**Advanced Academic Writing Across Disciplines**

| **SCHEDULE AT A GLANCE (DRAFT)** | | | |
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| **WK** | **DATE** | **TOPIC** | **IMPORTANT DATES (subject to change)** |
| **UNIT 1: KEY CONCEPTS AND BEST PRACTICES**  **Major assignments:**   * **Autobiography of your writing life (Assignment 1)** * **Report on interview with disciplinary mentor (Assignment 2)** | | | |
| 1 | JANUARY  M 9 | Introduction to the course | *Conferences w/Andrea (all week)* |
|  | W 11 | The tacit literacy practices of graduate school |  |
| 2 | M 16 | NO CLASS—MLK Day |  |
|  | W 18 | Academic writing development |  |
| 3 | M 23 | Unpacking writing expertise | |
|  | W 25 | Best practices: reading and note-taking | |
|  | F 27 |  | *No class; Assignment 1 due: Autobiography of your writing life* |
| 4 | M 30 | Best practices: writing and avoiding blocks |  |
|  | FEBRUARY |  |  |
|  | W 1 | Understanding scholarly publishing |  |
| 5 | M 6 | Discussion of findings from Assignment 2 | *Assignment 2 due: Report on interview with professor* |
| **UNIT 2: LITERATURE REVIEWS**  **Major assignment: Literature review for a project of your choice (Assignment 3)** | | | |
|  | W 8 | The challenge of literature reviews |  |
| 6 | M 13 | Organizing your reading of the literature | *Note-taking matrix due* |
|  | W 15 | Mapping and ordering the literature | *List of sources due* |
| 7 | M 20 | Stance and voice |  |
|  | W 22 | Stance and voice, cont. |  |
| 8 | M 27 | Characteristics of a good literature review; Analyzing the functions of citations | *Several pages of Assignment 3, literature review, due for peer feedback on Wednesday* |
|  | MARCH |  |  |
|  | W 1 | Peer workshop |  |
|  | F 3 |  | *No class; Rough draft of Assignment 3, literature review, due to Andrea (along with cover letter)* |
| **UNIT 3: LINGUISTIC AND TEXTUAL FEATURES OF ACADEMIC WRITING**  **Major assignment: Analysis of linguistic and textual choices in your literature review (Assignment 4)** | | | |
| 9 | M 6 | Research article introductions | *Conferences with Andrea to discuss feedback on literature review (all week)* |
|  | W 8 | Paragraphing March 9, Last day to withdraw | |
| 10 | \*S\*P\*R\*I\*N\*G B\*R\*E\*A\*K\* | | |
| 11 | M 20 | Creating flow through theme analysis |  |
|  | W 22 | Academese: Passive voice |  |
| 12 | M 27 | Academese: Nominalizations |  |
|  | W 29 | Academic style across languages and cultures |  |
|  | APRIL |  |  |
| **UNIT 4: COMMUNICATING YOUR RESEARCH TO WIDER AUDIENCES**  **Major assignment: Oral presentation to our multi-disciplinary class on your research and why it matters** | | | |
| 13 | M 3 | Communicating with wider audiences: The benefits and risks; Introduce presentation | *Revision of Assignment 3, literature review, due (with cover letter)* |
|  | W 5 | Telling stories about your research |  |
| 14 | M 10 | TBD | *Draft of Assignment 4, analysis of literature review, due* |
|  | W 12 | Presentations: Your research & why it matters |  |
| 15 | M 17 | Presentations | *Conferences with Andrea to discuss revisions (all week)* |
|  | W 19 | Presentations |  |
| 16 | M 24 | Presentations; Reflection on course and semester | Last Day of Class; *Revision of Assignment 4 due; Optional Revision of Assignment 3 due* |

| **SCHEDULE OF READINGS (DRAFT)** | | | |
| --- | --- | --- | --- |
| **WK** | **DATE** | **TOPIC** | **IMPORTANT DATES (subject to change)** |
| **UNIT 1: KEY CONCEPTS AND BEST PRACTICES**  **Major assignments:**   * **Autobiography of your writing life (Assignment 1)** * **Report on interview with disciplinary mentor (Assignment 2)** | | | |
| 1 | JANUARY  M 9 | Introduction to the course | *Conferences w/Andrea (all week)* |
|  | W 11 | **The tacit literacy practices of graduate school**  Kamler, B., & Thomson, P. (2014). Putting doctoral writing centre stage. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 1-13). New York: Routledge.  Paré, A. (2010). Making sense of supervision: Deciphering feedback. In P. Thomson & M. Walker (Eds.), *The Routledge doctoral student’s companion: Getting to grips with research in Education and the Social Sciences* (pp. 107-115). London and New York: Routledge | |
| 2 | M 16 | NO CLASS—MLK Day |  |
|  | W 18 | **Academic writing development**  Thomson, P., & Kamler, B. (2010). It’s been said before and we’ll say it again—research *is* writing*.* In P. Thomson & M. Walker (Eds.), *The Routledge doctoral student’s companion: Getting to grips with research in Education and the Social Sciences* (pp. 149-160). London and New York: Routledge.  Rose, S. (2015). All writers have more to learn. In L. Adler-Kassner & E. Wardle (Eds.), *Naming what we know: Threshold concepts in writing studies* (pp. 59-61). Logan: Utah State University Press.  Canagarajah, A. S. (2001). The fortunate traveler: Shuttling between communities and literacies by economy class. In D. D. Belcher & U. Connor (Eds.), *Reflections on multiliterate lives* (pp. 23-37). Clevedon, England and Buffalo, N.Y.: Multilingual Matters.  Hedgecock, J. S. (2008). Lessons I must have missed: Implicit literacy practices in graduate education. In C. P. Casanave & X. Li (Eds.), *Learning the literacy practices of graduate school: Insiders’ reflections on academic enculturation* (pp. 32-45). Ann Arbor: University of Michigan Press. | |
| 3 | M 23 | **Unpacking writing expertise**  Thaiss, C., & Zawacki, T. M. (2006). *Engaged writers, dynamic disciplines: Research on the academic writing life* [Excerpts]. Portsmouth, NH: Boynton/Cook Heinemann.  Tardy, C. M. (2009). Genre and genre knowledge. In *Building genre knowledge in L2 writing* (pp. 3-26). West Lafayette, IN: Parlor Press. | |
|  | W 25 | **Best practices: reading and note-taking**  Clark, I. (2007). Mapping texts: The reading/writing connection. In *Writing the successful thesis and dissertation: Entering the conversation.* Upper Saddle River, NJ: Prentice Hall.  Single, B. P. (2010). Interactive reading and note-taking. In *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA: Stylus.  Single, B. P. (2010). Citeable notes. In *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA: Stylus. | |
|  | F 27 | *No class; Assignment 1 due: Autobiography of your writing life* | |
| 4 | M 30 | **Best practices: writing and avoiding blocks**  Lamott, A. (1995). Shitty first drafts. In *Bird by bird: Some instructions on writing and life*. New York: Anchor Books.  Belcher, W. L. (2009). Designing your plan for writing [Excerpts]. In *Writing your journal article in 12 weeks: A guide to academic publishing success*. Los Angeles: Sage.  Rockquemore, K. A. (2013, August 4). *Dancing with resistance* [Monday Motivator newsletter]. National Center on Faculty Development and Diversity.  Rockquemore, K. A. (n.d.). *Track your resistance* [Monday Motivator newsletter]. National Center on Faculty Development and Diversity.  Rockquemore, K. A. (2014, June 8). *Writing rocks* [Monday Motivator newsletter]. National Center on Faculty Development and Diversity. | |
|  | FEBRUARY |  |  |
|  | W 1 | **Understanding scholarly publishing**  Lee, E., & Norton, B. (2003). Demystifying publishing: A collaborative exchange between graduate student and supervisor. In C. P. Casanave & S. Vandrick (Eds.), *Writing for scholarly publication: Behind the scenes in language education* (pp. 17-38). Mahwah, NJ: Lawrence Erlbaum Associates.  Englander, K. (2015). Measuring the impact of articles, journals and nations. In *Writing and publishing science research papers in English: A global perspective* (pp. 5-10). Dordrecht: Springer.  Englander, K. (2015). Gatekeepers, guardians and allies. In *Writing and publishing science research papers in English: A global perspective* (pp. 83-87). Dordrecht: Springer.  Conn, V., et al. (2016). Normalizing rejection. *Western Journal of Nursing Research*, 38(2), 137-154. | |
| 5 | M 6 | Discussion of findings from Assignment 2 | *Assignment 2 due: Report on interview with professor* |
| **UNIT 2: LITERATURE REVIEWS**  **Major assignment: Literature review for a project of your choice (Assignment 3)** | | | |
|  | W 8 | **The challenge of literature reviews**  Kamler, B, & Thomson, P. (2014). Persuading an octopus into a jar. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 30-48). New York: Routledge. | |
| 6 | M 13 | **Organizing your reading of the literature**  Kamler, B, & Thomson, P. (2014). Getting on top of research literatures. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 49-66). New York: Routledge.  In-class work on Feak and Swales (textbook); *Note-taking matrix due* | |
|  | W 15 | **Mapping and ordering the literature**  In-class work on Feak and Swales (textbook); *List of sources due* | |
| 7 | M 20 | **Stance and voice**  Kamler, B., & Thomson, P. (2014). Reconsidering the personal [Excerpt]. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 67-72, 77-88). New York: Routledge.  In-class work on Feak and Swales (textbook) | |
|  | W 22 | **Stance and voice, cont.**  In-class work on Feak and Swales (textbook) |  |
| 8 | M 27 | **Characteristics of a good literature review; Analyzing the functions of citations** | *Several pages of Assignment 3, literature review, due for peer feedback on Wednesday* |
|  | MARCH |  |  |
|  | W 1 | **Peer workshop** |  |
|  | F 3 | *No class; Rough draft of Assignment 3, literature review, due to Andrea (along with cover letter)* | |
| **UNIT 3: LINGUISTIC AND TEXTUAL FEATURES OF ACADEMIC WRITING**  **Major assignment: Analysis of linguistic and textual choices in your literature review (Assignment 4)** | | | |
| 9 | M 6 | **Research article introductions**  Swales, J., & Feak, C. (2012). Introductions. *Academic writing for graduate students* (3rd ed., pp. 327-363). Ann Arbor: University of Michigan Press.  Sword, H. (2012). Hooks and sinkers. *Stylish academic writing* (pp. 76-86). Cambridge: Harvard UP.  Schimel, J. (2012). The opening; The funnel: Connecting O and C; The challenge. In *Writing science: How to write papers that get cited and proposals that get funded* (pp. 35-67). New York: Oxford University Press.  Recommended: Schimel, J. (2012). Story structure. In *Writing science: How to write papers that get cited and proposals that get funded* (pp. 26-34). New York: Oxford University Press.  *Conferences with Andrea to discuss feedback on literature review (all week)* | |
|  | W 8 | **Paragraphing**  Schimel, J. (2012). Internal structure; Paragraphs. *Writing science: How to write papers that get cited and proposals that get funded* (pp. 95-111). New York: Oxford University Press. | |
| 10 | \*S\*P\*R\*I\*N\*G B\*R\*E\*A\*K\* | | |
| 11 | M 20 | **Creating flow through theme analysis**  Kamler, B., & Thomson, P. (2014). A linguistic toolkit for supervisors [Excerpt]. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 105-112). New York: Routledge. | |
|  | W 22 | **Academese: Passive voice**  Pullum, G. K. (2014). Fear and loathing of the English passive. *Language & Communication*, *37*, 60-74. | |
| 12 | M 27 | **Academese: Nominalizations and Jargon**  Kamler, B., & Thomson, P. (2014). A linguistic toolkit for supervisors [Excerpt]. *Helping doctoral students write: Pedagogies for supervision* (2nd ed., pp. 89-103). New York: Routledge.  Sword, H. (2012). Jargonitis. *Stylish academic writing* (pp. 112-121). Cambridge: Harvard UP.  Garber, M. (2001). Terms of art. In *Academic instincts* (pp. 97-147). Princeton: Princeton University Press. | |
|  | W 29 | **Academic style across languages and cultures**  Englander, K. (2014). Variations in different languages and cultures. *Writing and publishing scientific research papers in English*: *A global perspective* (pp. 57-65). Springer. | |
|  | APRIL |  |  |
| **UNIT 4: COMMUNICATING YOUR RESEARCH TO WIDER AUDIENCES**  **Major assignment: Oral presentation to our multi-disciplinary class on your research and why it matters** | | | |
| 13 | M 3 | **Communicating with wider audiences: The benefits and risks**  Zook, K. (2015, 23 Sept.). Academics: Leave your ivory towers and pitch your work to the media. *The Guardian*.  Mulholland, J. (2015, 10 Dec.). Academics: Forget about public engagement, stay in your ivory towers. *The Guardian*  Hassol, S. J. (2008). Improving how scientists communicate about climate change. *Eos* 89(11), 106-107.  *Revision of Assignment 3, literature review, due (with cover letter)* | |
|  | W 5 | **Telling stories about your research**  Sword, H. (2012). The story net; Show and tell. In *Stylish academic writing* (pp. 87-111). Cambridge: Harvard University Press. | |
| 14 | M 10 | TBD | *Draft of Assignment 4, analysis of literature review, due* |
|  | W 12 | **Presentations: Your research & why it matters** | |
| 15 | M 17 | **Presentations** | *Conferences with Andrea to discuss revisions (all week)* |
|  | W 19 | **Presentations** |  |
| 16 | M 24 | **Presentations;** **Reflection on course and semester**  Morrison-Saunders, A., Moore, S. A., Hughes, M., & Newsome, D. (2010). Coming to terms with research practice: Riding the emotional rollercoaster of doctoral research studies. In M. Walker & P. Thomson (Eds.), *The Routledge doctoral supervisor’s companion: Supporting effective research in Education and the Social Sciences* (pp. 206-218). London and New York: Routledge.  *Revision of Assignment 4 due; Optional Revision of Assignment 3 due* | |