Semester:
Course Number and Name: SWRK 640 Professional Writing for Social Work
Semester Hours of Credit: 3 s.h.
Day/Time Class Meets:
Bldg/Room. Where Class Meets:
Instructor’s Name:
Office Phone#:
Secretary’s Phone:
Fax: (910) 672-1755
Email Address:
Office Location:
Office Hours:

COURSE DESCRIPTION:

Students will learn about scholarly writing through modeling the writing of published authors. This course will introduce students to the process and protocols regarding why professional social work practice requires them to write using the American Psychological Association (APA) style. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas and intellectual properties of others will be explored in this course. The course will explore the concept of plagiarism. The course contains general conventions, such as how to refer to the work of others in the body of a paper and tips for avoiding oppressive, racist, sexist and/or homophobic language. The course will provide students with the opportunity to learn key methods regarding ways of avoiding grammatical and punctuation errors commonly found in social work papers. The course will provide students the opportunity to participate in proofreading exercises that will direct them to their PC’s to detect areas of potential problems. This course will also provide students with real-world options for communicating scholarly thinking and findings.

COURSE OBJECTIVES:

Upon the successful completion of this course, students shall be able to:

Draft scholarly papers in the style described in the Publication Manual of the American Psychological Association (APA);

Demonstrate an appreciable ability to write in the style utilized in scholarly journals;

Develop an appreciation for the fundamental elements of a scholarly paper.

Develop an appreciation for the application of correct punctuation and grammar used in scholarly writing.

Cultivate the requisite skills necessary to use the internet in a competent and time-efficient manner in conducting literature reviews.
Formulate methods and approaches for employing one’s own critical thinking skills and how these skills may be employed in the development of research papers.

Demonstrate an ability to use the resources contained within libraries with a readily observable degree of mastery and personal effectiveness.

REQUIRED TEXTBOOK:


ATTENDANCE AND PARTICIPATION POLICY:

Class attendance and participation means students will come to class having read the assigned materials and be prepared to discuss them. Regular and punctual class attendance is essential to the enhancement of student performance. Students are expected to notify the instructor of absences from class immediately before or after the absence. Students will be assigned a substantive make-up paper for each absence, irrespective of the reason for the absence. Absences beyond three may result in a student’s removal from the course.

GRADING CRITERIA:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

INDICATORS OF EXEMPLARY PERFORMANCE:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.
EXAM POLICY:

Students must take examinations when they are scheduled. Make-up examinations will only be administered for legitimate university business, documented medical emergencies, or deaths. Make-up examinations will be scheduled with prior approval and arrangement with the instructor only.

FINAL EXAM POLICY:

Make up final exams will normally not be given. A final exam may be given early under very extraordinary circumstances. Students who miss a final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final.

COURSE EXPECTATIONS:

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones, and beepers are not allowed to be turned on or used during class time.

COURSE EVALUATION AND GRADING SCALE:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Clinical Social Work Paper</td>
<td>30%</td>
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<tr>
<td>Social Work Leadership Paper</td>
<td>30%</td>
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<tr>
<td>Writing Assignments as Distributed</td>
<td>20%</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
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<td><strong>Total 100%</strong></td>
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TEACHING STRATEGIES:

Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations. The instructor reserves the right to make written alterations to this syllabus.
## Course Assignments:

### Assignment One:
- **Clinical Social Work Paper**: Total Number of Pages: 15
- Percentage of Final Grade: **30%**

### Assignment Two:
- **Social Work Leadership Paper**: Total Number of Pages: 10
- Percentage of Final Grade: **30%**

### Assignment Three:
- **Writing Assignments as Distributed**: Percentage of Final Grade: **20%**

Select five professional journal articles that are focused on the subject of “social work leadership,” and, upon my approval of your chosen topic, (for example, “Opportunities and Challenges for African American Women in Social Work Executive Positions”, “Leadership in the Non-Profit Sector”, and “Clinical Leadership in Mental Health Settings”) write a paper which synthesizes those five perspectives.

The instructor will periodically distribute small writing assignments tailored specifically to our quest to cultivate and develop the craft of writing for professional social work related activities.
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<thead>
<tr>
<th>SESSIONS</th>
<th>TOPICS</th>
<th>COURSE OBJECTIVES</th>
<th>ACTIVITIES &amp; ADDITIONAL READINGS</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Writing With Style Ethics and Writing</td>
<td>(Obj. 1)</td>
<td>Szuchman &amp; Thomlison, Chapter 1 and Chapter 2</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects, field based case studies, role plays, videotapes</td>
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<tr>
<td>Session 2</td>
<td>General Writing Techniques Grammar and Punctuation Matters</td>
<td>(Obj. 1)</td>
<td>Szuchman &amp; Thomlison, Chapter 3 and Chapter 4</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects, field based case studies, role plays, videotapes</td>
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<td>Session 3</td>
<td>Writing an Introduction</td>
<td>(Obj. 1, 3, 6, 7)</td>
<td>Szuchman &amp; Thomlison, Chapter 5</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects, field based case studies, role plays, videotapes</td>
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<td>Session 4</td>
<td>Writing the Literature Review</td>
<td>(Obj. 1, 3, 6, 7)</td>
<td>Szuchman &amp; Thomlison, Chapter 6</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects, field based case studies, role plays, videotapes</td>
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<td>Session 5</td>
<td>Writing the Main Section</td>
<td>(Obj. 1, 4, 6, 7, 8)</td>
<td>Szuchman &amp; Thomlison, Chapter</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework</td>
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<td>Session</td>
<td>Topic</td>
<td>(Obj.</td>
<td>Szuchman &amp; Thomlison, Chapter</td>
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<td>6</td>
<td>Writing the Results Section</td>
<td>1, 3, 6, 7</td>
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<td>7</td>
<td>Writing the Discussion Section</td>
<td>1, 3, 6, 7</td>
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<td>10 and Chapter 11</td>
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<td>8</td>
<td>Writing the Abstract Listing References</td>
<td>1, 3, 6, 7</td>
<td>10 and Chapter 11</td>
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<td>9</td>
<td>Preparing the Title Page and Formatting Your Manuscript Polishing the Paper</td>
<td>1, 3, 6, 7</td>
<td>12 and Chapter 13</td>
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<td>10</td>
<td>Preparing a Presentation</td>
<td>1, 3, 6, 7, 5</td>
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<td>15</td>
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