 11.2

Does graffiti in Cleveland enhance or detract from the urban landscape? Use the last two readings about graffiti to help shape your discussion.

Discussion Response: Respond to at least two other learners about their posts, agreeing with one writer and respectfully disagreeing with another.
Week 12 April 4-10 Editing and Proof-reading

Readings

- Web: Proofreading your writing at http://owl.english.purdue.edu/owl/resource/561/01/

Discussion 12.1

How does the annotated bibliography help you prepare your research paper? Discussion your personal experience in using the annotated bibliography to create a research paper.

Discussion Response: Respond to at least two other learners about their posts.

Discussion 12.2

This week’s assignment requires five additional references for your paper. Remember, you cannot list a reference unless the source is used in your paper. After creating the annotated bibliography, is it easier or harder to find more references?

Discussion Response: Respond to at least two other learners about their posts.

Assignment 3 due April 10, midnight

Create a 7-8 page draft of your final paper, not including your reference pages. The draft is expected to stand alone as a research paper with correct grammar, spelling, and use of the APA Style Guide.

Use the Annotated Bibliography prepared for Assignment 2 for references but do not include the annotations in this paper (this means you will probably use all the references you discovered for Assignment 2, but you will now use them as references, not notes). Find at least five additional references for this draft, giving you a total of 15 or more references. Don’t forget to use Lexis Nexus at the library research data bases to look up newspaper articles about your topic.

When your paper is complete, go to the Assignment Tab. Post your assignment as an attached Word document. Name your document with your last name followed by first initial and the assignment, i.e.: (smith_j_assignment 3.doc).
All assignments are due by midnight on Saturday of the week they are assigned. You will lose one point for each day your assignment is late; for the final exam, you will lose five points for each day your assignment is late.

A grading rubric is provided for this assignment in the syllabus and on the assignment tab.
Week 13 April 11-17 Reorganizing drafts

Readings

- Web: Reorganizing drafts at http://www.unc.edu/depts/wcweb/handouts/organization.html

- Web: revising drafts at http://www.unc.edu/depts/wcweb/handouts/revision.html


- ERC: The New public service: Putting democracy first (Denhardt & Denhardt, 2001)

Discussion 13.1

As you reorganize and revise Assignment 3, how do you feel about your topic? What are the opportunities or limitations that your topic provides?

Discussion Response: Respond to at least two other learners about their posts, giving suggestions to help move your fellow learners forward to the final paper.

Discussion 13.2

Read the two journal articles by Denhardt and Denhardt, comment on how the two articles are similar and different, noting how the later article may be a reorganization and revision of the first article.

Discussion Response: Respond to at least two other learners about their posts.
Week 14 April 18-24

Readings


- ERC: Did central cities come back? Which ones, how far, and why? (Furdell, Wolman, & Hill, 2005)

Discussion 14.1

Remember when reading a journal article, you need to read the abstract, the opening pages, and the summary. Reflecting on this week’s reading on central cities, do you feel that you understand the article by just reading the abstract, introduction and the summary? For what reasons might you read the entire journal article?

Discussion Response: Respond to at least two other learners about their posts.

Discussion 14.2

Look at the references listed at the end of the journal article about central cities. How might you use that reference list in ways beyond citing the authors’ works? (NOTE: If you find this article useful to the research paper you are writing, you can cite it in your research paper.)

Discussion Response: Respond to at least two other learners about their posts.
Week 15 April 25-30

Readings

ERC: Tourism, sports and the centrality of cities (Turner & Rosentraub, 2002)

Discussion 15.1

Reflecting on this week’s reading, how do you think tourism and sports has impacted Cleveland?

Discussion Response: Respond to at least two other learners about their posts, agreeing with one writer and respectfully disagreeing with another.

Discussion 15.2

Returning to the discussion question posed in week one, What is your greatest dream for Cleveland? After all of your research and writing, do you still have a passion for this dream?

Discussion Response: Respond to at least two other learners about their posts.
Week 16 May 1-May 8, 2010

No readings or discussions this week

Final Paper due Saturday, May 8, Midnight.

Reorganize and revise your Assignment 3 paper to create a 10-12 page final paper, not including your reference pages. This is your opportunity to pursue an additional line of thought about your topic or to expand on areas you have already developed. Be sure to incorporate my comments on Assignment 3 to improve your paper. Use correct grammar, spelling, and follow the APA Style Guide.

Find at least five additional references for this final, giving you a total of 20 or more references. Remember, if you use works from the reading lists in this course as a reference for your paper, you may include that as a reference. If you quote a fellow student, be sure to provide a correct citation.

When your paper is complete, go to the Assignment Tab. Post your assignment as an attached Word document. Name your document with your last name followed by first initial and the assignment, i.e.: (smith_j_final.doc).

All assignments are due by midnight on Saturday of the week they are assigned. Because this is the final exam, you will lose five points for each day your assignment is late.

A grading rubric is provided for this assignment in the syllabus and on the assignment tab.

About your instructor

Barbara Grano has taught public administration courses for the Maxine Levin College of Urban Affairs for 10 years. Her career has spanned city, county and state government plus college leadership and university instructional employment. She is a doctoral candidate at Capella University, having earned her M.P.A. from the Maxine Levin College of Urban Affairs, Cleveland State University.
References


Finding a new voice for corporate leaders in a changed urban world: The Greater Cleveland Partnership. (n.d.).


Electronic Course Reserve at http://scholar.csuohio.edu/screens/m_course.html