Writing Toolkit: APA Basics
DePaul University
School of Continuing and Professional Studies
Undergraduate Programs

CCH 140: Writing Toolkit: APA Basics

Online

Course Description
Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements.

In Writing Toolkit: APA Basics students will deepen their understanding of using secondary sources in academic writing. Students will practice summarizing, paraphrasing, and synthesizing while gaining a deeper knowledge of the basic components and moves needed to write a paper using APA formatting.

Learning Outcomes
1) Interacts effectively with sources by creating confidence that referenced concepts, ideas, and facts have been represented fairly
2) Can explain what plagiarism is, why it is a problem, and how to avoid it.
3) Can explain the key concepts that inform APA style
4) Can format a paper and its citations properly using APA style

FX: Interacts effectively with sources by creating confidence that referenced concepts, ideas, and facts have been represented fairly in a consistent APA Style.

Learning Strategies & Resources
Learning Experience:
In this course, the following teaching and learning techniques are used: workshops, D2L discussion boards, webinar lectures, small group work, at home assignments, critical reading, online exercise resources, learning from others through peer editing, self-reflection, and writing.

Course Readings:
Readings for each module will be available in D2L.

Learning Deliverables
1) Reflective Analysis of Previous, Current, or Future Research Project
2) Quotation, Summary, and Paraphrase Activity
3) Quotation, Summary, and/or Paraphrase Integration Activity
4) In-Text Citation Activity
5) Reflective Assignment
6) Self-Assessment Quiz
7) APA Formatting Quiz
8) Discussion Boards

Assessment of Student Learning

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Analysis of Previous, Current, or Future Research Project</td>
<td>5%</td>
</tr>
<tr>
<td>Quotation, Summary, and Paraphrase Activity</td>
<td>5%</td>
</tr>
<tr>
<td>Quotation, Summary, and/or Paraphrase Integration Activity</td>
<td>10%</td>
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<tr>
<td>In-Text Citation Activity</td>
<td>5%</td>
</tr>
<tr>
<td>Reflective Assignment</td>
<td>15%</td>
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<tr>
<td>Self-Assessment Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>APA Formatting Quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>40%</td>
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</tbody>
</table>

A = 95 to 100
A- = 91 to 94
B+ = 88 to 90
B = 85 to 87
B- = 81 to 84
C+ = 77 to 80
C = 73 to 76
C- = 69 to 72
D+ = 65 to 68
D = 61 to 64
F = 60 or below

Grades lower than C- are not passing.

See additional information pertaining to the grade designations, for graduate grades and for undergraduate grades.

Pass/Fail Exclusions
You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

Incomplete (IN) Grade: This process follows university policy.
A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.
- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.

The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**Tentative Course Schedule (Subject to Change)**

**Online Module 1**
- Self-Assessment Quiz: Using Sources
- Orientation Reading
- Supplemental Reading: Michelle Navarre Cleary, “Top 10 Reasons Students Plagiarize & What Teachers Can Do About it (With Apologies to David Letterman)” [https://www.kappanonline.org/cleary-top-10-reasons-students-plagiarize/](https://www.kappanonline.org/cleary-top-10-reasons-students-plagiarize/)
- Writing Exercise: Reflective Analysis of Previous, Current, or Future Research Project
- Discussion Board: Reflection on Research Process

**Webinar 1: Writing with Research**

**Online Module 2**
- Developmental Reading: Indiana University Bloomington’s "How to Recognize Plagiarism"
- Supplemental Reading: Harris Cooper “Principles of Good Writing: Avoiding Plagiarism” [https://blog.apastyle.org/apastyle/principles-of-good-writing/](https://blog.apastyle.org/apastyle/principles-of-good-writing/)
- Writing Exercise: Quotation, Summary, and Paraphrase Activity
- Discussion Board: 2 Lessons and 1 Question Discussion Board

**Online Module 3**
- Developmental Reading: APA in the Professional Disciplines
- Supplemental Reading: Greg Gildersleeve, “Why I Love APA Style, and Why You Should Too” [https://www.grantham.edu/blog/love-apa-style/](https://www.grantham.edu/blog/love-apa-style/)
- Writing Exercise: Quotation, Summary, and/or Paraphrase Integration Activity
- Discussion Board: “What I know, think I know, don’t know” about Citation Discussion Board

**Webinar 2: APA Basics**

**Online Module 4**
- Developmental Reading: APA Rules and Rules of Thumb
- Writing Exercise: In-Text Citation Activity
Discussion Board: Analysing the Structure of an Academic Paper

Online Module 5
- Automated Assessment/Quiz: APA Formatting
- Writing Exercise: Reference Page Activity
- Reflective Assignment: APA Basics/Writing with Research

Course Policies
This course includes and adheres to the college and university policies described in the links below:
- APA citation format (GRAD)
- Academic Integrity Policy (GRAD)
- Academic Integrity Policy (UGRAD)
- Incomplete (IN) and Research (R) Grades Expiration Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

Other Resources for Students
- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office