Department of
Community Sustainability

CSUS 447
Community Economic Development
Spring 2015

Tuesday and Thursday, 12:40-2:00 p.m.
221 Natural Resources Building

Instructor: Rene P. Rosenbaum, Associate Professor

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Office Hours: By Appointment

Required Textbook

Additional required reading will be available electronically.

Catalog Course Description:
Concepts, principles, models, and skills for community and economic development. Community Participation in local development initiatives
Introduction, Aims, Objectives

INTRODUCTION
Community economic development (CED) is a rapidly evolving field of study that offers challenges and rewards and enjoys considerable current interest. CSUS 447 provided a broad introduction to community development, with an emphasis on the link between community development and economic development, hence the course title, Community Economic Development. The link between CED and sustainability is also emphasized. The course presents a variety of essential concepts and important topics to help students understand the complex and boundary spanning scope of the discipline. Students are exposed to the concepts, theories, frameworks, policies, principles, and best practices in CED planning and programmatic techniques and strategies, and how the results of community planning and development practices can be accurately assessed using a variety of techniques and strategies to measure progress. Particular attention is given in the course to “triple bottom line” (TBL) accounting to measure place-based community sustainability in terms of three dimensions of performance: social, environmental, and economic. Students are asked to imagine that they are working for the Mayor’s Office of one of Michigan’s cities, so in the course are randomly assigned a city in Michigan and are required to apply this social accounting framework to assess the degree to which their randomly selected community is being sustainable or pursuing sustainable growth over time. The course has a guest lecture series component to engage students with community development practitioners and professionals on particular CED topics and help them better understand and reflect on CED practice and civic engagement.

The class is conducted on the Socratic method and dialogue and discussion is expected. Collaborative learning through small group and classroom discussion will be emphasized to ensure that the time that instructor and students have together is as productive as possible. On a typical day, class discussion will be broken up into small groups where students discuss the reading(s) for 30 minutes after which there is another 30 minutes for general class discussion. Remaining class time will be used to reflect on the learning goals for the day, lecture, have discussions on course-related issues, or to work on course-related material.

The Class is built around community and a component part will consist of guest speakers who practice community development. Arrangements have been made to have you listen to and interact with the following CED practitioners:

- Dr. Rex LaMore- Director of the MSU Community and Economic Development Center
- Joan Nelson, Executive Director, Allen Neighborhood Center
- Ashley Gulker and Robin Miner Swartz-Capital Region Community Foundation
- Cassie Larrieux, Power of We Consortium Data Committee Co-Chair, and Ingham County Health
- Mike Everett, Academic Specialist, Department of CSUS
- Dr. Sarah Nicholls, Associate Professor, Department of Community Sustainability
- Rick Kibby, Lansing Area Community Organizer and Developer
- Maryellen Lewis, President & CEO of Lewis Associates.
For most of you this will be your first course in community/economic development. Community development as a known profession can be traced to post-world reconstruction efforts. It has evolved from an original needs-based emphasis to one that is more inclusive and assets-based. It is now a recognized discipline of interest to both practitioners and academicians. Defined and thought about in many different ways, CED draws from a wide variety of academic fields. Despite being new to the disciple, most of you are familiar with many community economic development issues and challenges in our communities, but it is important to understand the processes at work by critically evaluating these issues using the different concepts and ideas that CED provides. As a novice in CED you can reduce confusion for yourself if you make it a point from the start to become familiar with the vocabulary used in CED.

AIMS

The aim of this course is to introduce you to the disciple of community economic development, with an emphasis on the concepts, theories, methods, policies, and best practices in planned efforts to understanding and address place-based community problems and improve quality of life, and on how the results of community planning and development practice and policies can be accurately measured. We aim to provide a sound foundation to enable you link CED theory, policy, and practice and to encourage you to think deeply, critically, coherently, holistically, systemically and confidently about American communities, the CED challenges they face, and ways to address them. The course also aims to engage you with community, both through opportunities to learn from community development practitioners and the opportunity to research Michigan communities. Given you are mostly juniors and seniors the course aims to take advantage of your knowledge, attitudes, and personal, academic, and professional skills and talents to conduct case study research useful to community leaders and local politicians. The purpose of the case study research is to gather baseline data to help us understand the extent to which Michigan cities are being sustainable or pursuing sustainable growth over time.

OBJECTIVES/ OUTCOMES

Upon completion of this course, students should

1. Gain increased knowledge of community economic development issues, facts, concepts, theory and polices affecting community economic development.
2. Better comprehend community economic development materials and critically assess contemporary community issues and their relationship to sustainability, community, system thinking, and leadership.
3. Be able to use (apply) previously learned information in new and concrete situations
4. Be able to collect and break down informational materials (analyze) and try to understand the material, and develop conclusions supported by empirical evidence
5. Be able to apply prior knowledge and create a defensible, compelling work that represents new knowledge (synthesis)
6. Have strengthened their skills in writing, presentation, and other forms of communication, and in working independently and in teams.
7. Reflect on experiences with diversity and demonstrate knowledge, awareness and sensitivity of diverse communities
8. Develop a personal sense of ethics, service, and civic responsibility that informs their decision as consumers, workers, investors, citizens, and general members of society.

CLASSROOM ETIQUETTE

Please turn off your cell phone and refrain from exchanging text messages during class time. Bring your book to class.

Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
<th>Points</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>60</td>
<td>Attendance, class participation, group discussions, class discussion, TBL project development, informal writing exercises</td>
</tr>
<tr>
<td>Reflection Papers on CED Practitioner Presentations and Homework Exercises</td>
<td>20</td>
<td>120</td>
<td>8 CED experts have been scheduled to present to the class; Short papers, Problem sets to facilitate understanding of particular topics</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>40</td>
<td>3 x 80 (240)</td>
<td>3 in-class exams are planned. These exams will contain, short answer, essay, and problem questions</td>
</tr>
<tr>
<td>Research project</td>
<td>30%</td>
<td>180</td>
<td>Paper and class presentation</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>600</td>
<td></td>
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Scale: 100-93%=4.0, 92.9-86=3.5, 85.9-80=3.0, 79.9-75=2.5, 74.9-69=2.0, 68.9-65=1.5, 64.9-60=1.0, Below 59.9=0

Extra Credit 30 points

You can earn up to 30 points by attending 3 university presenters (10 points each), provided they are approved by the professor, and writing a 1 page paper- ½ page for a summary of what was said, and ½ reflection on what you learned and how it relates to the class. Other options for extra credit will also be available.

Triple Bottom Line Research Project

I believe we must be active players involved in the ongoing sustainability debate. In addition to being actively involved, we must become better informed on the complexities of the issues surrounding sustainability. This is needed to promote a realistic perspective and provide a
defensible responsible response to resource use and the various tradeoffs. This assignment is intended to involve you in this debate that has political, economic and social dimensions.

For this assignment, you will first be randomly assigned a city in Michigan. You will assume you have been hired by the Mayor of that city to conduct a triple bottom line analysis report. The Triple Bottom Line Framework is a sustainability accounting framework that incorporates three dimensions/sectors of community performance: social, environmental, and economic. For each of the 3 dimensions in a triple bottom line study, (social, economic, and environmental) you need to select 3 conditions you will analyze, and for each condition, you need to identify data for three indicators to measure these conditions. Using these indicators you will assess change in sustainability overtime in that community by measuring these indicators for 2000, 2007 and 2012 or 13 and produce a report on your findings. A presentation of your research findings will also be required. Additional information on project guidelines and assessment and will be provided in Handout 2.

Course Schedule, Topics and Required Readings

UNIT 1

Day 1, 01/13 Topic: Class Introductions

Day 2, 01/15 Topic: Michigan Poverty, and Theories of Poverty, and Federal Policy for the Poor

Available at http://www.unitedwayalice.org/ 


Day 3, 01/20 Topic: Framing Community Economic Development (CED)

Ron Shaffer, Steve Deller and Dave Marcouiller, Rethinking Community Economic Development, *Economic Development Quarterly* 2006: 20; 59. Online version available at http://edq.sagepub.com/cgi/content/abstract/20/1/59


Day 4, 01/22 Topic: Sustainability in CD, and CD Theory of Practice


Day 5, 1/27 Topic: Asset-Based Community Development


Day 6, 1/29 Topic: “Localism”


Day 7, 2/3 Topic: Community Development Practice

CED Practitioner Speaker: Rex LaMore- Director of the MSU Community and Economic Development Center

Day 8, 2/5 Topic: Visioning and Strategic Planning


Day 9, 2/9 Topic: Community-Based Organizations


Day 10, 2/12 Topic: Examination

Unit 1 Exam

UNIT 2

Day 11, 2/18 Topic: Community-Based Organizations in Practice

*CED Practitioner Speaker: Joan Nelson, Executive Director, Allen Neighborhood Center*

Note that we will meet on Wednesday, February 18th for this session, instead of meeting on Tuesday, February 17th. To maximize learning outcomes we will meet at the Allen Neighborhood Center at 1619 on Kalamazoo Street, Lansing, MI at 12:40. Let me know if you are not able to make this session to make alternative arrangements.

Day 12, 2/19 Topic: Community Leadership

CED Practitioner Speaker – Ashley Galker, Youth Action Committee Advisor, and Robin Miner-Swartz, Vice President of Marketing and Communications, Capital Region Community Foundation Communications Director.


Day 13, 2/24 Topic: Community Assessment


Day 14, 2/26 Topic: Community Asset Mapping

Day 15, 3/3 Topic: Community Economies


Thad Williamson, David Imbroscio, and Gar Alperovitz. *Strenthening Local Multipliers, Chapter 7,* (p. 165-185) in *Making a Place for Community: Local Democracy in a Global Era,* Routledge, Taylor and Francis Group, New York. Available through D2L

Day 16, 3/5 Workforce Issues


Day 17, 3/18 Topics: Leadership Development; Community Leadership and the Power of We (POW) Movement in Lansing, the 2014 POW Community Summit, Racial Equity in Lansing

*CED Practitioner Speaker: Mike Everett, Leadership Development*

*CED Practitioner Speaker: Cassie Larrieux, Power of We Consortium Data Committee Co-Chair, and Ingham County Health*

Day 18, 3/19 Topic: Marketing the Community


Day 19, 3/24 Topics: Business Retention, Expansion, and Entrepreneurship


Day 20, 3/26 Topic: Examination

Unit 2 Exam

Unit 3

Day 21, 3/31 Topics: Art, Culture and Tourism, and the Pure Michigan Campaign

CED Practitioner Speaker: Dr. Sarah Nicholls, Associate Professor of Tourism, Department of Community Sustainability


Day 22, 4/2 Topic: Housing


Day 23, 4/7 Topic: Neighborhood Planning


Day 24, 4/9 Topic: Neiborhood Data Collection Strategies

CED-Speaker, Rick Kibby, Lansing Area Community Organizer and Developer

Day 25 4/14 Topic: Current Perspectives on CED Issues


http://www.thenation.com/article/160949/new-economy-movement#
Day 26 4/14 Topic: Needs-Driven Industries

Michael H. Shuman, Going Needs-Driven Industries Chapter 2 (p. 50-82). In Going Local: Creating Self-Reliant Communities in a Global Age, Routledge, New York


Day 27 4/16 Topic: Investing in Michigan


Day 28 4/23: Topic: CED Finance

CED Speaker Maryellen Lewis, Community Development Financial Intermediaries Consultant

Day 29 4/28 Topic: Conclusion


Day 30 4/30 Topic: Examination

Unit 3 Exam

Day 31 5/5

Final Exam Period: 12:45-2:45

TBL Presentations
Handout to Accompany Course Syllabus for CSUS 447-2015

Required Readings
The readings are meant to help students understand the language in the discipline of community economic development, and to gain increased knowledge of community economic development issues, facts, concepts, theory and polices affecting community economic development. The numerous case studies in the book are meant to “illuminate the theoretical points and show that they work in practice.” Coupled with small group and class discussions, they are also meant to help you better comprehend community economic development materials and critically assess contemporary community issues and their relationship to sustainability, community, system thinking, and leadership.

Students are expected to come prepared to class. Coming prepared to class means bringing your book, having read the readings for the day, being prepared to comment or ask questions on material that is interesting or ambiguous, and to discuss the questions in the back of each chapter in the book or others handout out in class.

In-class Small Group Expectations and Outcomes
The class is being divided into six small groups of four to have opportunity for discussions and collaborative learning and problem solving opportunities related to class reading topics and other class related work. Students will be randomly placed in one of six groups numbered 1 through 6. The four students who pick the same number and are in the same group have been assigned a city in Michigan in the same population size range. Arranging the small groups in this way is meant to develop social capital and enhance community development capacity by facilitating student discussion about TBL related work, like indicators and data sources for cities of this size. Once students have been placed into their group, they will remain in that group for the rest of the semester.

Personal development goals from small groups activities include

- Listening better to what others say
- Explain your own ideas
- Speak and work with other whether you are close with them or not.
- Receive correction and criticism from others
- Ask about what you don’t understand
- Admit when you are wrong
- Think about questions for which the answers are uncertain
- Learn from others
- Teach yourself and
- Become more aware of how others see you


2 Adopted from, “Higher Order Comprehension: The Power of Socratic Seminar,” By Angela Bunyi on November 19, 2010
**Guest Speaker Series**
We also aim to engage “community” in our pedagogy rather than simply read about it and describe it in our curriculum. We do this in a number of ways. One is by engaging with community development scholar/practitioners who have been invited as guest speakers. Outcomes include greater awareness of what community economic developers do, the diversity that exists in community economic developers, the community issues they address, the practice of community development, and how their practice relates to what we are learning in class. The guest speaker series will also provide an opportunity to have students reflect and write about their values and beliefs on civic engagement and how these might have changed by the speakers and the self-reflection exercises.

It is expected that students will attend class the day Guest Speakers are scheduled to present to the class this semester. For each speaker, students are expected to write a 1-page, 12 font, 1 line spacing, reflection essay—¼–½ page to summarize what was said, and ½–¾ page reflection on what students knew about the topic/issue being presented before the presenter and what they learned about the topic/issue after the presenter, on their own experience with civic engagement, and on opportunities for civic engagement in future career plans. These essays will need to be posted on D2L before the next class period starts for full credit. They will be graded on the basis of timeliness, organization, a clear reference to the key issues presented by the Guest Speaker, thoughtful consideration of the items mentioned for the 1 page reflection essay above, and grammar. Each Guest Speaker essay is worth 10 points.

**Triple Bottom Line Research Project**
Another way to engage students with the community is through their research project. Students are asked to assume they are city employees asked by the Mayor’s office of that community to create a TBL report for the community. The study is needed to collect baseline data and measure progress in the future. The TBL study should focus on the social, economic, and environmental conditions the student wants to see improved in that community in the future. Students need to collect data on nine conditions (three from each domain) measured over a period of time by 3 specific indicators each. Data on indicators needs to be collected on three years: 2000, 2007, and 2012, or 2013 if the data are available.

**Project Objectives:** The TBL project is central to achieving the majority of course objectives. The project has two main assignments. The first is an analytical research paper the other is a five minute presentation to your peers. The research paper calls on students to use the triple bottom line framework to breakdown the idea of sustainability in cities in Michigan into components parts, evaluate the issue of sustainability in terms of measures of community conditions, and present this breakdown and evaluation in a synthesized and integrated form to a professional audience through a written document. Upon completion of this research project, students should

9. Have increased knowledge of issues, facts, and conditions facing Michigan cities
10. Better comprehend and critically assess contemporary community issues and their relationship to community sustainability
11. Be able to use/apply the TBL framework in new and concrete situations
12. Be able to collect and break down informational materials (analyze) and try to understand the material, and develop a synthesis and conclusions supported by empirical evidence
13. Have stronger academic writing skills, presentation skills, and other forms of communication, including communicating in small groups and teams
14. Have gained knowledge and demonstrated awareness and sensitivity of diverse communities
15. Have gained a personal sense of ethics, service, and civic responsibility that informs their
decision as consumers, workers, investors, citizens, and general members of society.
16. Have created a defensible, compelling work that represents new knowledge and that is useful
to the community in question.

Research Paper Due Dates: The report assignment has been broken down on into components
that will be handed in or check at various points during the course. The due dates for the research
assignment are as follows:

• Small group submission of conditions interested in studying: February 3rd
• Small group submission of indicators of conditions and data sources: February 26 Note
Extra Credit Option: 10 points extra credit is given to the class if the whole class agrees
to measure the same conditions using the same indicators.)
• Progress Report: March 31 (1 double-spaced page to explain where you are in your project;
what has been done and what needs to be done. What issues have arisen?
• Final paper due: April 16th

Paper Requirements: The manuscripts should be prepared using the American Psychological
Association (APA) Style Guide. All pages must be typed, double-spaced (excluding references,
footnotes, and endnotes). Text must be in 12-point Times Roman. Block quotes may be single-
spaced. Must include margins of 1 inch on all the four sides and number all pages sequentially.
The body of the paper should not be longer than 20 doubled spaces pages and should be in
proper academic form. The paper should have subheading and the following format:

• Title of Study: The title should be descriptive and concise.
• Executive Summary: The summary should be concise, and should summarize all the
elements of the study. It should stand on its own, independent of the rest of the text.
• Introduction: Provide a brief description of the City and rationale for the study; put the study
in context, why is the research needed and why is it relevant? Provide a thesis statement.
• Objectives of your study: What are your research questions? These should be simple (not
complex), specific (not vague) and clearly stated.
• Methods: How were indicators selected? What criteria were used? Where did you get the
data? How was the data managed and analyzed? How are your methods justified?
• Findings: Clearly state your findings for each community condition and indicator measured.
Relate your findings to the research questions. Use charts and tables to present /summarize
your finds.
• Discussion: You examine the results and integrate the findings into an understanding of the
sustainability of the community over time and what the findings mean in making progress
toward crating a more sustainable community.
• Conclusion: Summarize the findings and their significance and implications.
• Reference Section: The reference section should follow is the APA Style Guide

Paper Evaluation: (25%; 150 Total Points)
• Compliance with Due Dates (25 points)
• Compliance with grammar and technical points associated with academic writing (tone, spelling, punctuation, proper citations, sections, title, executive summary, reference, sections) (25 points)
• Executive Summary (5 points)
• Introduction and objectives: The community is briefly described; the purpose of the study is well stated; a thesis statement is provided; objectives are indicated (15 points)
• Methods: The methods used to collect the necessary data are well explained and well written. Data sources are clearly identified, the selected conditions and indicators and the methods of data collection and analysis are clearly explained and justified. (15 points)
• Findings: The results of the data analysis are well written and clearly reported by year for 3 years in terms of 9 conditions, as measured by 3 indicators of each. A trend analysis is used to assess the change in sustainability in the community overtime. Charts are used to explain the findings (30 points)
• Discussion: The findings are clearly integrated into an understanding of the sustainability of the community over time and what the findings mean in making progress toward creating a more sustainable community (25)
• Conclusion: The findings are summarized and their significance for the future sustainability of the community is clearly articulated (10 points).

Note: Extra credit option: Students have the option to earn 10 extra points if they write a letter to the Mayors Office of their city and solicits additional information about sustainability city policy, integrate their findings into their paper, and they mail a copy of their report to the Mayors by April 30th

Final Paper Assessment Scale

• An outstanding paper (4.0)-responds to the criteria above, exceeds the fullest expectations, is error free, uses appropriate language and is well written.
• Very Good (3.5)-responds to the criteria above and demonstrates overall competence, meeting all minimum requirements and exceeds requirements in some areas but not all.
• Good (3.0)-response to the criteria meets the requirement. However, the response to the criteria contains deficiencies or significant weaknesses.
• Fair (2.5)-response to the criteria minimally meets basic requirements and demonstrates limited understanding of requirements
• Poor (2.0)-response to the criteria has many deficiencies and/or gross omissions, including failure to address the elements of the criteria.
• Below 2-0-paper is non-responsive to criteria

In-Class Presentation Component

Each student will make a 5-minute presentation on the changes in their community over the last 12-14 years. The student may focus the presentation in any way he or she wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aid for the audience.

This assignment has a total point value of 30 points. Students will be evaluated as follows:
• Knowledge/Understanding-Presentation demonstrates an in depth understanding by using relevant and accurate detail to support thesis statement (10 points)
• Thinking/inquiry–The presentation is centered around a thesis which shows a highly developed awareness of the issues and a high level of conceptual ability (5 points)
• Communications- the presentation is imaginative and effective in convey idea to the audience; the presenter responds effectively to audience reaction and questions (5 points)
• Use of visual aid: The presentation includes appropriate ad easily understood visual aide that the presenter refers to and explains at appropriate time (5 points)
• Presentation skills: the presenter speaks clearly and loudly enough to be heard using eye contact, a lively tone, gestures, and body language to engage the audience (5 points)

Supplemental Sources on the TBL

The TRIPLE BOTTOM LINE TOOL at <http://tbltool.org/about.html>


City of Portland, Office of Management and Finance:<br> <https://www.portlandoregon.gov/bibs/37755>


**Academic Writing Skills**

Whether you’re a student, teacher, or businessperson, academic writing skills are necessary in today’s world. Essays, reports, presentations and research papers are just some examples of documents written in the academic style. Academic writing, when used appropriately, presents a polished and professional image.

**What Is Academic Writing?**

*Academic writing* refers to a particular style of expression. Characteristics of academic writing include:

• A formal tone
• Use of the third-person rather than first-person perspective
• Clear focus on the issue or topic rather than the author’s opinion
• Precise word choice

Writers employing the formal academic style avoid *jargon*, slang, and abbreviations.

Academic writing is formal writing. Many novice writers have trouble telling informal writing apart from formal writing. They resort to informal writing, since it’s easier and more familiar. Characteristics of informal writing include the use of colloquialisms and jargon, writing in the first person or making “I” statements, making direct personal statements, and imprecise word choices. In comparison, the most formal writing of all can be found in legal documents.
Informal writing is fine for diary entries, blogs, personal writing, letters or emails to friends. However, writers working on papers for school, college application essays, scientific papers, research papers, conference presentations, and business proposals generally employ a more formal style akin to donning a suit or dress to attend a wedding.

Here are examples of informal and formal writing.

**Informal writing:** I think he’s a loser.

**Formal writing:** Macbeth’s horrific choices cause him to lose everything he holds dear: children, wife, friends, crown and king.

In this example, the first statement is informal. The writer speaks in the first person, using the word “I”, and states an opinion. The author employs the slang term “loser”, which is inappropriate in a formal context. He also uses the contraction “he’s.” If this were in the middle of a paragraph, it may be easier to understand to whom the author is referring. Taken as a simple statement, however, it’s impossible to know whether the writer thinks his best friend, his dog, or a rock star is a loser!

The second example uses an academic, formal style typical of what professors might expect at the college level. Written in the third-person, the sentence omits references to the writer and focuses on the issue. Strong, specific adjectives like “horrific” convey the author’s view clearly without resorting to slang. The use of the colon—sometimes discouraged by professors as an antiquated punctuation mark, but still used in formal documents—creates a strong, formal feel when properly used here to introduce a list.

**Academic Writing Skills**

Writers seeking to improve their academic writing skills should focus their efforts on three key areas:

1. **Strong writing:** Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing begins with solid planning.

2. **Excellent grammar:** Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from teachers, professors or writers you respect. English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice. Using a good writing reference, such as YourDictionary, can provide advice on the more troublesome points of grammar. Proper punctuation use and good proofreading skills improve academic writing as well.

3. **Consistent stylistic approach:** Whether your school or employer requires use of the MLA, APA or Chicago Manual of Style, choose one style and stick to it. Each of these style sheets provide guidance on how to write out numbers, references, citations, and more. All are available at your local bookseller in hard copy or online. The MLA is commonly used in English classes, while APA is for psychology and science. Chicago Manual of Style is often the choice in the workplace.

Academic writing skills encompass strong composition, excellent grammar, and a consistent stylistic approach.

Source: http://grammar.yourdictionary.com/style-and-usage/academic-writing-skills.html