This course supports the assessments for SRA1. The course covers 1 competency and represents 3 competency units.

Introduction

Overview
Welcome to the Research Writing course. You will engage in the process of researching a topic related to the history of education in the United States and presenting it in a formal written project.

In this course, you will review research writing processes and techniques such as online research, creating and developing a thesis statement, choosing a topic for a short research paper, and completing the research and writing process for your chosen topic.

Note: To download this video, right-click the following link and choose “Save as...”: download video.

Competencies
This course provides guidance to help you demonstrate the following 1 competency:

- Competency 608.1.1: Research Writing Process
  The graduate understands and implements the research writing process to produce clear, concise, and mechanically correct documents.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!
Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

Abromitis Research Writing Course
Contact your mentor for information on how to enroll in the Abromitis Research Writing course. This course is not required for all students, but will provide an overview of research writing for students who need a refresher course.

Other Learning Resources

You will use the following learning resources for this course.

Accessing WGU Library E-Reserves
This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the WGU Library E-Reserves.

APA Formatting With Purdue OWL
Successful completion of this course requires an understanding and application of proper APA formatting. Please review the Purdue OWL APA Formatting and Style Guide for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the Publication Manual of the American Psychological Association at your own expense.

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- Pacing Guide: Research Writing

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Cohorts
Please join us for our cohort offerings! You can sign up for as many cohort opportunities as you like. A cohort provides students an opportunity to work on application of the concepts and theories they are learning in this course. For each cohort, you will prepare in advance by working through a particular section of the course of study, and then in the live sessions we provide students with an opportunity to process the information, ask questions, share ideas and examples, and work through sample questions or scenarios to get a better understanding of the material.

**BAES Calendar**
This calendar includes all of our live cohort and webinar offerings for SRA1 and other BAES courses. Students can view schedules, and find links to sign-up for each cohort. Webinars do not require any sign-up—just drop in when you are able to attend. Please click on any of the individual offerings to learn more about them. The schedule rotates monthly.

**Contact a Mentor**
Use our booking page to find time to meet with a course mentor. Course mentors work varied schedules, and there are appointments available 7 days a week.

Schedule an appointment with a course mentor

**Research Writing Process**
This section of research writing includes a review of the research writing process and the development of a thesis statement. It is designed to refresh your research writing skills and to provide a learning opportunity that exposes you to thoughts, ideas, and theories from past educational events, milestones, and challenges.

**How to Write a Research Paper**
In this section, you will review a variety of resources that will provide an overview of research writing, what should be included in a research paper, and how to correctly format a paper.

This topic addresses the following competency:

- Competency 608.1.1: Research Writing Process
  The graduate understands and implements the research writing process to produce clear, concise, and mechanically correct documents.

**Review of Research Process**
Access the following web pages to review information on the research writing process:

- "Guide for Writing Research Papers"
- "Ten Steps to a Research Paper"
In the "Guide for Writing Research Papers," pay particular attention to the two sections on references and citations. Try searching for topic ideas using the WGU Library.

**Review of the History of Education**

What are some significant events in the history of U.S. education? You will review relevant historical information related to education and choose a topic for a research paper.

This topic addresses the following competency:

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**History of Public Education in the United States**

Read the following article:

- "19th Century Education"

What things did you learn from this article? What questions do you have about how the U.S. educational system was formed and developed? Consider ideas for a research paper topic based on what you have learned. Take notes in your notebook.

**Brown v. Board of Education**

Read the following summary of the Brown v. the Board of Education case:

- "Brown Foundation Background Overview & Summary"

How has this case affected the current educational system? Post your comments in the Course Chatter and title it "Brown vs. Board of Education."

**Educational Trends and Educational Associations**

Access the following web pages to review information on educational trends, association resources, issues in education, etc. Look for information that will link to historical events in the history of education.

- [Education: Trends, Policies and Teaching Strategies](#)
- [National Education Association](#)
- [Education: Current Trends and Issues](#)

Take notes in your notebook.

**Choosing a Topic**

In this section of the course of study, you will choose a research topic for your paper. The topic should be something historically related to education.

This topic addresses the following competency:
• Competency 608.1.1: Research Writing Process
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Choosing a Topic

Choose a topic for a research paper that has historical importance in education. The following is a list of research ideas, though you may choose another topic if you wish:

• Brown v. Board of Education
• educational theory (progressivism)
• educational trends
• existing philosophies in education

Developing a Thesis Statement

In this topic, you will create a thesis statement for your chosen topic.

This topic addresses the following competency:

• Competency 608.1.1: Research Writing Process
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How to Create a Thesis Statement

Access the following web pages to review information on thesis statements and how to create a thesis statement.

  • "Thesis Statements"
  • "Tips for Writing Your Thesis Statement"

Write out the main idea for your paper (i.e., the point you want the reader to get) in 25 words or less.

Write a First Draft of a Thesis Statement

Review the statement you created in the previous activity and answer the following questions in your notebook:

• What question is your assignment asking?
• How can you answer that question and focus on a small area of investigation?
• Can you sum up the main idea of your paper in a sentence or two?
• What "code words" (such as "relative freedom" or "lifestyles") does the draft of your thesis statement contain? Are these words adequately explained?


Share Your Thesis Statement
Share your thesis statement with other students by posting it in the Course Chatter and title it "Thesis Statement."

**Researching the Topic**

This section of the course of study will focus on using various research strategies to learn more about your chosen research topic. It will guide you through online and physical research of your chosen topic so that you can put together a balanced view of the topic before starting to write your research paper.

**Read and Research the Topic**

How do you get started on conducting research? Using the WGU Library, Internet, local library, and other sources, you will gather information to learn more about the research topic.

This topic addresses the following competency:

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**Using the E-library to Conduct Research**

Go to the WGU Library and look for full-text articles on your chosen topic. Use two or three of the search engines to find sources. Review potential books, articles, and Internet resources from your research, and identify appropriate resources for your paper.

The following are some examples:


**Highlight Interesting Articles**

Post a brief description of an article or other resource that you found through the WGU Library that you think other students might be interested in knowing about. Post this information in the Course Chatter and title it "Online Research Information."

Use Internet search engines, local library resources, and other appropriate sites to gather information on your research topic. Review potential books, articles, and Internet resources from your research, and identify appropriate resources for your paper. Take notes in your notebook.

**Organizing Information**

In this topic, you will use various organizational tools, such as graphic organizers and matrices, to organize the information you have gathered relating to your research topic.

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Organizing Information

Take notes on each source you intend to use in your research paper. Create a matrix with each source's information in APA format, and note page or paragraph numbers, quotes you intend to use in the paper, and information for planned paraphrases.

Create a Graphic Organizer

Create a graphic organizer to help organize information for your outline, using the following web page for reference:

• "Graphic Organizers"

Creating an Outline

In this section of the course of study, you will focus on creating an outline of your selected research topic. The goal of this section is to guide you through the process of organizing your researched information and creating a detailed outline before starting to write the research paper.

Creating an Outline for the Research Paper

In this topic, you will review the components of an effective outline and choose an outline format that is appropriate for your paper. You will create an outline using the information you have gathered in the research process.

This topic addresses the following competency:

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What Should an Outline Include?

Access the following web page to review the article and guidelines on how to create an effective outline:

• "Four Main Components for Effective Outlines"

Also review the additional articles on why and how to create an outline and the types and samples of different outline formats. Choose a format for your outline of your research paper.

Review Requirements for the Research Writing Performance Assessment

Schedule the performance assessment and review the task instructions. Pay particular attention to the required components for your paper. You will need to include these in your outline format.

Putting the Outline Together
Using the graphic organizer, your research source matrix, and the outline format you have chosen, create your outline and plan out each section with what you want to include in your paper.

**Writing the Research Paper**

How do you create a first draft of your paper? What is involved in editing your drafts? This subject will focus on writing drafts and the final version of your research paper.

**Presenting a Balanced Point of View**

It is important to present all sides of an issue or event when creating a research paper. In this topic, you will review the main points of the information you have gathered to ensure that you are representing all points of view in your paper.

This topic addresses the following competency:

- Competency 608.1.1: Research Writing Process
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**Presenting a Balanced Point of View**

Add a column to the research matrix that indicates which viewpoint or theory each resource represents. Review the matrix to ensure that adequate points of view have been included.

**Creating the First Draft of the Research Paper**

This topic will help you use the resources you have reviewed and noted in your outline and graphic organizer to create the first draft of your paper.

This topic addresses the following competency:

- Competency 608.1.1: Research Writing Process
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**Creating a First Draft**

Use the outline and graphic organizer as a base for writing your paper. Plan out each section on the outline, and check the graphic organizer to be sure every section has been included.

**Editing the Draft**

Using the following webpage about proofreading as a reference, carefully review each section of the paper, paying attention to grammar, sentence structure, and idea flow:

- [Proofreading](#)

Make changes to your work as needed.

**Recognize the Principles of Copyright and Plagiarism**

Use the following websites to check that your citations and reference list are correctly formatted.
Be sure that you have appropriately cited all sources used in the paper.

- "APA Formatting and Style Guide"
- "APA Style"

**Writing the Final Paper**

In this topic, you will complete the editing process and create a final draft of the research paper to submit for evaluation.

This topic addresses the following competency:

- Competency 608.1.1: Research Writing Process
  The graduate understands and implements the research writing process to produce clear, concise, and mechanically correct documents.

**Complete: Task 608.1.1 Performance Assessment**

Complete the following task in TaskStream:

- SRA1 Research Writing: Task 608.1.1

For details about this performance assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**The WGU Library**

**The WGU Library**

The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

Searching the WGU library

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*
video.

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

**Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's Accessibility policy and process can be viewed in the student handbook at the following link:

Student Support

WGU values your input! Please submit any feedback you have using the following form:

Access the WGU Library 24 hours a day, 7 days a week:

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

Contact the WGU Writing Center for help with any part of the writing or revision process: