

SPRING 2020

## English 677: Graduate Writing in the Disciplines

Wednesdays, 4:00-6:45 pm (Belknap Campus)

Instructor: Dr. Andrea Olinger (andrea.olinger@louisville.edu)

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### Who is the course for?

- **Graduate and professional students** who are **taking courses** or **writing theses/dissertations**
- **Confident writers** who want to get even better, as well as those who lack confidence and feel their academic writing **needs improvement**
- **International students** who speak **English as an additional language** and domestic students who are **native English speakers**

### Students will:

- **Investigate** best practices for research, writing, and publishing in their discipline
- **Reflect** on their literacy and language background, habits, and goals
- **Analyze** articles in their discipline for particular linguistic and rhetorical patterns
- **Apply** what they've learned to a literature review project of their design
- **Improve** their ability to edit for grammar, word choice, and punctuation and to craft more incisive prose
- **Participate** in a community of peers who share their work

### What do former students think?

- "I had never really thought about the decisions I make when writing and how they may affect my reader. This class taught me that every choice changes the way the author and reader interact with each other..."
- "I've learned a lot about my writing style...Although there are some areas I still need to improve upon, I think this course provided a **foundation for growth and reflection** that will stick with me..."
- "One of the most valuable gifts I have gained...is a **sense of confidence.**"
- "Provided a TON of new information and resources to **improve my writing skills.**"
- "LOVED this course- it was a great outlet to investigate my discipline's writing...The course can truly be **tailored to any discipline and any individual.**"
- "I have never had such a **diverse group of classmates**...It was such a fantastic chance to exchange thoughts [with students] from so many different disciplines and to learn about

their writing process."

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com



**SCHEDULE AT A GLANCE (from last year)**

| <b>WK</b>   | <b>DATE</b>  | <b>TOPIC</b>   | <b>IMPORTANT DATES (subject to change)</b>   |
|---|--------------|--|--|
| <b>UNIT 1: KEY CONCEPTS AND BEST PRACTICES</b>  |              |  |  |
| <b>Major assignments:</b>   |              |  |  |
| <ul style="list-style-type: none"> <li>• <b>Response to writing myths (Assignment 1)</b></li> <li>• <b>Report on interview with disciplinary mentor (Assignment 2)</b></li> </ul> |              |  |  |
| JANUARY   |              |  |  |
| 1   | M 7          | Introduction to the course and students  | <i>Conferences w/Andrea (Weeks 1-2)</i>  |
| 2   | M 14         | Myths about writing and writing development  | <i>Partial draft of assignment 1 due for peer feedback</i>   |
| 3   | M 21         | NO CLASS—MLK Day   |  |
|   | T 22         |  | <i>Complete draft of assignment 1 due</i>  |
| 4   | M 28         | Best practices: reading and note-taking  |  |
| FEBRUARY  |              |  |  |
| 5   | M 4          | Best practices: writing and avoiding blocks  |  |
| 6   | M 11         | Best practices: Publishing & publicizing your work; discussion of findings from interviews           | <i>Interview transcript or notes for assignment 2 due<br/>Receive comments and imaginary grade on assignment 1</i> |
|   | F 15         |  | <i>Complete draft of assignment 2 due</i>  |
| <b>UNIT 2: LITERATURE REVIEWS</b>   |              |  |  |
| <b>Major assignment: Literature review for a project of your choice (Assignment 3)</b>  |              |  |  |
| 7   | M 18         | Mapping and ordering the literature  | <i>List of sources due</i>   |
| 8   | M 25         | Taking an authoritative stance   | <i>Notes on at least three sources due</i>   |
| MARCH   |              |  |  |
| 9   | M 4          | Drafting, revising, feedback   | <i>Partial draft of assignment 3 for peer feedback<br/>Receive comments and imaginary grade on assignment 2</i>    |
|   | F 8          |  | <i>Complete draft of assignment 3 due (along with cover letter)</i>  |
| 10  | *S*P*R*I*N*G | B*R*E*A*K*   |  |
| 11  | M 18         | NO CLASS: Andrea is out of town  |  |
| <b>UNIT 3: LINGUISTIC AND TEXTUAL FEATURES OF ACADEMIC WRITING</b>  |              |  |  |
| <b>Major assignment: Analysis of linguistic and textual choices in your literature review (Assignment 4)</b>  |              |  |  |
| 12  | M 25         | Academese: Editing for passive voice and nominalizations; creating flow through theme-rheme analysis | <i>Receive comments on assignment 3</i>  |
| APRIL   |              |  |  |
| 13  | M 1          | Academese: Metadiscourse, hedges, boosters   | <i>Partial revision of assignment 3 due for in-class workshop</i>  |
| <b>UNIT 4: COMMUNICATING YOUR RESEARCH TO WIDER AUDIENCES</b>   |              |  |  |
| <b>Major assignment: Oral presentation to our class on your research and why it matters (Assignment 5)</b>  |              |  |  |
| 14  | M 8          | Communicating with the public  |  |
|   | F 12         |  | <i>Revised draft of assignment 3 due; Partial draft of assignment 4 due</i>  |
| 15  | M 15         | Linguistic and rhetorical strategies for communicating with the public                               |  |
| 16  | M 22         | Presentations: Your research & why it matters<br>Reflection on course and semester                   | <i>Receive comments and imaginary grades on assignments 3 and 4</i>  |
|   | F 26         |  | <i>Optional revisions of assignments 3 and 4 due</i>   |