



**School of Management  
MMG505.CA01 – Graduate Writing  
Spring 2010 – 3 Credits**

---

**Instructor:** Catherine Seo, M.S.  
Office: 617-868-1000 x1395 Cell: 617.721.9463 Fax: 617-873-0673  
email: catherine.seo@go.cambridgecollege.edu / catherine.seo@gmail.com  
17 Monsignor O'Brien Highway Room #410  
*Office Hours: By appointment*

**Course Description**

This course is designed to help you develop and improve your writing skills. The emphasis of the course is placed on the ability to read critically, think critically, and write critically. We will discuss ways to form an argument and defend it, and use the ILP handbook as our model.

You will develop a text of your own, selecting one topic of research that interests you, locating articles on this topic, analyzing them, and then synthesizing the knowledge you have acquired for an academic research paper.

Because this course is designed to help you become better researchers in your fields, you will need to focus your research topic in the field (or fields) in which you are interested.

**Contact Hours:** 30

**LOCATION**

---

The class will meet on site at the **School of Management Building – 17MOB #207**

**Monday nights 6:00 – 10:30 pm /** Feb 1, 15; Mar 1, 15, 29; April 12; May 3

**FACILITATOR'S BIO and CONTACT INFORMATION**

---

Catherine Seo is founder and president of Synergistic Solutions: Evolving Beyond Chaos, headquartered in Cambridge, Mass. The consortium, founded in 1989, offers support to organizations and industry in dealing with turbulence, change, and crisis impacting the workplace. Individuals, as well as organizations, learn to harness emotions into creative action, find or renew passion in the workplace, and build synergy to achieve common goals.

She received a Bachelor of Science in communications from Emerson College, and a Masters of Science in Strategic Technology Management from Marlboro College Graduate Center. Catherine has certification and/or training in advanced mediation, systems thinking, and relational dynamics, new product development, creativity and innovation as well as a technical background in computer programming and systems analysis.

**Office Hours:** By appointment. I will also generally be available during the hour before class time in my office #410 in the School of Management building @ 17 MOB. The use of e-mail is encouraged. If possible, calls will be returned on the same day. I generally answer email within 24 -48 hours, oftentimes sooner.

**Required Text**

Your department's Independent Learning Project (ILP) manual and handouts distributed in class.  
(This will be given out in class and can also be found on the Cambridge College website.)

**Class Website:** [www.inforesearching.com](http://www.inforesearching.com) – Graduate Writing

**Recommended Texts**

- Lester, J. D., & Lester, J. D. (2004). *Writing research papers: A complete guide* (11<sup>th</sup> ed). New York: Penguin Academics/Longman.
- Toronto Public Library (2006). *The Research Virtuoso: Brilliant Methods for Normal Brains*. Toronto, Ontario: Annick Press.
- Hacker, D. (2004). *Rules for writers* (5<sup>th</sup> ed). Boston: Bedford/St. Martin's.
- Any writing guide that features APA style guidelines or <http://www.dianahacker.com/resdoc/>

**Course General Information**

---

**Learning Outcomes**

Students will:

1. Engage in writing as a recursive process.
2. Learn the techniques of critically reading texts to determine the writer's main argument, point of view and assumptions.
3. Observe the general conventions of the essay form to write logically developed and effectively organized academic papers that analyze and synthesize the issues suggested in the weekly topic readings.
4. Learn specific strategies for evaluating and revising your own written work.
5. Be introduced to APA style requirements for appropriate citation of sources.
6. Learn to present research summaries and findings through brief oral presentations.

**Assessment and Instructional Strategies**

There are 7 areas of assessment for this course:

- participation (5%)
- annotated bibliography (15%)
- literature review (20%)
- research paper (35%)
- 3 tutoring sessions @ Writing Lab (5% + 5% + 5%=15%)
- final presentation (10%)
- one-to-one session with Catherine

Each student will receive written feedback on all assignments. If a student chooses not to revise a homework assignment as requested, then the original grade stands.

Weekly assignments will be typed, double-spaced, font size Times New Roman 12-point or Calibri 10 point.

Participation is based on class attendance, sharing your thoughts and ideas with the class on the subject being discussed, and engaging in peer review. Attendance and participation in class are essential. If you miss even one class, you risk being behind in your work and receiving a "no credit" grade.

If you have to be absent, please email me with the reason for your absence. Because we only meet for 7 sessions, missing even one class session is significant. If you are absent twice, you will need to meet with me to discuss your continued progress in the course because Cambridge College policy does not allow for more than two absences. More than two absences may result in a "no credit" grade.

Each member of the class will give a 5-7 minute presentation at the end of the term, PowerPoint is strongly suggested. This will be on the topic you researched for your term paper. The presentation should showcase your ability to critically engage in the research you have conducted over the course of the term.

### **RESEARCH PAPER GUIDELINES**

---

The **research paper** will showcase your best work. It must follow all the guidelines for the weekly assignments, and it **must**:

- **conform to APA style guidelines.**
- be about **20 – 25 pages** in content length/exclusive of title page, table of contents, appendices, and the references list.
- include a **4 – 5 page literature review.**
- follow the ILP guideline for the research paper. (*You will not be writing an ILP, but you will draw upon ILP format and structure.*)
- include a **minimum of ten sources from academic journals.**

### **Cambridge College Writing Lab**

---

***You are required to have a minimum of 3 sessions at the Writing Lab preparing your research paper.***

#### **Writing Tutor at the School of Management/Sharon Rogolsky**

- The School of Management writing tutor, Sharon Rogolsky, will be meeting with students at the School of Management Building on the 4th floor.
- Email Sharon for her availability and schedule [sharon.rogolsky@cambridgecollege.edu](mailto:sharon.rogolsky@cambridgecollege.edu).
- Please sign up in advance to reserve a space. The sign-up sheet will be located in the front lobby.
- Walk-ins will be taken on a space available basis – it is **STRONGLY** recommended that you sign up in advance in order to be assured a spot with Sharon.

You may also go to the Cambridge College **Writing Lab** which is located on the 3rd floor at 1000 Mass Ave. It is an opportunity to work one-on-one with any one of the tutors there. Call (617) 873 0185 to make an appointment or use the sign up sheet. Sign up sheets for a session are located just outside the lab.

### **Plagiarism**

---

Plagiarism is the presentation of another person's work as if it were your own. It can take many forms.

The most obvious form is to turn in a paper that someone else wrote. Or, you might copy material from a book, an article, or a web site and present it as your own work. When you use words that are directly copied from a source, you must place them in quotation marks and cite the source, using APA format. Summarizing or paraphrasing without giving credit to your original source is plagiarism.

Review Plagiarism material and take the test @

**[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)**

*Send results to Prof. Seo @ [catherine.seo@cambridgecollege.edu](mailto:catherine.seo@cambridgecollege.edu)*

### **Grading**

---

**In order to receive credit for the course, students must attend every session and earn a grade of B or higher.**

- **Grade A/A-:**
  - The student has completed assignments in the correct format, with the appropriate number of scholarly sources, and for the intended audience.
  - Ideas are developed in great depth and clearly organized. Errors are minimal.
  - The student has conveyed oral communications with a clear purpose and in a way that is easily understood by the rest of the class. Errors are minimal.
  - The student has demonstrated successful critical research and reading strategies.
  - The student uses the technology in the course effectively all the time.

- **Grade B/B+**

- The student has completed assignments generally in the correct format, with the appropriate number of scholarly sources, and for the intended audience.

- Ideas are developed in sufficient depth and well organized. Errors are minimal.

- The student has conveyed oral communications with a clear purpose and in a way that is understood by most of the class. Errors are minimal.

- The student has demonstrated successful critical research and reading strategies.

- The student uses the technology in the course effectively most of the time.

**No Credit**

--The student missed a significant number of class hours and needs to strengthen the skills needed to convey oral and written communications in the appropriate format and to the intended audience. The student did not complete assignments sufficiently to be assessed according to the class grading criteria.

**Other Odds and Ends**

---

Cells phones and pagers can be very disruptive. Unless we have discussed an urgent reason to have either of these on, both should be silent for the duration of the class.

All work must be turned in on the date it is due. I will not accept a late assignment unless you offer a compelling reason the week before the assignment is due.

## CLASS AGENDAS

### Class One

---

#### February 1, 2010

- Course overview and expectations
- Introductions
- What is your ILP and why bother doing research papers
- Overview – Research Paper Checklist
- Organizing ideas
- Mind-Mapping/brainstorming and organizing tools
- Online library usage and researching topic(s)
- Annotated bibliography
- Writing Lab

#### Writing Lab & Assignments:

##### TOPIC DEVELOPMENT

*Write about these topics, answering the following questions:*

- What do you want to learn about this topic?
- Why is it important to you?
- What do you hope to gain from your research?
- You should devote at least 1 fully developed paragraph to each question.

##### RESEARCH/ANNOTATED BIBLIOGRAPHY

- Review your Mind Map and research your topic area
- Select topics for the annotated bibliography and the research paper.
- Draft annotated bibliography with 6 sources

*Locate six articles for your annotated bibliography.*

- Write annotation for 3 of your 6 chosen articles
- Review the APA Source Citation section in the ILP Hand-book.

### Class Two

---

#### February 15, 2010

- Review/editing of annotated bibliography
- Review topics for research papers
- Thesis statement
- Taking notes on sources
- In-text citation and references list
- APA source citation
- Zotero and online tools for citations
- Draft Introduction
- Writing Lab

#### Writing Lab & Assignments:

- Revise Annotated Bibliography and write annotation for remaining 3 of your 6 chosen articles
- Review the APA Source Citation section in the ILP handbook
- Review the Statement of the Problem section in your ILP Handbook and the closing sections of your ILP Handbook
- Write an overview of your Research topic (one paragraph)
- Draft Statement of the Problem/thesis statement
- Draft Introduction

### **Class Three**

---

#### **March 1, 2010**

- Revise problem/thesis statement
- Draft/revise Introduction section of research paper
- Draft Methodology
- Literature review and its relation to the annotated bibliography
- Developing your research
- Draft Literature Review
- Writing Lab

#### **Writing Lab & Assignments:**

- Review, revise and complete your annotated bibliography
- Review, revise and complete your Introduction
- Draft Methodology
- Review the Literature Review section in your ILP handbook
- Draft your Literature Review

### **Class Four**

---

#### **March 15, 2010**

- Review of your work (research topic, thesis statement, introduction, methodology, literature review, and annotated bibliography)
- Scheduling of additional class/individual conference time
- Drafting Discussion section of the research paper
- In-text citation and references list (<http://www.dianahacker.com/resdoc/>)
- Peer review of literature reviews
- Q&A on research paper
- Writing Lab

#### **Writing Lab & Assignments:**

- Revise and update sections of research paper (bring 2 copies to next week's class)
- Review and Draft the Discussion /Body of the Professional Project ILP

### **Class Five**

---

#### **March 29, 2010**

- Additional class/individual conference time
- Grammar review
- APA citation review
- Online research: locate the last of your sources for your research paper
- Review the conclusion section of research paper
- Revise Discussion/draft of the body, or discussion section, of the research paper
- Peer review of first drafts of research paper
- APA formatting & style (<http://www.apastyle.org/styletips.html>)
- Discussion – Conclusion of your paper
- Writing Lab

#### **Writing Lab & Assignments:**

- Bring components of your research paper together into a first draft (bring 2 copies to next class)
- Revise research paper

## **Class Six**

---

**April 12, 2010**

- Additional class/individual conference time
- Review and revise of any and all components as needed
- Grammar review
- Writing the abstract of research paper
- Peer review of your work
- Writing Lab

### **Writing Lab & Assignments:**

- Complete revisions
- Write Abstract of research paper
- Review and complete APA formatting

**Individual conferences with Catherine during class – available for one-to-one as needed.**

## **Class Seven**

---

**May 3, 2010**

- Final presentations
- Self Evaluations
- Final Deliverable due:
  - Portfolio
  - Annotated bibliography
  - Research paper – Spiral bound
  - Electronic copy on CD or flashdrive

## Tips on APA Documentation

Your “paper is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of those sources. If you don't, you are guilty of plagiarism, a serious academic offence” (Hacker, 2003, p. 383).

Hacker, D. (2003). *A writer's reference*. Boston: Bedford/St. Martin's.

## In-Text Citations

### Quick Pointers

- Document all sources: books, articles, newspapers, web sites, databases, radio or TV broadcasts, interviews, speeches, personal correspondence, interviews, etc.
- You do not need to document widely known information or *common knowledge* about events, people, or places. However, when in doubt, provide documentation.
- When summarizing or paraphrasing, cite an author's last name and the date of publication.
- To give credit appropriately, quoted text must be copied verbatim and must have opening and closing quotation marks. Cite an author's name, date, and page numbers.
- Introduce a quotation with a signal phrase that includes the author's last name and year of publication in parentheses. Put the page number (“p.”) in parentheses after the quotation.
- When citing electronic texts, try to use pdf (they include page numbers) rather than html files.
- If you use an electronic document without page numbers, cite the appropriate heading and indicate which paragraph under that heading you are referring to.
- Use the past or present perfect when discussing a researcher's work.
- Use the active voice.
- Refer to authors by last name.

1. Social sciences like psychology, sociology, education, and social work tend to prefer APA citations. APA documentation uses the *author-date style*.

- Bromley and Edwards (1997) have shown that incoming students see counselors more often than upper-class students.
- Research has shown (Bromley & Edwards, 1997) that incoming students see counselors more often than upper-class students.
- According to Jones (2005), “adult learners balanced multiple roles in their lives” (Multiple Roles section, para. 6).

2. In APA style, cite all the names (up to five authors) the first time you mention their work.

- Bromley, Edwards, Peterson, Alvarez, and Yurewicz (2001) demonstrated that . . .

In subsequent citations, use “et al.” after the first author's name.

- Bromley et al. (2001) or (Bromley et al., 2001)

If a work has six or more authors, cite the first author's name followed by “et al.” in the signal phrase or the parentheses.

3. To cite a website or work *without an author*, use the first few words of the title in place of an author.

- Many adolescent boys experience feelings of depression during the year following a divorce (“Divorce and Adolescents,” 2001).

4. Whenever possible, attempt to summarize or paraphrase other writers, attributing credit by citing the author and date. Only quote when there is a clear need to use the exact language of the original. Limit the quote itself to as few words as possible.

- Research has shown (Bromley & Edwards, 1997) that first year students “use campus counseling services twice as frequently as second and third year students” (p. 106).

- Long quotations (40 or more words) are set off from a paragraph in an indented block paragraph. Do not use quotation marks. Cite author, date, and page numbers at the end of the block quote.
5. To cite an indirect source (one you didn't read yourself but are citing from another writer's work), use the phrase "as cited in." **NOTE:** In your list of references, you can only include the original source because that is the only source you've read first hand.
- Smith and Brown (as cited in Cousins et al., 2000) proposed that mature learners . . .

## References

### **Quick Pointers**

- Title your list References – center of page. Do not bold, underline, or enlarge font.
- Include only sources that you refer to in your paper, not everything you've read.
- Arrange your reference list alphabetically by author's last name.
- Double space throughout the list.
- Indent by one tab the second (and more) lines of each entry.

#### 1. Book

Leakey, R., & Lewin, R. (1992). *Origins reconsidered: In search of what makes us human*. New York: Doubleday.

#### 2. Journal Article

Marx, J. L. (1980). Ape language controversy flares up. *Science*, 207(2), 130-33.

#### 3. Newspaper/Magazine

Smith, P. (2006, June 15). Ambition: Why some people succeed more than others. *Time*, 166, 48-52.

#### 4. Internet Site/Database

Linder, D. (2005). A brief history of witchcraft persecutions before Salem. Retrieved November 4, 2005, from <http://www.law.umkc.edu/faculty/projects/ftrials/salem/witchhistory.html>

For more citation rules, consult a writer's handbook or go to <http://www.dianahacker.com/resdoc/>  
For style tips such as removing bias in language, go to <http://www.apastyle.org/styletips.html>