

Vanguard University
School for Professional Studies
Degree Program

**“WRITING AND RESEARCH
SKILLS”**
PSYD #367

Student Guide

TEXTS AND MATERIALS

Required texts:

Publication manual of the American Psychological Association (6th ed.). Washington, DC:
Author

Degelman, D. (2009). APA style essentials. Retrieved from
http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796

(Students: Please retrieve the above document from the Internet. There is a link on the left side of the Vanguard psychology department website.)

Szuchman, L. T. (2011). *Writing with style: APA style made easy* (5th ed.). Belmont, CA:
Wadsworth.

IMPORTANT: Students should have obtained user names and passwords from IT (Information Technology) in order to log on to the university's computer network to access library resources. You MUST have this information to complete your assignment during the library tour on Week 2 in this module. If you do not have this mandatory information, contact IT immediately at 714-556-3610, ext. 4500.

COURSE DESCRIPTION

Writing and Research Skills is designed to introduce students to the advanced skills needed for academic writing in the social sciences. Students will also be introduced to advanced academic research techniques. *This course must be passed with a "C" or better to fulfill requirements for graduation. A student receiving a "C-" or lower must retake the course to earn the required grade for graduation.*

LEARNING OUTCOMES

Intellectual Engagement:

Writing and Research Skills will help students to read and evaluate research articles for thesis, content, and format clarity. Students will also gain skills in conducting literature research, and in effectively summarizing and conveying their findings.

1. Students will demonstrate emerging ability to read and comprehend psychological research, including peer reviewed journal articles, by summarizing articles in their own words, both in written reports and oral presentation.
2. Students will demonstrate ability to synthesize information from multiple sources into a coherent presentation in creating a research paper and in class literature review.
3. Students will learn to evaluate the relative authority of various types of sources, including evaluating possible bias, considering authors' qualifications, and beginning their understanding of scholarly research techniques.

Spiritual Formation:

Writing and Research Skills will address how God's Word and spiritual perspectives may be effectively integrated into a research paper.

1. Students will demonstrate ability to appropriately cite the Bible in answering APA Information Questions.
2. Students will demonstrate ability to include information from differing perspectives using neutral language (in keeping with APA Style) in creation of research paper and literature reviews.

Professional Excellence:

Writing and Research Skills will help students write well-developed, thesis-driven essays in prose that is clear, concise, grammatically correct, and in conformity with academic and professional conventions.

1. Students will write progressively complex reviews of psychological research in creating a summary of a journal article, literature review, and research paper.
2. Students will incorporate feedback from professor received at each stage of the writing process.
3. Students will review and demonstrate use of correct grammar and APA conventions in written assessments and the creation of journal summary, literature review, and research paper.

Socio-cultural Responsiveness:

Writing and Research Skills will help students learn to write in a manner that is gender inclusive and sensitive to a diverse audience. Students will learn how to describe individuals and groups using language that is clear and free of judgment; these skills will be practiced and demonstrated in written assessments and papers.

Responsible Stewardship:

Writing and Research Skills will help students learn to use their own words effectively, enabling them to impart knowledge and information to others who may benefit from their communications; these skills will be practiced and demonstrated in written assessments and papers.

COURSE POLICIES

- **ATTENDANCE AND TARDY POLICY**

You must attend class on time and remain present until dismissed. Class attendance is necessary in order to complete the course. Unlike traditional courses, the School for Professional Studies relies on the dynamics of class interaction and group processing in order to integrate and apply the learning of academic content. This model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format therefore necessitates class attendance. In practical terms, one course session is equivalent to three weeks of traditional semester course work.

Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week. Students who miss more than one class meeting (or more than five class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's second absence was under extremely unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Director of SPS. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will still be required to retake the course.

Students who arrive late disturb the class. At the professor's discretion, students who arrive late may not receive participation points for the unit covered. Students who are habitually late may be asked to drop the course.

- **CLASS PARTICIPATION**

Students must be come to class prepared and participate in all discussions. Students display preparation through their familiarity with the assigned material and through questions and comments that are appropriate to the topics being discussed. Participation is evaluated according to quality, not quantity. Attendance will be scored, and no participation points will be awarded if the student is absent.

- **SUBMISSION OF EXAMS / PAPERS**

Students' work should be submitted in person during class or emailed directly to the professor. If neither option is possible, students may submit assignments through the SPS office. (In this case, students are advised to notify their professor by email that an assignment has been submitted.) Final assignments may be returned to students by mail or by the professor of their next class if that professor agrees.

- **LATE PAPER POLICY**

You are responsible for submitting assignments on time (by 6:00 pm). Unless authorized by the professor in advance, no credit will be given for assignments not turned in when due.

- **ACADEMIC DISHONESTY**

Work submitted for assessment purposes must be the independent work of the student concerned. Plagiarism, or copying and use of another's work without proper acknowledgment, is not permitted. Nor is it permissible for any former or present student to allow another student to refer to, use as a sample, or in any way copy or review their work. Any student who commits plagiarism or is a knowing party to plagiarism in this class will receive a *failing* grade ('F') for the course. If a student needs guidance, he or she must seek the professor's assistance.

- **DIVERSITY STATEMENT**

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

- **DISABILITY SERVICES**

- For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at disabilityservices@vanguard.edu
- For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at disabilityservices@vanguard.edu

STUDENT EVALUATION

| Percentages | Points | Grade | Significance | GPA |
|--------------------|---------------|--------------|---------------------|------------|
| 93-100% | 930-1000 | A | Exceptional | 4.00 |
| 90-92.9% | 900-929 | A- | | 3.67 |
| 87-89.9% | 870-899 | B+ | | 3.33 |
| 83-86.9% | 830-869 | B | Good | 3.00 |
| 80-82.9% | 800-829 | B- | | 2.67 |
| 77-79.9% | 770-799 | C+ | | 2.33 |
| 73-76.9% | 730-769 | C | Satisfactory | 2.00 |
| 70-72.9% | 700-729 | C- | | 1.67 |
| 67-69.9% | 670-699 | D+ | | 1.33 |
| 63-66.9% | 630-669 | D | Poor | 1.00 |
| 60-62.9% | 600-629 | D- | | 0.67 |
| 00-59.9% | 000-599 | F | Failure | 0.00 |

Assessment Components

| Week | Assessment | Points |
|------|---|--------|
| 1 | Participation | 40 |
| 2 | Participation | 40 |
| | Article Summary* | 100 |
| | APA Information Questions | 50 |
| | Research Paper topic | 10 |
| 3 | Participation | 40 |
| | Library Activity (completed in class, week 2) | 50 |
| | Grammar Exercises | 50 |
| | Classroom Presentation | 50 |
| | Research Paper outline & reference page | 40 |
| 4 | Participation (including plagiarism quiz)* | 40 |
| | Research Paper rough draft | 50 |
| 5 | Participation | 40 |
| | Final Draft of Research Paper | 250 |
| | In-class Literature Review | 150 |

*These two assignments are required for course credit.

Course points:

| | |
|----------------------------|------------|
| Participation | 200 |
| Article Summary | 100 |
| APA Questions | 50 |
| Research Paper Topic | 10 |
| Library Activity | 50 |
| Grammar Exercises | 50 |
| Paper Outline | 40 |
| Classroom Presentation | 50 |
| Research Paper Rough Draft | 50 |
| Research Paper | 250 |
| In-class Lit Review | 150 |
| TOTAL | 100 |

DESCRIPTION OF ASSIGNMENTS

- Attendance/Participation:** (200 points) Due to the fact that this course meets only five times, it is imperative that students not miss class unless it is completely unavoidable. In order to receive the full 200 possible points, students must arrive on time to class, having done the assigned reading and writing, and must actively engage in class discussions. Students should be prepared to share their work with others and to participate in class activities.
- Article Summary:** (100 points) Students will read an academic journal article and summarize its main points in a 1-2 page paper. This assignment should include an APA style title page and reference page, but it need not include an abstract. Students who do not check out a journal from their professor for this assignment should attach a copy of their article to the assignment. Typically the article being summarized is the only reference cited—it should be included in in-text citations and listed on the reference page. Assignments that do not include all required components (title page, body, reference page, and copy of article if applicable) will not be accepted for grading. This assignment is to be turned in Week 2 and will enable students to receive feedback on their use of APA Style. **Please note: This assignment is a course requirement and must be turned in to receive a passing grade in this module.**
- APA Information Questions:** (50 points) Questions related to APA style may be found in the Student Guide and are due Week 2. Answers may be found in the APA Publication Manual and the in *APA Style Essentials*. PLEASE TYPE your responses and be prepared to discuss them in class.
- Research Paper Topic:** (10 points) Students should consider their Research Paper topic and come prepared to present their idea to their professor on Week 2. PLEASE TYPE a simple explanation of your proposed topic (1-2 sentences long). **Please keep all assignments related to crafting your research paper. They will be submitted on Week 5 along with your final draft.*
- Library Research Activity:** (50 points) Questions related to library research may be found in the Student Guide. Questions will be completed during

the library visit on Week 2, but should be brought to class for discussion and grading on Week 3. PLEASE TYPE this assignment.

Grammar Exercises:

(50 points)

A series of grammatical exercises may be found in the Student Guide. Please read the Grammar & Style Review and complete the accompanying exercises for Week 3.

Research Paper Outline:

(40 points)

Each student should complete an outline of his/ her Research Paper and an APA style reference page listing all sources to be used, and bring them to class for review on Week 3. **Please keep all assignments related to crafting your research paper. They will be submitted on Week 5 along with your final draft.*

Classroom Presentation:

(50 points)

Students will take turns meeting with the professor on Week 3 to review their Research Paper outlines. During this time, students will read a scholarly article and prepare to summarize it for their fellow students at the end of class.

Research Paper Rough Draft:

(50 points)

Students will submit a rough draft of their Research Paper, to be reviewed with their professor in class on Week 4. This paper should be written in APA format and should include a title page, abstract, body, and reference page. **Please keep all assignments related to crafting your research paper. They will be submitted on Week 5 along with your final draft.*

Research Paper:

(250 points)

Students will complete an APA style research paper, based on any psychological topic of interest to them. Papers MUST include a title page, abstract, and reference section, as well as 5 to 7 pages of content. Papers should have a minimum of five references, with at least three references being peer-reviewed journal articles. On Week 5, students will submit the final paper, along with their previously submitted topic proposal, outline and reference page, and rough draft. **Papers not written in APA format with the required components will not be accepted for grading.** *(Students should save this paper for inclusion in their Portfolio submitted at the end of the SPS Program.)*

In-class Literature Review:

(150 points)

Students will create a literature review in class on Week 5. Students should bring three articles to class for

the assignment. The articles should all be related to the same topic (not the same topic that was chosen for the Research Paper). Copies of all three articles must be turned in along with the Literature Review. Class will meet in the library to complete this assignment, and reviews will be typed on and printed from the library computers. Further instructions will be given in class on Week 5. Papers must include a title page, body, and reference page, but need not include an abstract. This is a timed assignment lasting for 2 hours.

Plagiarism Quiz:

Students will complete an online plagiarism quiz in class on Week 4. Details for this task may be found in the Student Guide. Although this assignment earns no points, it is part of the Week 4 participation score, and it is a course requirement. Students will turn in a certificate of completion before they leave class on Week 4. **Please note: This assignment is a course requirement and must be turned in to receive a passing grade in this module.**

Grading Policy:

The policy for the School of Professional Studies states that no late work will be accepted. If, due to extreme circumstances, a professor accepts a late assignment, that assignment will be subject to a late point deduction, to be determined by the professor.

Assigned Reading

| Week | Reading |
|------|--|
| 1 | <i>APA Style Essentials</i> – Web document by Degelman http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796 <i>APA Publication Manual</i> —Chapter 1 (pp. 9-20) |
| 2 | <i>Writing with Style</i> by Szuchman, Chapters 1-3 <i>APA Publication Manual</i> —“Manuscript Elements” (pp. 23-40) |
| 3 | <i>Writing with Style</i> by Szuchman, Chapters 7- 10 Grammar & Style Review—found in Student Guide |
| 4 | <i>APA Publication Manual</i> —Chapter 3 (pp. 61-86) |
| 5 | <i>Writing with Style</i> by Szuchman, Appendix – “Wrapping it Up” |

LOGISTICS CHART

| Hour | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|------|-----------------------------------|--|---|--|----------------------------------|
| 1 | Introductions and Course Overview | Homework Review and Discussion | Turn in and Discuss Library Activity | Research Paper Discussion / Q&A | Process Paper Writing Experience |
| 2 | Various Types of Writing | APA Style in Depth and Literature Review | Grammar, Language, and Sentence Structure | Individual Meetings with Instructor and Library Time | Process Paper Writing Experience |
| 3 | Avoiding Plagiarism | Library Tour | Share Outlines and Receive Feedback | Individual Meetings with Instructor and Library Time | In-Class Literature Review |
| 4 | Intro. To APA Style | Library Research Activity | Class Presentations | Individual Meetings with Instructor and Library Time | In-Class Literature Review |

Class Overview

WEEK ONE

Assignments Due:

Read: *APA Style Essentials*
 APA Manual—Chapter 1

Class Activities:

- I. INTRODUCTIONS AND COURSE OVERVIEW
- II. TYPES OF WRITING
- III. AVOIDING PLAGIARISM
- IV. INTRODUCTION TO APA STYLE

WEEK TWO**Assignments Due:**

- Read: *Writing with Style* by Szuchman, Chapters 1-3
APA Publication Manual—"Manuscript Elements" (pp. 23-40)
- Complete: Article Summary

 APA Information Questions

 Library Research Activity (during class time – hand in Week Three)

 Research Paper topics to be approved by instructor
-

Class Activities:

- I. REVIEW HOMEWORK
- II. APA STYLE IN DEPTH
- III. LITERATURE REVIEW
- IV. LIBRARY TOUR
- V. LIBRARY RESEARCH ACTIVITY

APA INFORMATION QUESTIONS

Answers may be found in the *APA Manual* and/ or *APA Style Essentials* – some items may require more diligent searching than others, but the answers are there.

Please type answers to the following questions for the homework assignment, due Week 2:

- 1) Describe the components that belong on a title page.
- 2) Describe the information an abstract should contain.
- 3) What is the difference between a reference section and a bibliography?
- 4) How should sources without a publication date be cited? How should sources without a listed author be cited?
- 5) What types of information should be cited?
- 6) What is block-style quotation and when is it used?
- 7) What is the proper format in the reference section for the following?
 - a. a book
 - b. a journal article with doi (digital object identifier)
 - c. an informally published web document
- 8) How should the Bible be cited, and need it be included in the reference section?
- 9) Give an example of how three levels of headings should appear in a document.
- 10) How is a secondary source cited in the body of the paper and in the reference section? (In writing your answer, imagine that you are reading an article by *Smith*, which mentions an article by *Jones*. How would you format your in-text citation? Would Smith, Jones, or both be listed on the reference page?)

Library Research Activity 2

4. Cite a book authored by each of the following researchers. Use correct APA form.

Erik Erikson

B. F. Skinner

5. Explain at least two new things that you learned on the library tour.

WEEK THREE**Assignments Due:**

Read: *Writing with Style*, Chapters 7- 10

Grammar & Style Review (found in Student Guide before Grammar & Style Exercises)

Complete: Library Research Activity (begun in class on Week Two, submitted Week Three)

Grammar & Style Exercises (found in Student Guide)

Research Paper Outline & Reference Page

Class Presentation (complete during class time)

Class Activities:

- I. DISCUSS AND TURN IN LIBRARY RESEARCH ACTIVITY
- II. GRAMMAR, LANGUAGE, AND SENTENCE STRUCTURE
- III. REVIEW HOMEWORK EXERCISES
- IV. SHARE OUTLINES AND RECEIVE PEER AND INSTRUCTOR FEEDBACK
- V. CLASS PRESENTATIONS

GRAMMAR & STYLE REVIEW

1. SEMICOLONS should be used

- between two independent clauses (clauses that could stand alone as sentences)
- in complex lists (when items have internal commas, separate list with semi-colons)

2. COLONS always introduce; they must follow an independent clause. They never follow an incomplete verb. They never follow “such as” or “for example.”

3. APOSTROPHES show contractions (don’t, can’t) or possession. One unusual case is that of it’s (it is) and its (belonging to it).

4. COMMAS are used

- to separate items in a list (including appearing before the final “or” or “and”)
- to set off nonessential clauses (information that enhances the sentence but if removed would leave the sentence structure intact)
- to set off introductory words (first, still, meanwhile)

5. Within a sentence, the SUBJECT AND VERB should “match.” Take note of whether the subject is singular (Jesus), plural (Christians), or compound (Tom and I). In order to confirm that the subject and verb are in agreement, it is often helpful to imagine the sentence without extra clauses. For example, the sentence

Tom and I, in keeping with our true love of spaghetti and meatballs regardless of their high calorie counts, chose to eat at the Italian restaurant.

could be simplified to

Tom and I chose to eat at the Italian restaurant.

6. A PRONOUN is a word that “stands in” for a noun. Consider the following example: *The flower is red and orange; it is beautiful.* In this sentence the pronoun “it” stands in for the noun “flower,” used earlier in the sentence. Pronouns should always “match” their nouns.

7. Be careful in your use of the following FREQUENTLY MISUSED WORDS:

There refers to a place

Their is the possessive form of “they”

They’re is a contraction for “they are”

Your is the possessive form of “you”

You’re is a contraction for “you are”

Affect is sometimes a verb. (Earnings projections affect stock prices.)

Affect is sometimes a noun, meaning demeanor. (The client’s affect was cheerful and friendly.)

Effect is a noun. (The effect of the hot summer was a yard full of wilted plants.)

Then relates to time. (First I will go to the store, then I will go to the carwash.)

Than relates to comparison. (Sarah has more pairs of shoes than Julie.)

8. Formal research writing should use a tone that is FORMAL and NEUTRAL.

9. COMPLETE SENTENCES have a subject and a verb and express a complete thought.

Student Name: _____

GRAMMAR & STYLE EXERCISES

1. Which sentence contains the correct use of semi-colon(s)?

- A) I love cats; kittens especially.
- B) I love cats; dogs; and parrots.
- C) I love cats; they are such friendly and intelligent animals.
- D) Because they are such friendly and intelligent animals; I love cats.

2. Which of the following contains an incorrect use of a colon?

- A) Examples are numerous: Freud, Skinner, and Jung all helped to shape the field of psychology.
- B) Several psychologists helped to shape the field in which they worked, including Freud, with his theories of psycho-sexual development; Jung, with his emphasis on exploring the psyche through dream analysis; and Skinner, with his insights into behavior.
- C) Many psychologists helped to shape their field. For example: Freud, Skinner, and Jung.
- D) Many psychologists shaped the field in which they worked: Freud, Jung, and Skinner were key “fathers of psychology.”

Add or cross out apostrophes as necessary to correct the following sentences.

3. In this discussion, anyones voice can be heard.

4. In the desert, the devil tried to tell Jesus to turn rock’s into bread.

5. It’s a good technique to use for conquering temptation’s.

6. This years rainfall has been less than last years rainfall.

7. Which sentence contains an error in subject-verb agreement?

- A) The men who were traveling with Saul was speechless.
- B) They heard the sound but saw no one.
- C) Saul got up from the ground.
- D) When he opened his eyes, he saw nothing, so his companions led him by the hand into Damascus.
- E) For three days he was blind and did not eat or drink anything.

8. Which sentence contains an error in subject-verb agreement?

- A) People who seek God will find Him.
- B) God also reveals Himself to us.
- C) However, we should not assume that God will reveal Himself to us if we continue to mock Him.
- D) God cannot be mocked.
- E) Sometimes, God mightily breaks those people who is used mightily

9. Which sentence contains in incorrect use of a pronoun?

- A) Tom and his mother are coming over for dinner.
- B) His mother has gray hair, which they wear in a bun.
- C) They are hoping that dinner will be spaghetti and meatballs.
- D) The spaghetti was steaming hot, so they waited to eat it.

Fill in the blanks using there/ their/ they're.

10. Dave and Julie took _____ cat to the veterinarian to get its claws trimmed.

11. While _____, they read magazines in the waiting room.

12. One magazine article that Dave and Julie read was about Hawaii, where _____ planning to go on vacation.

Fill in the blanks using affect/ effect.

13. What _____ will this schedule change have on our lunch break?

14. The _____ of our missions trip was that the local church was encouraged and given new outreach resources.

15. Mothers' drug use will often _____ children's health outcomes negatively.

Reword the following sentences to remove casual word choices.

16. Parents who are on drugs may not give sufficient care and attention to their kids.

17. This paper will explore the good and the bad of the Aid to Families with Dependent Children (AFDC) program.

18. A lot of studies have tried to figure out what causes autism in children.

19. Which of the following is a complete sentence?

- A) Sitting in a field under darkening skies.
- B) Sitting in a field under darkening skies, Jesus contemplated the birds of the air and lilies of the field.
- C) Contemplated the birds of the air and lilies of the field.
- D) Because our Father in Heaven faithfully provides for us.

Reword the following sentences to create a neutral tone.

20. The study found that drug addicts are bad parents because they are focused more on their own needs than on those of their children.

21. Because of its focus on rapid change, Cognitive Behavioral Therapy is a better treatment than psychoanalysis.

22. The client was freaking out and yelling crazy things at the therapist.

Add commas as necessary to correct the following sentences.

23. I love salads that have croutons carrots cucumber and bleu cheese.

24. Freud through his theories of development and personality structure truly changed the field of psychology.

25. First participants were placed into groups according to gender.

**Some questions adapted from grammar exercises of the Vanguard University Writing Center.*

WEEK FOUR

Assignments Due:

Read: *APA Manual—Chapter 3*

Complete: Research Paper Rough Draft

Plagiarism Review & Quiz (complete during class & submit certificate of completion)

Class Activities:

- I. DISCUSS RESEARCH PAPER PROCESS
- II. INSTRUCTOR REVIEW OF ROUGH DRAFTS
- III. LIBRARY TIME FOR STUDENTS – Work on Research Paper final draft, complete plagiarism review & quiz, prepare for week 5 In-Class Literature Review

Week Four Library Activities

For much of our class time tonight you will be working independently while the professor meets with each student individually to review his/ her rough draft. Please complete the following, time permitting:

1. Review plagiarism materials found on Indiana University website and take plagiarism quiz.

First, review “Indiana University Definition of Plagiarism” at:
<http://www.indiana.edu/~istd/definition.html>

Then read “Overview of Plagiarism” at:
<http://www.indiana.edu/~istd/overview.html>

Finally, take the practice quiz at:
<http://www.indiana.edu/~istd/practice.html>

If you answer any questions incorrectly, the site will instruct you to review the material and take the test again. Once you have completed all the questions correctly, print out your certificate of completion and submit it to the professor.

2. Work on the final draft of your research paper, due week 5. Once you have met with the professor there may be suggestions/ comments that you can address. You can also look for additional articles, read those that you already have more thoroughly, check the APA Manual for unusual citations, or re-word sections to improve clarity. It may also be helpful to trade papers with a classmate and check for typos and unclear wording.

3. Choose a topic that you would like to address for the in-class literature review next week. Remember that topics should be neither too narrow (the effect of soda consumption on Caucasian kindergarten students’ reading comprehension) nor too broad (depression). *Search for three articles and print them out.* You may read the articles, highlight important points, and make notes in the margins. However you may NOT begin writing your literature review. *Familiarize yourself with the computers in the computer lab*, ensuring that you know how to format your paper using the available version of Word. (This includes understanding how to use the header function and how to create a hanging indent on the reference page.)

WEEK FIVE**Assignments Due:**

Read: *Writing with Style* by Szuchman, Appendix—"Wrapping it Up"

Complete: Research Paper final draft. **Submit along with all previously submitted components (topic proposal, outline/ reference page, and rough draft).**

In-class Literature Review (**bring necessary articles to class**)

Class Activities:

- I. PROCESS PAPER WRITING
 - A. Questions
 - B. Challenges
 - C. Share most important information learned
 - D. Possible future topics for research

- II. IN-CLASS LITERATURE REVIEW