3 Credit Hours
**Classroom:** TBA
**Meeting Information:** Tuesday’s, 6:10 pm– 8:40 pm
**Instructor Information:**
- Ms. Christina Strain, M.A.
- **E-mail:** strainca@cua.edu
- **Office Hours and Writing Center Hours:** Remote Office Hours by Appointment

**COURSE DESCRIPTION**

This course acts as a workshop for social work majors who wish to improve their writing. It provides practice in and study of invention, organization, and style, with a specific focus on learning to write case studies. Limited enrollment insures individual attention and response by the instructor to the special concerns of both upper- and lower-division students.

**INSTRUCTIONAL METHODS**
Discussion, short lecture, and workshop components.

**REQUIRED AND RECOMMENDED TEXTS**
I strongly recommend that any social work major own a somewhat recent edition of the APA manual. For the most part, readings will be provided on Blackboard. You will need to acquire the following three paperback books as well.

- *The Bridge of San Luis Rey*, Thornton Wilder.

**COURSE GOALS / GOALS FOR STUDENT LEARNING**

Upon completion of the course, students should:
- Recognize the strong shaping function of **audience** and **purpose** in effective writing.
- Have practice in using writing common to social workers, such as client intakes, progress notes, case studies, and researched articles.
- Understand writing as a recursive process involving invention, arrangement, and style.
- Read analytically, summarize effectively, and synthesize the writing and thoughts of others.
- Have an improved ability to critique, abstract, and prioritize information, all while following appropriate documentation practice.
- Easily identify lingering habitual problems with syntax, grammar, punctuation, and spelling, and address these through the editing process for formal writing.
- Appreciate with increased scope and subtlety the power and beauty of the written word.

LIBRARIES
The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments involving outside research, consult the research guides or schedule an appointment with a subject librarian.

COURSE REQUIREMENTS
Attendance Policy
Attendance is required and will be checked on a daily basis.

**Tues Classes:** Two absences will be tolerated without direct penalty for non-attendance (though classwork grade may suffer). Each absence beyond the second will result in a deduction of 3 points (on a scale of 100) from your final grade in the course, up to a maximum of four absences (two without penalty, two with point deductions). A fifth missed class will result in failure for absences.

**No distinction is made between excused and unexcused absences.** Students will be failed should they exceed their allotted number of absences. Students in danger of failing or who have failed before the Withdrawal date may choose to consult with their academic advisor about withdrawing (W) rather than failing (F). The final date for withdrawing from a course at CUA appears on the University Calendar. Find the cut-off date for withdrawal this semester via the link to the Academic Calendar that appears on the Registrar’s web page at http://registrar.cua.edu/.

Note: Recall that absence penalties will be deducted from your final course grade. See http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for the CUA grading system.
Your final grades will be made available on http://cardinalstation.cua.edu.

EXPECTATIONS AND POLICIES

**Academic Integrity:** Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to
hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Categories of Academic Dishonesty

The following are the major categories of academic dishonesty:

A. Plagiarism is the act of presenting the work of another as if it were one’s own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, newspapers, and electronic media. However, any unacknowledged use of another’s ideas constitutes plagiarism, including the use of papers written by other students, interviews, broadcasts on radio, TV, or internet, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes, or other electronic or print documents).

B. Improper use of one’s own work is the unauthorized act of submitting work for a course that includes work done for previous courses and/or projects as though the work in question were newly done for the present course/project.

C. Fabrication is the act of artificially contriving or making up material, data, or other information and submitting this as fact.

D. Cheating is the act of deceiving, which includes such acts as receiving or communicating or receiving information from another during an examination, looking at another’s examination (during the exam), using notes when prohibited during examinations, using electronic equipment to receive or communicate information during examinations, using any unauthorized electronic equipment during examinations, obtaining information about the questions or answers for an examination prior to the administering of the examination, or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course.

Attempts to engage in any of the conduct described above or the facilitation of any of this conduct by another individual will be treated as conduct constituting academic dishonesty for purposes of this Policy.

ADDITIONAL COURSE POLICIES

Blackboard and Cardinal Mail

The primary means of out-of-class communication will be through Blackboard and the Cardinal Mail system. You must have reliable access to
both of these sites and should check them frequently for announcements and other information. You are automatically enrolled in Blackboard for this course. Go to http://bb8.cua.edu/ and use your network login and password to log in. All assignments, class handouts, and readings will be posted here.

Laptops and Cell Phones
Laptops are not permitted without prior permission from me. Cell phones are never permitted and must be turned off during class.

Late to Class
Tardiness to class is not acceptable, as the classroom environment involves an active community. Please know that attendance will be taken at the beginning of each class, and if you are more than 15 minutes late three times, it counts as one absence. If you are more than 20 minutes late, you will be marked absent.

Participation/Preparation
This means being prepared for class with the readings done and any writing completed at the beginning of class on the date due. Participation also means being ready to engage in lively class discussion and being equipped to complete in-class writings, quizzes, and readings.

Writing Assignments:
Please keep the following in mind for your assignments.
Final drafts of all writing assignments will be due at the beginning of class on the due date specified. Only in rare cases will late work be accepted without penalty. Work turned in late will be penalized one letter grade for every day (not class meeting) past the due date that it is received. Therefore, work turned in one day late can receive no higher than a B, and work turned in two days late can receive no higher than a C. Any work that is more than two days late will receive an F. However, handing in a late paper is preferable to not handing a paper in at all; it is the difference between a 0 and a 59 when it comes to the final average.
Paper assignments must be typed, double-spaced, Times New Roman, 12-point font, and regular 1” margins, unless otherwise noted.
Copies and Drafts: Students are required to keep copies of all their writings on file, both for their own records and, in some cases, for future use in the course. Avoid any and all forms of plagiarism; the penalty is failure for the course and subject to academic counsel.

STUDENT SERVICES
Accommodations for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

**Academic Support Services**
The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center and in Mullen Library. These affiliated offices and services include:

**The Undergraduate Advising Center** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. McMahon B-10  
**Phone:** (202) 319-5545  **Email:** cua-advising@cua.edu  **Web:** advising.cua.edu

**The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. Mullen Library, Second Floor  
**Phone:** (202) 319-5655  **Email:** cua-academicsuccess@cua.edu  **Web:** success.cua.edu

**The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability. 219 Mullen Library.  
**Phone:** (202) 319-4286  **Email:** cua-writingcenter@cua.edu  **Web:** english.cua.edu/wc/

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center. No appointment is necessary and services are absolutely free. Mullen Library, Second Floor.  
**Phone:** (202) 319-5655  **Email:** cua-academicsuccess@cua.edu

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.  
**Phone:** (202) 319-5211  **Email:** cua-disabilityservices@cua.edu  **Web:** dss.cua.edu

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by phone.
OVERVIEW OF ASSIGNMENTS

Case Studies
- Eight over the course of the semester
- 2 pages each (typed, double-spaced, 12 point font)

Revisions of Case Studies
- Revisions of the first two Case Studies
- Will be graded on their demonstrated ability to target organizational, mechanical, factual, etc., errors in one’s own writing. Focus on concision, clarity, and accuracy.

Research Paper
- 5-7 pages
- Makes use of 6-8 documented sources
- Expands upon one of the student’s Case Studies (or looks ahead to a future work of fiction) and conducts further research into the central developmental issues or features that are analyzed in a particular character.

Annotated Bibliography
- 6-8 documented articles
- One paragraph for each scholarly or professional article, summarizing and providing a conclusion about the article

Presentation
- Covers your term paper topic and research, indicating the insights your work has provided into your topic

Grades

40% Case Studies
25% Participation
5% Presentation
10% Annotated Bibliography
20% Final Research Paper

SCHEDULE
Readings listed for each day must be read and brought to class on the day listed.
Assignments listed for a given day are due at the beginning of class on that date. (See above for late assignment policy.)

Week 1
Tu 1/10
Introduction & assignments
Read for today: Toni Morrison, “Recitatif”
Discuss story; How to write a case study
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<th>Week 2</th>
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<td>1/17</td>
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<td>Read for today: Amy Tan, “Two Kinds”</td>
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<tr>
<td><strong>Rough Draft of Case Study 1 Due (Morrison or Tan)</strong></td>
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<td>In-class Peer Review session of Case Study 1</td>
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<th>Week 3</th>
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<td>Mon. Jan 23</td>
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<td>Tu 1/24</td>
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<td>Last day to add or drop a class without record</td>
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<tr>
<td>Viewing and discussion of <em>Good Will Hunting</em></td>
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<td><strong>Final Draft of Case Study 1 Due</strong></td>
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<th>Week 4</th>
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<td>Tu 1/31</td>
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<td>Individual CONFERENCES this week, No Class</td>
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<td><strong>Rough Draft of Case Study 2 Due (Good Will Hunting)</strong> at your Conference</td>
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<th>Week 5</th>
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<td>Tu 2/7</td>
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<td>G.K. Chesterton, “The Hammer of God”</td>
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<td>Robert Browning, “Porphyria’s Lover” and “My Last Duchess”</td>
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<td><strong>Final Draft of Case Study 2 Due</strong></td>
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<th>Week 6</th>
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<td>Tu 2/14</td>
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<td>Bharati Mukherjee, “The Management of Grief”</td>
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<td>Doris Lessing, “To Room Nineteen”</td>
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<td><strong>Case Study 3 Due (Chesterton or Browning)</strong></td>
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<th>Week 7</th>
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<td>Tues. Feb 21</td>
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<td><em>Administrative Monday – no class. Monday classes meet instead of Tuesday classes.</em></td>
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<td>Fri. Feb 24</td>
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<td><em>Midterm. Last day to switch to audit.</em></td>
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<th>Week 8</th>
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<td>Tu 2/28</td>
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<tr>
<td>Marilynne Robinson, <em>Lila</em></td>
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<td><strong>Case Study 4 Due (Lessing or Mukherjee)</strong></td>
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**SPRING RECESS: March 6-12**

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<th>Week 9</th>
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<td>Tu 3/14</td>
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<tr>
<td>Viewing and discussion of <em>A Beautiful Mind</em></td>
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<td><strong>Case Study 5 Due (Lila)</strong></td>
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**Week 10**  
Tu 3/21  
Flannery O’Connor “Good Country People”  
Flannery O’Connor “A Good Man is Hard to Find”  
**Term Paper Outline Rough Draft Due**  
**Case Study 6 Due (A Beautiful Mind)**

**Week 11**  
Tu 3/28  
Individual CONFERENCES this week, No Class  
**Annotated Bibliography and Revised Term Paper Outline Due**  
at your Conference  
*Wed. March 29*  
*Last day to withdraw with a “W” grade*

**Week 12**  
Tu 4/4  
Presentations  
**Case Study 7 Due (O’Connor)**

**Week 13**  
Tu 4/11  
Presentations continued  
**Term Paper Rough Drafts Due** (In-Class Workshop of Drafts)

**Week 14**  
Tu 4/18  
Thornton Wilder, *The Bridge of San Luis Rey*  
**Research Papers Due!**

**Week 15**  
Tu 4/25– Last Class!  
**Case Study 8 Due (The Bridge of San Luis Rey)**

5/2-6  
**Finals Week— (No Final For This Class)**