

SPRING 2019

English 677: Graduate Writing in the Disciplines

Instructor: Dr. Andrea Olinger
Class Meetings: 4:00-6:45 pm, Mondays, 113 Bingham Humanities
Office hours: TBD
Office: 312D Bingham Humanities
Course Website: TBD

What is this course about?

This course is designed for graduate and professional students in any department. Students who speak English as a second, third, or fourth language are especially welcome. In this course, you will:

- **Investigate** best practices of research, writing, and publishing in your discipline
- **Reflect** on your literacy and language background, habits, and goals
- **Analyze** scholarship in your discipline for particular linguistic and rhetorical patterns (e.g., how introductions are organized; how sources are critiqued)
- **Apply** what you've learned to a literature review project of your design
- **Improve** your ability to edit for grammar, word choice, and punctuation and to craft more incisive prose
- **Participate** in a community of peers who share work and compare experiences within and across disciplines, languages, and cultures

What texts will we read?

- Thomson, P., & Kamler, B. (2016). *Detox your writing: Strategies for doctoral researchers*. New York: Routledge. (An [ebook](#) is available through the UofL library, but note that you cannot annotate the pages, even if you download excerpts as PDFs.)
- Other readings will be posted as PDFs
- *Recommended for those who want to improve their grammar, punctuation, word choice, mechanics, and/or editing skills:* Ferris, D. R. (2014). *Language power: Tutorials for writers*. Boston and New York: Bedford/St. Martins.

What are the assignments, and how will my grade be calculated?

Assignment 1: Response to Writing Myths (appx. 5 pages) <i>You will summarize and respond to readings on myths about writing.</i>	10%
Assignment 2: Report on Literacy Experiences of a Disciplinary Mentor (appx. 5-7 pages) <i>You will conduct an in-person interview with a professor and report on what you learned about research, writing, and publication processes and practices in your field.</i>	15%
Assignment 3: Literature Review for Project of Your Choice (at least 15 pages) <i>You will write, at minimum, an introduction and literature review section of a project that would be useful to you (e.g., a literature review of an article, thesis/dissertation proposal or chapter, or grant proposal).</i>	30%
Assignment 4: Analysis of Your Literature Review (appx. 10 pages) <i>You will analyze the choices you made in your literature review, applying the concepts and strategies you've learned over the semester.</i>	25%
Assignment 5: End-of-Semester Oral Presentation: Your research and why it is important <i>You will teach the class—a multi-disciplinary audience—about the nature and importance of your research.</i>	5%
Class engagement (participation and daily work)	15%

Final grades will be computed according to the following scale:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

What is the revision policy?

You are welcome to revise the formal writing assignments for a higher grade. My only requirement is that you submit your revised version no later than **two weeks after you received the initial grade**. (For Assignment 4, however, the deadline for the revision is Friday, April 27.)

Merely correcting errors will not change the grade. Each time you submit a revision, you must include a cover letter that explains the changes you have made. Feel free to confer with me to discuss your revisions.

What is the “class engagement” grade?

The class engagement grade reflects your participation (attendance and promptness; preparation; willingness to focus, engage, and collaborate; thoughtful contributions to class) and timely and thorough completion of the assigned work, whether reading responses, peer reviews, or cover letters.

What should I do if I miss class?

We have precious few days together. If you anticipate missing more than two classes, I reserve the right to give you an F in the class engagement grade. Consider withdrawing or taking the course another year.

If you have to miss class, I expect you to submit any homework on time and find out from your peers what you missed. Missed in-class assignments cannot be made up.

What if I need an extension on a formal writing assignment?

Please email me for an extension *at least 24 hours before the deadline*. (Make sure you get a reply from me; don't assume that just sending the email will grant you the extension.) I will consider extensions on a case-by-case basis. If you're having trouble keeping up with a particular assignment, please see me to discuss possible solutions.

How can I communicate with you?

Check your email regularly for updates or information about the class. Feel free to email me about anything; I will try to respond within 24 hours. If you email me on the weekend, I will try to respond within 24 hours but cannot guarantee a response before Monday morning.

What's your policy on plagiarism?

Plagiarism is defined by the university as “representing the words or ideas of someone else as one's own in any academic exercise.” It includes having someone else write your paper for you, submitting the same assignment for more than one class, and inappropriately quoting, paraphrasing, and citing sources. (You can read more in Sections 5 and 6 of the Code of Student Rights and Responsibilities:

<https://louisville.edu/dos/students/studentrightsandresponsibilities.>)

See me if you are confused about whether something counts as plagiarism. Detection of plagiarized text, whether intentional or unintentional, may result in automatic failure of an assignment or a failing grade for the course.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual

behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Where can I go for additional help with my research and writing?

Writing Center: <http://louisville.edu/writingcenter>; <http://louisville.edu/writingcenter/for-students-1/graduate-students>

The Writing Center is a free service for all undergraduate and graduate students, faculty, and staff. Highly trained consultants will meet with you for 50 minutes to discuss any stage of the writing process—brainstorming, organizing your essay, refining your argument, identifying patterns of error, etc. To make an appointment, go to their website or call 852-2173. They also offer writing workshops and dissertation-writing retreats for graduate students.

Ekstrom Library: <http://louisville.edu/library/ekstrom/>

The librarians are eager to help you find and evaluate sources for your research. If you have questions, you can visit during their office hours or even live-chat with them.

PLAN Professional Development Workshops: <http://louisville.edu/graduate/plan/>

These workshops for graduate students cover a variety of topics on teaching, research, writing, and job hunting. Take a look at their calendar for events.

Useful Online Resources on Graduate and Scholarly Writing: <http://bit.ly/2iCfsUH>

Another instructor of this course, Andrea Olinger, developed a list of online resources (useful blogs, ebooks in UofL's library) on graduate and scholarly writing.

Other campus resources

Disability Resource Center: <http://louisville.edu/disability/>

If you have a disability or condition that may impair your ability to complete assignments, please inform me about it no later than the second week of the semester (or as soon as your disability or condition is diagnosed). I encourage you to meet with me to identify, discuss, and document any feasible accommodations. If you haven't already, you should also contact the Disabilities Resource Center (Robbins Hall, 852-6938).

Major due dates and events

I will announce daily reading and writing assignments in class and post them to our website. Deadlines for major assignments, as well as some other relevant dates, are listed below. If this schedule changes, I will notify you as soon as possible.

SCHEDULE AT A GLANCE (DRAFT)

WK	DATE	TOPIC	IMPORTANT DATES (subject to change)
UNIT 1: KEY CONCEPTS AND BEST PRACTICES			
Major assignments:			
<ul style="list-style-type: none"> • Response to writing myths (Assignment 1) • Report on interview with disciplinary mentor (Assignment 2) 			
JANUARY			
1	M 8	Introduction to the course and students	<i>Conferences w/instructor (Weeks 1-2)</i>
2	M 15	NO CLASS—MLK Day	
3	M 22	Myths about writing and writing development	<i>Partial draft of assignment 1 due for peer feedback</i>
	F 26		<i>Complete draft of assignment 1 due</i>
4	M 29	Best practices: reading and note-taking	
FEBRUARY			
5	M 5	Best practices: writing and avoiding blocks	
6	M 12	Best practices: Publishing & publicizing your work; discussion of findings from interviews	<i>Interview transcript or notes for assignment 2 due</i> <i>Receive comments and imaginary grade on assignment 1</i>
	F 16		<i>Complete draft of assignment 2 due</i>
UNIT 2: LITERATURE REVIEWS			
Major assignment: Literature review for a project of your choice (Assignment 3)			
7	M 19	Mapping and ordering the literature	<i>List of sources due</i>
8	M 26	Taking an authoritative stance	<i>Notes on at least three sources due</i>
MARCH			
9	M 5	Drafting, revising, feedback	<i>Partial draft of assignment 3 for peer feedback</i> <i>Receive comments and imaginary grade on assignment 2</i>
	F 9		<i>Complete draft of assignment 3 due (along with cover letter)</i>
UNIT 3: LINGUISTIC AND TEXTUAL FEATURES OF ACADEMIC WRITING			
Major assignment: Analysis of linguistic and textual choices in your literature review (Assignment 4)			
10	*S*P*R*I*N*G	B*R*E*A*K*	
11	M 19	Academese: Editing for passive voice and nominalizations; creating flow through theme-rheme analysis	
12	M 26	Academese: Metadiscourse, hedges, boosters	<i>Receive comments on assignment 3</i>
APRIL			
UNIT 4: COMMUNICATING YOUR RESEARCH TO WIDER AUDIENCES			
Major assignment: Oral presentation to our class on your research and why it matters (Assignment 5)			
13	M 2	Communicating with the public	<i>Partial revision of assignment 3 due for in-class workshop</i>
14	M 9	Linguistic and rhetorical strategies for communicating with the public	
	F 13		<i>Revised draft of assignment 3 due; Partial draft of assignment 4 due</i>
15	M 16	Presentations: Your research & why it matters	
16	M 23	Presentations: Your research & why it matters Reflection on course and semester	<i>Receive comments and imaginary grades on assignments 3 and 4</i>
	F 27		<i>Optional revisions of assignments 3 and 4 due</i>

READING SCHEDULE (DRAFT)

WK	DATE	TOPIC	IMPORTANT DATES (subject to change)
UNIT 1: KEY CONCEPTS AND BEST PRACTICES			
Major assignments:			
<ul style="list-style-type: none"> • Response to writing myths (Assignment 1) • Report on interview with disciplinary mentor (Assignment 2) 			
JANUARY			
1	M 8	Introduction to the course and students	<i>Conferences w/instructor (Weeks 1-2)</i>
2	M 15	NO CLASS—MLK Day	
3	M 22	<p>Myths about writing and writing development <i>Partial draft of assignment 1 due for peer feedback</i></p> <p>Ch. 1-2 of <i>Detox Your Writing</i></p> <p>Rose, S. (2015). All writers have more to learn. In L. Adler-Kassner & E. Wardle (Eds.), <i>Naming what we know: Threshold concepts in writing studies</i> (pp. 59-61). Logan: Utah State University Press.</p> <p>Starke-Meyerring, D. (2011). The paradox of writing in doctoral education. In L. McAlpine & C. Amundsen (Eds.), <i>Doctoral education: Research-based strategies for doctoral students, supervisors and administrators</i> (pp. 75-95). New York: Springer.</p>	
	F 26	<i>Complete draft of assignment 1 due</i>	
4	M 29	<p>Best practices: reading and note-taking Ch. 3 of <i>Detox Your Writing</i></p> <p><i>Choose one:</i> Clark, I. (2007). Mapping texts: The reading/writing connection. In <i>Writing the successful thesis and dissertation: Entering the conversation</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Single, B. P. (2010). <i>Demystifying dissertation writing: A streamlined process from choice of topic to final text</i> [Excerpts]. Sterling, VA: Stylus.</p>	
FEBRUARY			
5	M 5	<p>Best practices: writing and avoiding blocks Lamott, A. (1995). Shitty first drafts. In <i>Bird by bird: Some instructions on writing and life</i>. New York: Anchor Books.</p> <p>Belcher, W. L. (2009). Designing your plan for writing [Excerpts]. In <i>Writing your journal article in 12 weeks: A guide to academic publishing success</i>. Los Angeles: Sage.</p> <p>Rockquomore, K. A. (2013, August 4). <i>Dancing with resistance</i> [Monday Motivator newsletter]. National Center on Faculty Development and Diversity.</p> <p>Rockquomore, K. A. (n.d.). <i>Track your resistance</i> [Monday Motivator newsletter]. National Center on Faculty Development and Diversity.</p> <p>Rockquomore, K. A. (2014, June 8). <i>Writing rocks</i> [Monday Motivator newsletter]. National Center on Faculty Development and Diversity.</p>	
6	M 12	<p>Best practices: Publishing & publicizing your work; discussion of findings from interviews <i>Interview transcript or notes for assignment 2 due</i> <i>Receive comments and imaginary grade on assignment 1</i></p> <p><i>Readings may include the following:</i> Lee, E., & Norton, B. (2003). Demystifying publishing: A collaborative exchange between graduate student and supervisor. In C. P. Casanave & S. Vandrick (Eds.), <i>Writing for scholarly publication: Behind the scenes in language education</i> (pp. 17-38). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Englander, K. (2015). Measuring the impact of articles, journals and nations. In <i>Writing and publishing science research papers in English: A global perspective</i> (pp. 5-10). Dordrecht: Springer.</p>	

READING SCHEDULE (DRAFT)

WK	DATE	TOPIC	IMPORTANT DATES (subject to change)
		Englander, K. (2015). Gatekeepers, guardians and allies. In <i>Writing and publishing science research papers in English: A global perspective</i> (pp. 83-87). Dordrecht: Springer.	
		Conn, V., et al. (2016). Normalizing rejection. <i>Western Journal of Nursing Research</i> , 38(2), 137-154.	
		Carrigan, M. (2016). <i>Social media for academics</i> [Excerpts]. Thousand Oaks, CA: SAGE.	
	F 16		<i>Complete draft of assignment 2 due</i>
UNIT 2: LITERATURE REVIEWS			
Major assignment: Literature review for a project of your choice (Assignment 3)			
7	M 19	Mapping and ordering the literature <i>List of sources due</i>	
		Kamler, B, & Thomson, P. (2014). Persuading an octopus into a jar [Excerpt—read pp. 30-38]. <i>Helping doctoral students write: Pedagogies for supervision</i> (2 nd ed.). New York: Routledge.	
		Ch. 4 of <i>Detox Your Writing</i> (pp. 59-70)	
8	M 26	Taking an authoritative stance <i>Notes on at least three sources due</i>	
		Finish Ch. 4 of <i>Detox</i> ; read ch. 8 of <i>Detox</i>	
MARCH			
9	M 5	Drafting/revising/feedback <i>Partial draft of assignment 3 for peer feedback</i> <i>Receive comments and imaginary grade on assignment 2</i>	
		Ch. 9 of <i>Detox Your Writing</i> (pp. 169-180)	
	F 9		<i>Complete draft of assignment 3 due (along with cover letter)</i>
UNIT 3: LINGUISTIC AND TEXTUAL FEATURES OF ACADEMIC WRITING			
Major assignment: Analysis of linguistic and textual choices in your literature review (Assignment 4)			
10	*S*P*R*I*N*G	B*R*E*A*K*	
11	M 19	Academese: Editing for passive voice and nominalizations; creating flow through theme-rheme analysis <i>Finish Ch. 9 of Detox</i>	
		Kamler, B., & Thomson, P. (2014). A linguistic toolkit for supervisors [Excerpt]. <i>Helping doctoral students write: Pedagogies for supervision</i> (2 nd ed., pp. 105-112). New York: Routledge.	
		Sword, H. (2009). Writing higher education differently: A manifesto on style. <i>Studies in Higher Education</i> , 34(3), 319-336.	
12	M 26	Academese: Metadiscourse, hedges, boosters <i>Receive comments on assignment 3</i>	
		Ch. 10 of <i>Detox</i>	
		Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. <i>Discourse Studies</i> , 7(2), 173-192.	
APRIL			
UNIT 4: COMMUNICATING YOUR RESEARCH TO WIDER AUDIENCES			
Major assignment: Oral presentation on your research and why it matters (Assignment 5)			
13	M 2	Communicating with the public <i>Partial revision of assignment 3 due for in-class workshop</i>	
		Carrigan, M. (2016). <i>Social media for academics</i> [Excerpts]. Thousand Oaks, CA: SAGE.	
14	M 9	Linguistic and rhetorical strategies for communicating with the public Sword, H. (2012). The story net; Show and tell. In <i>Stylish academic writing</i> (pp. 87-111). Cambridge: Harvard University Press.	

READING SCHEDULE (DRAFT)

WK	DATE	TOPIC	IMPORTANT DATES (subject to change)
	F 13		<i>Revised version of assignment 3 due for comments and imaginary grade; Partial draft of assignment 4 due</i>
15	M 16	Presentations: Your research & why it matters	
16	M 23	Presentations: Your research & why it matters Reflection on course and semester <i>Receive comments and imaginary grades on assignments 3 and 4</i>	
	F 27		<i>Optional revisions of assignments 3 and 4 due</i>