SWK-S 204 Writing in Professional Social Work (3 cr.)

Course Information

Semester Year: Spring 2017  
Section Number: XXXXX  
Location: XXXXX  
Day: XXXXX  
Time: XXXXX

Instructor: XXXXX XXXXXXXXX  
Office: XXXX  
Email: XXXX  
Phone: xxxxxx  
Office Hours: xxxxxxxxxxx

Course Description

This course prepares BSW 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:

Course Competencies

• Competency 1: Demonstrate Ethical and Professional Behavior
• Competency 4: Engage In Practice-informed Research and Research-informed Practice

Course Objectives

S204-01 Use library and internet resources to access professional literature
S204-02 Understand the characteristics of scholarly literature and writing
S204-03 Introduce social work terminology
S204-04 Appropriately summarize, synthesize, and cite scholarly literature
S204-05 Use APA format to create academic papers
S204-06 Clearly understand plagiarism and its implication in professional education
S204-07 Demonstrate proficiency in academic writing
S204-08 Present a scholarly review of the social work literature using presentation software

Required Texts


Recommended Texts

Course Content

Resources

UIT Support Center:

- Endnote Citation Software available through IUWare – free and training materials available iuware.iu.edu

Helpful websites:

- The Writer's Tool Kit
- Guide to Grammar and Writing
- Grammarly
- World Wide Web Resources for Social Workers
- NASW Press-Tools for Authors
- Software for Scholars
- Harvard University Writing Center
- Princeton University Writing Center
- Peer to peer writing reviews
- *Purdue's Online Writing Lab
- *APA Style Home Page
- APA “Crib Sheet”
- Commonly confused words
- Considerations in Writing a Literature Review
- University of Maryland My Literature Review & APA You Tube
- Netiquette - Showing respect online

Course Outline

Module 1

Dates:

Overview
A. BSW expectations
B. Class
C. Learning-Management System (LMS) Orientation
D. Scholarly writing

Assignments
1. Discussion 1: Online Introductions
2. Discussion 2: Developing a respectful & productive working environment online & in class
Readings
2. Ch. 4 Literature Review – read the section on Project-based Learning
3. Developing a respectful environment – Netiquette website

In-class Activities
1. Introductions
2. Introduction to LMS
3. Free Writing
4. Scholarly writing
5. Discussion
6. Pre-test in LMS
7. Develop a schedule

Module 2
Dates:
Overview
A. Scholarly Writing

Assignments
1. Syllabus Quiz Canvas
2. Workshop 1 exercises: Activity 1.2 Editor’s Block
3. Application 1.2 Goals & Objectives
4. Time Management Exercise.

Readings
1. Young (2014): Chapter 1 Academic Writing
3. Project-based Learning – in Canvas Module 1
4. Introduction & Workshop 1 & Time Management box (Young (2015) The writer’s handbook: 12 workshops for effective writing)

Module 3
Dates:
Overview
A. Scholarly Writing
B. APA
C. Library Sources

Assignments
1. Discussion 3: Scholarly Writing
2. Discussion 4: Plagiarism
3. Thesis Statement or Question
Readings
1. IUSSW Plagiarism (syllabus)
2. Ch. 6 APA Citation
3. Literature Review and Synthesis
4. Writing Center Practicing Paraphrasing

In-class Activities
1. Search for academic sources;
2. Practice paraphrasing (exercises)

Module 4

Overview

Assignments
1. Discussion 5: Documentation
2. Case notes

Readings
1. Read Young (2014): Ch. 2: including Documentation and Forms including NASW Code of Ethics regarding communication.

In-class Activities
1. Role Play in YouTube Video: You Tube Video

Module 5

Overview
A. Annotated bibliography
B. Thesis statement or question
C. Outlines

Assignments
1. Discussion 6: Critical Thinking
2. Introduction & annotate two SWK articles, list 5 Social Work articles

Readings
1. Read Young, D. (2014) Ch. 1 Academic Writing – thesis statement or question
2. Ch. 5 Critical Thinking and Reflective Practice Critical Thinking Website
3. Review Young (2014) Ch. 4 Literature Review

In-class Activities
1. Critical thinking discussion

Module 6

Dates:
Overview

Assignments
1. Summarizing & Paraphrasing Exercise in Canvas
2. Workshop 3 Post-test
3. Workshop 4 Activity 4.1 Tense, Agreement, Consistency, & Mood

Readings
1. Read Young (2014) *Ch. 9 Cohesive Paragraphs & Transitions, preparing for Workshop 2 & then read:
2. Workshop 2 Put Purpose First
3. Read Young (2014) *Ch. 8 Dynamic Sentences, preparing for Workshop 3 & then read
4. Workshop 3 Punctuate for Purpose, Not Pauses
5. Read: Ch. 12 Verbs. Ch. 15 Active Voice Ch. 16. Parallel Structure (Young, 2014) Workshop 4 Keeping Verbs Active

Module 7

Dates:

Overview
A. Evidence-based Practice
B. Making a case, forming an argument

Assignments
1. Discussion 7: Evidence-based Practice.

Readings
1. Ch. 3 Research and Evidence-Based Practice
2. Types of research and reasoning
3. Inductive & Deductive Arguments

Module 8

Dates:

Overview

Assignments
1. Review your discussion and assignment feedback to assess your writing.
2. Analyze and Synthesize 5 Social Work articles

Readings
1. Young (2014) Review Parts 3, 4 & 5 to identify resources that will help you improve your writing.

Module 9

Dates:
Overview

Assignments
1. Activity 8.1 Singular Words
2. Activity 9.2 Singular & Plural Possessives
3. Activity 9.5 Capitalization

Readings
1. Peer Review
2. Ch. 21 Capitalization & Number Usage
3. Ch. 22 Question Marks, Apostrophes, Hyphens
4. Workshop 8: Use Words Effectively
5. Workshop 9 Avoid Writing Traps

Module 10
Dates:

Overview
A. Punctuation
B. Making Revisions

Assignments
1. Discussion 8: Revisions
2. 1st draft of the Literature Review conclusion, in Turnitin.

Readings
2. Workshop 6: Be Concise
3. Workshop 7: Control Your Tone Apply these principles to your editing.

Module 11
Dates:

Overview
A. Grant Proposals

Assignments
1. Take the revised conclusion to the Writing Center for feedback

Readings
1. Workshop 10 Write Effective Grants & Proposals
2. Workshop 11 Proposals & Developing a Task Group Charter

Module 12
Dates:

Overview

Assignments
1. Peer Review
2. **Post in Discussion** 3rd draft of conclusion for peer review. Then review 2 peers’ conclusions.

**Readings**
1. Resume, Cover Letters, and Thank you notes. Young (2014), Quick Guide to Job Search Tools

**Module 13**

**Dates:**

**Overview**
- Developing effective presentations

**Assignments**
1. Business letter and Grant Proposal

**Readings**
1. Workshop 12 Creating Engaging Presentations

**Module 14**

**Dates:**

**Overview**

**Assignments**
1. Resume & Cover Letter Due

**Readings**

**Module 15**

**Dates:**

**Overview**
- Presentations

**Assignments**
1. Presentations Literature Review or Grant Proposal (instructor’s choice)
2. Post-test in Canvas

**In-class Activities**
1. Course debriefing
2. Presentations
3. Course Evaluations
4. Celebrate!!

**Assignments and Grading**

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)
Assignments

1. Literature Review, using Project-Based Learning
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

2. Quizzes
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

3. Pretest
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

4. Syllabus and Canvas Quiz
   c. DUE: .........................................date
   d. Final Grade Percentage: ......%

5. Posttest
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

6. Discussion Posts
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

7. Workshops
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

8. Grant Proposal and Business Letter
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

9. Resume and Cover Letter
   a. DUE: .........................................date
   b. Final Grade Percentage: ......%

10. Presentation
    c. DUE: .........................................date
    d. Final Grade Percentage: ......%
Assignment Details

1. **Literature Review, using Project-Based Learning.** Literature reviews can be about any social work relevant topic of interest. Students complete successive assignments that lead to a final literature review paper. Review 5 Social Work articles. These assignments include an academic writing exercise, an annotated bibliography, an outline, and a draft of the conclusion, and a final version of the literature review. Assignment guides will be provided in class for each component. See points in the chart below. Please use the calendar as the final word on the due dates and times.
   
   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. **Quizzes:** accessed through the LMS.
   
   Pretest: (5 points) Students will earn 5 points for taking an online pretest in the first week of class regardless of the score earned.
   
   Syllabus and Canvas (LMS) Quiz: taken in the first week of class to ensure you understand the syllabus and the Learning Management System (Canvas).
   
   Posttest: The grammar and APA post-test, taken the last week of the course.

3. **Discussion Posts** Students will post a response in the LMS Discussions to eight open-ended discussions related to introduction, creating a respectful and productive learning environment, scholarly writing, including critical thinking, revision, plagiarism, and peer review. Discussion Posts should be about one or two paragraphs (4-6 sentences in each paragraph). Discussions will be posted in Canvas. You will also respond to the posting of two other students.

4. **Workshops:** After each assigned workshop, you will write a process recording to the instructor (see the information about process recordings on page... in the Workshop text) describing the following information:
   
   a. Describe what the workshop supported that you already knew.  
   b. Describe at least one thing that you learned  
   c. Write any questions you still have about the topic.

5. **Grant Proposal and Business Letter:** Review Workshops 10 Write Effective Grants & Proposals and 11 Developing a Task Group Charter. Students will form groups and write a grant proposal and accompanying letter.


7. **Presentation** – students will present a synthesis and analysis their literature review or the grant proposal to the class or present their grant proposal (instructor’s choice). A presentation software such as PowerPoint or Prezi must be used.
Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>Excellent, Exceptional Quality</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>Superior Quality</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>Very Good, Slightly Higher Quality</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>Good, High Quality (expected of most BSW students)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>Satisfactory Quality</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>Marginal, Modestly Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>Marginal, Minimally Acceptable Quality</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>Unsatisfactory Quality</td>
</tr>
</tbody>
</table>
Course Policies

Assignment
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.

- 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.
- 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.).