



## **RES710 Academic Writing (3 credit hours) Course Syllabus**

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### **Course Description**

In this course, students will develop the skills needed to successfully write in the academic environment. That success requires students to conduct evidence-based research and develop ideas that are supported by existing academic literature. To demonstrate their skills, students will write and revise an annotated bibliography and argumentative/persuasive essay. The course will further emphasize a style characterized by the third-person perspective; a clear focus on the research problem under investigation; precise word choice; and the application of writing standards of the American Psychological Association (APA).

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Inspect and discuss elements of academic writing style.
2. Demonstrate understanding of original research, findings and useful implications that advance knowledge of topics.
3. Design argumentative-persuasive essay components.
4. Distinguish literature review elements and process for development.

### **Required Textbook(s) and Resources**

RES710 requires no textbook. Instead, the course relies on open access web or full-text library resources. Among free resources, the course frequently references the indispensable Purdue Online Writing Lab, better known as OWL. See especially their guides on [Graduate Writing](#) and [Style](#). Later in the course, readings include free materials from the LibreTexts Project, specifically their collection of ebooks on [Research and Information Literacy](#).

Though not required, every doctoral student should own (or at least have quick access to) the official Publication Manual of the American Psychological Association. If you don't purchase your own copy, the APA provides several free resources at their [APA Style](#) website.

For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). Also explore their custom [Library Guide for RES710](#) and [Academic Writing Tutorial](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is a critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays**.
4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays**.

## Learning Activities

The Tiffin University doctoral curriculum is intended to prepare you to contribute as an original and creative scholar. As a doctoral-level student, you are expected to achieve high-order learning outcomes that challenge you to internalize core concepts and skills (e.g., apply, analyze, evaluate, synthesize, and create).

Each week consists of readings, discussions (except in Weeks 2 and 7), and written assignments. For consistency and objectivity, assignments follow a grading rubric linked in the instructions. Discussion forums allow you to share and organize ideas and experiences with your peers. Written assignments challenge you to persuasively present arguments or ideas, evaluate multiple perspectives, and demonstrate comprehension of key topics.

## Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. For RES710, Activity 5.1, Argumentative/Persuasive Essay, serves as a key assessment.

## Note About Terminology

The three methodology courses in the RES series (RES710, 720, and 722) are required of all doctoral students, regardless of program. For that reason, you may notice the use of generic

terminology. That's because not all doctoral programs at TU lead to the same degree or require the same terminal assessment. For example, Global Leadership and Change students write a dissertation to earn a Ph.D., while Criminal Justice students complete an applied research project to graduate with a Doctor of CJ degree (DCJ). Regardless of program, the research methods taught in the RES courses are the same for all doctoral students.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	50	--	50	50	50	50	--	250
Assignment	100	150	100	100	100	100	100	750
<b>Total</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>100</b>	<b>1000</b>

## Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <69%

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Introduction to Academic Writing	<input type="checkbox"/> MON: Activity 1.1 (Forum): Meet Your Peers (Research Interests) <input type="checkbox"/> WED: Activity 1.1 Forum Responses <input type="checkbox"/> SUN: Activity 1.2 - Annotated Bibliography
Week 2: Literature Review Types and Use	<input type="checkbox"/> WED: Activity 2.1: Writing Style Choices <input type="checkbox"/> SUN: Activity 2.2: Literature Review Types

Need Help? Get Help!

See [Where and How to Get Technical Support at Tiffin University](#).

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General Questions/Comments/Feedback:

<mailto:online@tiffin.edu>

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 3 Argumentative & Persuasive Essay Elements	<input type="checkbox"/> WED: Activity 3.1 (Forum): Argumentative/Persuasive Elements <input type="checkbox"/> SAT: Activity 3.1 Forum Responses <input type="checkbox"/> SUN: Activity 3.2: Annotate Research Topic Sources <input type="checkbox"/> SUN: Activity 3.3: Apply Argumentative/Persuasive Elements
Week 4: Cohesion and Coherence	<input type="checkbox"/> WED: Activity 4.1 (Forum): Cohesion and Coherence in Academic Writing <input type="checkbox"/> SAT: Activity 4.1 Forum Responses <input type="checkbox"/> SUN: Activity 4.2: Analyze Grouping, Cohesion, Trends, and Patterns
Week 5: Concision and Emphasis	<input type="checkbox"/> WED: Activity 5.1 (Forum): Concision and Emphasis <input type="checkbox"/> SAT: Activity 5.1 Forum Responses <input type="checkbox"/> SUN: Activity 5.2: Argumentative/Persuasive Essay (Final Version) - <b>Key Assessment</b>
Week 6: Motivation and Shape	<input type="checkbox"/> WED: Activity 6.1 (Forum): Motivation and Shape in Academic Writing <input type="checkbox"/> SAT: Activity 6.1 Forum Responses <input type="checkbox"/> SUN: Activity 6.2: Revise Argumentative/Persuasive Essay
Week 7: Final Synthesis	<input type="checkbox"/> WED: Activity 7.1: Self-Assessment Rubric <input type="checkbox"/> SUN: Activity 7.2: Course Reflection

## Tips for Success

Online learning requires self-discipline and self-direction. As truth seekers, we should be willing to challenge one another's ideas in a spirit of respectful comradery. The course is a place for you to benefit from the expertise, experience, and perspectives of your instructor and peers. Constructive feedback will further challenge you to expand your knowledge and understanding.

To gain the most out of your learning experience, actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all course narratives and activities.

## For More Information

Be sure to review the [Support, Policies, and Procedures](#) addendum.

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