National American University
Course Development Resource: Writing and Library Content Options
Table of Contents

Overview ........................................................................................................................................3
Can I Use this Resource for All Courses? .................................................................................3
What Does a Writing Course Look Like? .....................................................................................3
Who Can Help Integrate Writing into my Course? ......................................................................3
Research Practices .....................................................................................................................4
Research Practices Activities .......................................................................................................4
APA Practices .............................................................................................................................4
Plagiarism ......................................................................................................................................5
Topic Development .......................................................................................................................5
Informal Writing ..........................................................................................................................9
Assignments ..................................................................................................................................11
Discussions ....................................................................................................................................13
Tentative Schedule ........................................................................................................................15
Overview

This guide provides writing resources, practices, discussions, and assignments that SMEs can choose while connecting the main objectives/skills you would like to meet to writing assignments. In other words, this guide should assist you in creating assignments that enable students to apply their newly acquired skills.

Can I Use this Resource for All Courses?

Yes, this resource can and should be used for all courses – not just writing intensive courses. The activities, assignments, and discussions can give a course variety as well as improve writing skills in your discipline.

What Does a Writing Course Look Like?

NAU does not dictate what a writing course should contain. Consequently, SMEs have flexibility in the type of writing assignments to offer. However, an emphasis on the writing process is fundamental. This entails directing students through pre-writing (informal, exploratory/generative, writing-to-learn activities), drafting (shaping, organizing, providing evidence), and revision (instructor feedback, peer review, self-assessment) strategies. In this way, writing assignments are given with guidance, assessment criteria, and feedback prior to students’ completion of any finished product.

Who Can Help Integrate Writing into my Course?

NAU librarians are a great resource for faculty. With Composition courses as well as writing intensive courses, students are required to use scholarly and peer-reviewed articles to back up their arguments. NAU has a large collection in its Online Library, and a group of librarians ready to help students find their way in the library. Contact your Campus Librarian or, if you don’t have one on campus, a Distance Librarian to help your students get away from Google and Wikipedia. The NAU Online Library has the resources your students need to write quality research papers. Invite a librarian into your class, whether it’s in person or via Adobe Connect, to get students on the right track. You can email AskALibrarian@National.edu with questions.
Research Practices

To learn more about research,

- View the following tutorials –
  - An Introduction to The Online Library
  - How to Find Reliable Websites
  - How to Find Full-Text from a Citation
- Power Points covering the basic concepts of Information Literacy can be found on the NAU Online library website in the Faculty Resources area
- Handouts on various subjects are available at the online NAU Online Library
- Students can be directed to the library and librarians

Research Practices Activities

To encourage students to conduct research, you can assign the following:

- After viewing the NAU Online Library Introduction Tutorial, comment on something you learned from it
- Find a database that is related to your subject and locate an article of interest that you could use in class (i.e. direct your students to find it for an activity)
- After viewing the tutorial on Finding Reliable Websites, comment on how this could be useful to you

APA Practices

To keep students on track with APA, have students:

- View the tutorial - Quick Overview of APA Style
- Visit the Library’s APA Formatting & Style page for sample papers and reference examples
- Access Purdue’s online writing lab: Purdue OWL
- Go to APAstyle.org for the official APA online style guide
- Engage in the following interactive activity: APA Drag and Drop

Research and APA Activity (for students)

1. Search the NAU Online Library using a database (instructors choose a general or subject-specific database for students to use) for an article on _______
2. Summarize your article
3. Paraphrase an interesting and/or important section/paragraph and cite your sources in text
4. Incorporate a direct quotation from your article and cite it correctly
5. Include a References section
Plagiarism

Define and Explore Plagiarism

- Tutorials
  - Research and Writing link to the plagiarism tutorial
  - [https://www.indiana.edu/~tedfrick/plagiarism/](https://www.indiana.edu/~tedfrick/plagiarism/)
  - [http://library.acadiau.ca/tutorials/plagiarism](http://library.acadiau.ca/tutorials/plagiarism)

- Plagiarism discussion and activities:
  - Define plagiarism
  - Discussion: Define and explain the similarities and differences between quoting summarizing, paraphrasing.
  - Find an article in the library databases that discusses plagiarism
  - Discussion: Identify the biggest challenge in avoiding plagiarism
  - Quiz

Topic Development

SIRS Researcher is a resource students can use at the NAU Online Library to assist in selecting and developing a topic. You can use this resource as an assignment or as an option for students struggling to find a topic.

**SIRS Researcher**
Credo General Reference Premium is another resource that can be a useful tool for students struggling to find a topic; it has Topic Pages as well as Concept Maps.

**Concept Map Activity**

1. Access the [NAU Online Library](#) to find Credo General Reference Premium
2. In Credo, select the “Mind Map” option next to the search box.
3. Enter a keyword related to your class/subject expertise
4. Review the mind map, relationships between terms and sources used
5. Comment on how the mind map in Credo can be useful to your students
How to limit your search to “scholarly/peer reviewed” journal articles in the ProQuest and EBSCO library databases

Within ProQuest databases, you can check the “Peer Reviewed” box on the initial search, (or anytime in the search process), directly beneath the search box.

"medical marijuana"

465 Results *  

Suggested subjects  Hide ▲
- Medical marijuana
- Marijuana
- Marijuana AND Cannabis
- Marijuana AND Drug
- Medical marijuana AND Drug legalization
- Marijuana AND California (Place)
- Medical marijuana AND drug

0 Selected items [Clear]

Select 1-20  Brief view  |  Detailed view

1  
Register for the NEHA AEC June 28-30, 2012
Within EBSCO databases, from the initial search screen, scroll down to find the “Scholarly” option here.

Or, if you’ve already started a search, check the box here to limit the results to scholarly articles.
Informal Writing

To direct students at the beginning of the writing process you can use and/or revise one of the following informal writing practice activities:

Free-writing

Write entries in a journal. As you write focus on what you know or how you think or feel about a topic. Do not worry about structure or content. Reflect on your current assignments, class topics, or miscellaneous topics in order to become focused on the learning. Do not worry about editing or self-correcting.

Organization

Use one of the following to organize your paper:

- Outline
- Cluster
- Content Map

Concept Map using Credo General Reference Premiums

To develop a content map, follow the directions below:

1. Access the [NAU Online Library](#) to find the Credo General Reference Premiums
2. Select the option for ‘Mind Map’ from the drop-down by the search box.
3. Enter in the search field “quality management” or another term related to productivity, process, or program.
4. Review the mind map. Make note of your search term and impressions about the features found in the map.
5. Discuss your findings.
6. Locate information on at least one of the literary resources found in your concept map.
7. Discuss your impression of the Credo mind map and a relevant idea found in the literary resource you found, e.g. defining productivity, processes, or programs. POST a response to two other classmates’ posts in which you compare your impressions with the posts you are reading. Do you agree or disagree with their impressions? Why or why not? Compare and contrast the differences between your impressions and your classmates’ impressions. Explain.

Recognizing Problems

Define problems and issues you may be encountering while you work on your lesson and offer a solution to your problem and to other students.

Quoting, Paraphrasing, Summarizing

What was noticeable in a reading or class? What passages or concepts made an impression?
Defining

• Write your own definitions of new terms.
• Compare and contrast your definitions to the definitions in the dictionary.

Writing to Read

As you read the required readings for this week’s lesson, record and report your impressions of the reading, the intended audience of the reading, the purpose of the reading, and questions or concerns about the reading.
Assignments

Analyze a Website

• Analyze a web site or correspondence in your discipline.
• Use your textbook to determine if proper writing techniques were used for your discipline.
• Write a letter the agency or writer with your results.

Before and After

Provide students with an example of written correspondence not using a clear and concise writing style. Examples can be found at http://www.plainlanguage.gov/examples/before_after. Ask the students to complete the following:

• Revise the correspondence.
• Review the revised example located at the same website.
• Write an analysis of comparing their revised document with the revised document on-line.
  o Which revision meets the needs of the audience better?
  o If the student’s revision is an improvement over the revised correspondence then consider requesting the student to submit the revision to the agency directly.

Interview

Interview a practitioner in their selected discipline to determine:

1. Amount of emails and documents the practitioner receives and writes in a day
2. Types of documents and correspondence the practitioner uses on a daily basis
3. Type of writing skills and considerations addressed when writing in their discipline
4. General audiences the individual writes to in a day/week/month
5. Different types of purposes the individual addresses in correspondence in a day/week
6. Differences in writing from other disciplines
7. Any additional information that will help you to successfully write in this discipline

Reflection

Explore how and why you acted or would act in a situation.

Explaining errors

Explain the errors you made while working on this task. This meta-cognitive writing process can help students and instructors recognize where, how, and why learning went off-course.
Letters & Memos
Write personal, business, applications, letters to the editor, and emails.

Critical Reviews
Write critical reviews of restaurants, plays, concerts, films, books or other medium in their selected discipline.

Profiles
Write a profile of an Individual (biography), corporation, place, plant, or animal.

Memoirs
Write a narrative of a personal experience and reflect on this experience.

Proposals
Write a business plan or grant application.

Imaginative writing
Write poetry, plays, fiction, films, screenwriting, and/or lyrics.

Research papers
Research and develop a thesis-driven argument. Include an abstract, annotated bibliography, summary, and literature review.

Process descriptions
Write instructions or a manual.

Script writing
Write a skit, scene, play, or broadcasts.

Electronic multi-media writing
Research and develop you own web design, script, photo essays, or PowerPoint presentation.

Journalistic modes
Write a column, review, interview, press release, or editorial.

Critical Analysis
Write a critical analysis of literature or an article.
Reports

Write a report in your discipline. (For example: lab reports, descriptive, or informative.)

Case studies

Analyze a condition, person, business, or community in context

Incorporate Business Statistics

Write an assignment using the following:

• SWOT Analysis
• Hoovers

Annotated Bibliography

Develop an Annotated Bibliography of four to five credible sources that you will use in your final paper.

Discussions

Listing Questions

• Recognize that you are not the only one with doubts, reservations, uncertainties, and confusions while doing a lesson.
• List questions that you encounter as you work on your lesson.
• Post the questions in the designated discussion board.

Brainstorming

• Share with the class a possible topic you could use for your assignment and preliminary brainstorming on the topic. Read your classmates topics, review their ideas for Subject heading exploration in EBSCO and ProQuest
• Post to a dropbox/auto gradebook their subject heading exploration results

Topic Development: Initial Reflection

To develop your topic,

• Reflect on your topic.
• Describe your topic.
• Detail how you can narrow or broaden your topic? (Use key terms.)
• Summarize any difficulties you have encountered at this stage.
Thesis Statements
Post your thesis statement and possible topics for topic sentences.

Credible Sources
What is the difference between peer reviewed and non-peer reviewed journals? How do you find peer reviewed articles? What are some of the journals in your field? How do you find research for your paper?

Reflection
1. Update classmates on paper
2. Reflect on your essay
   ▪ What question are you asking (thesis statement)?
   ▪ What main points have you found to support your thesis?
   ▪ How are you organizing your essay/paper?
   ▪ How many articles have you found to support your thesis?
   ▪ Have you encountered any problems in your research? If so, how did you resolve these problems?
3. Summarize the main points and organization of your paper and any difficulties you have encountered
**Tentative Schedule**

The following is a tentative schedule with general topics you can use to incorporate writing strategies into your course:

**Week 1**  
Brainstorming  
Topic Development

**Week 2**  
Outline- Mind Map- Clustering  
Discussion: Thesis Statement  
(Subject heading exploration in databases)  
Initial Reflection

**Week 3**  
Research, APA and Plagiarism

**Week 4**  
Quality Research  
Annotated Bibliography

**Week 5**  
View a sample paper  
Rough draft due

**Week 6**  
Peer Review

**Week 7**  
Review and revise draft

**Week 8**  
Proofread  
Reflection

**Week 9**  
Paper Due