

## **English 6033 —Academic Writing for Graduate Students**

Oliphant Hall 231 T/Th 8:00 – 9:15a.m.

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### **Required texts:**

1. Swales, John M., & Feak, Christine B. (2011). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd Edition). Ann Arbor: U of Michigan Press (ISBN: 978-0-472-03475-8).
2. A style guide specific to the student's discipline.
3. An array of articles from research journals published in the student's discipline.
4. An array of sample texts written in the student's discipline, by classmates, by the student, and/or by the instructor.
5. Selected online and/or library reserve readings provided by the instructor

### **Course Description**

ENGL 6033 is an academic writing course where advanced multilingual students explore a variety of critical and rhetorical approaches for American academic reading and writing. The major goal of this course is for students to develop rhetorical practices for studying and writing within discipline-specific genres in order to better prepare them for effectively entering disciplinary conversations through academic research writing. Students will study and practice writing in a range of advanced academic genres and will investigate the formats and structures, the ideologically-driven practices, and the rhetorical moves that make up how disciplinary research translates into written knowledge. We'll look closely at real examples of scholarship published in our respective fields (such as articles and theses), identify common communicative moves and rhetorical strategies appearing in those genres (such as the organization schema, source-use and citation practices, claim-making strategies, etc.), discuss the social and political processes involved in writing for our discipline (such as working with faculty mentors and journal editors), and apply this knowledge of genre conventions and disciplinary practices to the writing of our own research (such as our own articles and theses chapters). In short, this course strives to foster sophisticated rhetorical awareness to be applied in students' advanced degrees and beyond.

### **Learning Goals**

Through the readings, assignments, and class activities in this course, students will:

- practice rhetorical reading and writing in ways that raise awareness about the communicative acts and writing genres required of U.S. graduate students and research professionals;
- investigate and reflect on the political nature of academic writing and research, the processes involved in writing for advanced degrees, and the role of audience, purpose, organization schema, style, and presentation existing within U.S. disciplinary-specific texts;
- complete a semester-long sustained research writing assignment that responds to a real and timely project in their graduate careers and at least two genre analysis writing assignments, all of which demonstrating students' critical understanding of each rhetorical situation;
- collaborate in a variety of contexts, including workshops, one-on-one consulting, ethnographic research (including participant-observations and interviews), peer review, text-based interactions, and online collaborative contexts for improving their range of rhetorical prowess and networking through ongoing, individualized and collaborative mentorship.

### **Assignments & Grading**

1. Short Assignments (15%) – The entire class will meet weekly as a group for two and a half hours to workshop concepts, share ideas and knowledge, and collaborate on projects. Various Reading and Writing assignments (e.g., RAWA and written reflections) will be assigned throughout the semester. All work must be word-processed, submitted on Harvey by the due date, and brought to each class for discussion and workshopping.
2. Writing Consultations (10%) – You will meet one-on-one with me every other week for one hour at a mutually agreed upon time. I also *strongly encourage* you to meet with a Writing Center consultant on the off-weeks (that is, on every week during the semester that you don't meet with me). During these meetings we'll mostly focus on your Sustained Writing Projects. Besides being present at these meetings, you are also required to 1) keep a detailed record of each visit (see form on Harvey's Unit 3 handout folder); and 2) bring with you to each visit all necessary materials, including: your writing, your resource book, your chosen textual models, and any other written resource you're drawing on. You can schedule appointments at the Writing Center online at <https://utulsa.mywconline.com>
3. Sustained Writing Project (30%) – The Sustained Writing Project is the major assignment for the course. Early in the semester, you and I will decide on a suitable project for you to take on (to be approximately 15-30 pages in length). This project asks you to identify a real academic writing task that you are planning complete in the near future for your advanced degree (such as a conference paper/presentation, seminar paper, research article, dissertation chapter, etc.). You'll investigate the genre and apply your rhetorical knowledge of the genre by writing and revising drafts. In other words, if you choose to write your methods section of your dissertation, you'll research the conventions and rhetorical qualities of that genre in your discipline in addition to writing the first draft of that chapter. You'll therefore want to choose a project that you are prepared to write (content-wise). If you haven't conducted your research for your dissertation, for instance, you probably won't be ready to write your methods section. This project will be presented to the class during finals week.

Genre Analysis Report (20%) – The major assignment for Unit 1 will be to conduct ethnographic and critical research (critical in the sense that you will sort through and analyze *how and why* your field does research and not just knowing *what* that research is; ethnographic in the sense that you will conduct observations and interviews of sites in and members of your discipline) and write a 5-7 page report that details the major processes, genres, and other communicative acts commonly occurring in your specific discipline and/or department. More specifically, students will inquire about a particular genre from their field (i.e., a dissertation proposal, thesis methods chapter, conference paper, etc.), detailing the genre’s purpose, audience(s), contexts, structural features, organization schemas, presentation styles, linguistic features, etc.

4. Research Article Report (25%) – The major assignment for Unit 2 will be to apply discourse analysis to a full issue of a major journal in your discipline (which you may choose). You will develop, conduct, and report on quantitative and qualitative discourse analyses of the research article(s), analyzing a range of rhetorical features of the articles—from the theoretical and conceptual foci of the journal (as it relates to the field more generally) to more specific textual observations such as at the micro and macro levels. The report should be 5-7 pages long.

*Assignments* must be turned in on the date due to receive full credit. Unless an extension is arranged with the instructor prior to the due date, assignments turned in within a week of the deadline will be accepted with a 10% reduction in the points possible. No assignment will be accepted more than one week late.

### **Course Grading Standards**

A = 100% - 90%      B = 89% -80%      C = 79% -70%      D = 69% -60%

### **Attendance and Preparedness**

This course is interactive which means you will be participating in each class session through oral and written discussions and activities. I assume you will attend class regularly, but you have three absences for illness, car trouble, emergencies and the like. This means that there is no distinction between an “excused” and an “unexcused” absence (with the exception of University-sponsored events, which are excused with a note from the Registrar if the work is made up). More than three absences lowers your course grade by an entire letter, so if your course grade averages out to a “B,” but you have more than three absences, you will receive a “C.” Be prepared to enter into the discussion in one form or another. If written assignments/paper drafts are due for group work and you are not prepared, I will consider you absent. If you miss a conference with me and do not call or contact me ahead of time, I will consider you absent. Any student who presents as his or her own work the efforts of another without appropriate acknowledgment is guilty of plagiarism.

### **Academic Integrity**

The University of Tulsa’s Student Code of Conduct and the Graduate School’s Academic Misconduct Policies hold students accountable for the integrity of the work they submit. Students

should be familiar with these policies and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policies also govern the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other class records. Serious sanctions can result from academic dishonesty of any sort.

### Students with Disabilities

The University of Tulsa is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the university's determination to ensure the inclusion of all members of its communities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and Center for Student Academic Support, Lorton Hall, Room 210, phone: (918) 631-2315.

### Class Schedule

**Note:** Assignments may change, so pay attention to updates given in class. You should be prepared to discuss the readings on the date indicated.

**Abbreviations:** IWC=Individual Writing Consultation; G1/G2=Group 1/2; RAWA=Research and Writing Activity; SWP=Sustained Writing Project; AWGS = *Academic Writing for Graduate Students*

Week	Date	Topic	Assignments & Homework Due
1	TU 8/26	Introductions to the course and to each other Assign Consultation times.	<ul style="list-style-type: none"> <li>• <u>Read</u> syllabus and <u>write</u> down any questions you have.</li> <li>• <u>Purchase</u> required books.</li> </ul>
	TH 8/28	Intercultural rhetorics and genre Introduce the "Genre Analysis Report"	
IWC #1G1		Reflecting on your background  Finding a Unit 1 and 2 Project that's right for you.	<ul style="list-style-type: none"> <li>• Come in with the style guide you purchased and a few ideas for the sustained writing project and the Unit one assignment. Also, be ready to talk about your educational, linguistic, and cultural backgrounds.</li> </ul>
2	TU 9/2	Discuss ethnographic strategies for researching our disciplines.  Discuss language and literacy backgrounds  Language learning strategies	<ul style="list-style-type: none"> <li>• <u>Read</u> Canagarajah's "The Fortunate Traveler: Shuttling Between Communities and Literacy by Economy Class."</li> <li>• <u>Write</u> &amp; submit Reflection 1 on Harvey (2-3 pgs. dbl sp): In what ways do your language and literacy experiences relate to or differ from Canagarajah's?</li> <li>• Complete language learning surveys and be prepared to discuss results</li> </ul>

Week	Date	Topic	Assignments & Homework Due
	<b>TH</b> <b>9/4</b>	On audience, purpose, organization, style, flow and presentation	<ul style="list-style-type: none"> <li>• <u>Complete</u> RAWA 1: <u>Read</u> Unit 1 of Swales and Feak's AWGS (1-53). <u>Do</u> AWGS tasks: 9-11, 19-22 &amp; 14 (do 14 last and apply <u>all</u> concepts). <u>Bring</u> AWGS and the article you found to analyze.</li> <li>• <u>Contact</u> an expert in your field/dept that you want to interview.</li> </ul>
<b>IWC</b> <b>#1G2</b>		Reflecting on your background  Finding a Unit 1 and 2 Project that's right for you.	<ul style="list-style-type: none"> <li>• Come in with the style guide you purchased and a few ideas for the sustained writing project and the Unit one assignment. Also, be ready to talk about your educational, linguistic, and cultural backgrounds.</li> </ul>
<b>3</b>	<b>TU</b> <b>9/9</b>	Brainstorm ways of <i>knowing</i> a discipline and strategies for analyzing academic writing  Academic reading strategies	<ul style="list-style-type: none"> <li>• <u>Read</u> Matsuda's "Coming to Voice" and <u>write</u> Reflection 2 and submit on Harvey (2 pgs. dbl sp): What have been your strategies for learning more about your profession? What new strategies might you begin using?</li> <li>• <u>Complete</u> RAWA 2: <u>Write</u> an outline of headings/topics that will guide the organization of your Genre Analysis Report. Submit on Harvey &amp; bring a copy to class for workshopping.</li> <li>• <u>Schedule</u> an appointment with an expert in your field/dept.</li> </ul>
	<b>TH</b> <b>9/11</b>	Review a model Genre Analysis Report; Workshop outline and interview questions	<ul style="list-style-type: none"> <li>• <u>Read</u> one model student paper for unit 1 on Harvey and <u>write</u> a 3-4 sentence summary using the academic précis model</li> <li>• <u>Complete</u> RAWA 3: Write down a list of questions you imagine using in your upcoming interviews.</li> </ul>
<b>IWC</b> <b>#2G1</b>		SWP Consultation AND workshop Unit 1 Report	<ul style="list-style-type: none"> <li>• Come in with Goal 1 of your SWP (your SWP proposal) <u>AND</u> a draft of your Unit 1 Genre Analysis Report.</li> </ul>
<b>4</b>	<b>TU</b> <b>9/16</b>	Integrating external sources of information into your writing	<ul style="list-style-type: none"> <li>• <u>Complete</u> RAWA 4: Write down notes on the two interviews that you conduct.</li> </ul>
	<b>TH</b> <b>9/18</b>	Peer Review of your "Genre Analysis Report"	<ul style="list-style-type: none"> <li>• <u>Write</u> a COMPLETE first draft of your Genre Analysis report and bring a printed copy to class.</li> </ul>
<b>IWC</b> <b>#2G2</b>		SWP Consultation AND workshop Unit 1 Report	<ul style="list-style-type: none"> <li>• Come in with Goal 1 of your SWP (your SWP proposal) <u>AND</u> a draft of your Unit 1 Genre Analysis Report.</li> </ul>

Week	Date	Topic	Assignments & Homework Due
5	TU 9/23	UNIT 2 BEGINS Reflect on Unit 1 Unit 2 Calendar & Prompt  Discuss American values related to plagiarism	<ul style="list-style-type: none"> <li>Revise, polish, and submit your final draft of the "Genre Analysis Report" on Harvey</li> <li>Complete Reflection 3: Compare &amp; contrast American attitudes towards plagiarism with those in your country (Part 1 of RAWA 5)</li> </ul>
	TH 9/25	Citation and Research Workshop with TU Librarians. Meet in McFarlin Library Rm. IClass A	<b>Completed in class:</b> <ul style="list-style-type: none"> <li>RAWA 5: Complete part two and three of "Why we Cite" Worksheet</li> </ul>
IWC #3G1		SWP Consultation	<ul style="list-style-type: none"> <li>Come in with Goal 1-2 of your SWP.</li> </ul>
6	TU 9/30	Corpus Linguistics  Meet in McFarlin Library Rm. IClass A	<b>Completed in class:</b> <ul style="list-style-type: none"> <li>Discourse Analysis Worksheet</li> <li>Find and skim 2 research articles that you'll use for analysis.</li> </ul>
	TH 10/2	Brainstorm topics for RAR  Compare & discuss research article features	<ul style="list-style-type: none"> <li>Complete RAWA 6: Read Unit 7 of Swales and Feak's AWGS (277-316). Do AWGS tasks 4, 6, 7</li> <li>Bring AWGS and the articles you found to analyze.</li> </ul>
IWC #3G2		SWP Consultation	<ul style="list-style-type: none"> <li>Come in with Goal 1-2 of your SWP.</li> </ul>
7	TU 10/7	Hedging, boosting, & evaluating	<ul style="list-style-type: none"> <li>Bring AWGS and the articles you found to analyze.</li> </ul>
	TH 10/9	On research articles and Methods and Results sections	<ul style="list-style-type: none"> <li>RAWA 7: Do AWGS tasks 10 &amp; 20 in chapt. 7</li> </ul>
IWC #4G1		SWP Consultation	<ul style="list-style-type: none"> <li>Come in with Goal 1-3 of your SWP.</li> </ul>
8	TU 10/14	Discuss research introduction and discussion sections (e.g., CARS model)  Practice analysis on your article.	<ul style="list-style-type: none"> <li>Work 2+ hours on your SWP</li> <li>Complete RAWA 8: Read Unit 8 of Swales and Feak's AWGS (327-378). Do AWGS tasks 2, 6, 8, 12, 19, &amp; 23.</li> </ul>
	TH 10/16	Workshop RAR outlines	<ul style="list-style-type: none"> <li>Write a detailed outline for RAR paper and bring a copy to class.</li> </ul>
IWC #4G2		SWP Consultation	<ul style="list-style-type: none"> <li>Come in with Goal 1-3 of your SWP.</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments &amp; Homework Due</b>
<b>9</b>	<b>TU 10/21</b>	No class! Peer Review your Research Article Report	<ul style="list-style-type: none"> <li>• <u>Work 2+ hours on your SWP</u></li> <li>• <u>Complete and exchange a draft of your RAR</u> with the two assigned students on Harvey</li> </ul>
	<b>TH 10/23</b>	Plan for revision	<ul style="list-style-type: none"> <li>• <u>RAWA 9: Peer review two of your classmates RAR drafts</u> (handout &amp; assignment on Harvey)</li> </ul>
<b>IWC #5G1</b>		SWP Consultation	<ul style="list-style-type: none"> <li>• Come in with Goals 1-4 of your SWP.</li> </ul>
<b>10</b>	<b>TU 10/28</b>	Editing Workshop	<ul style="list-style-type: none"> <li>• Work 2+ hours on your SWP</li> <li>• <u>Complete and bring a printed copy of your REVISED RAR draft.</u></li> </ul>
	<b>TH 10/30</b>	Independent consultations on RAR research and writing	Continue revising RAR
<b>IWC #5G2</b>		SWP Consultation	<ul style="list-style-type: none"> <li>• Come in with Goals 1-4 of your SWP.</li> </ul>
<b>11</b>	<b>TU 11/4</b>	UNIT 3 BEGINS Reflect on Unit 2 Unit 3 Calendar & Prompt	<ul style="list-style-type: none"> <li>• Revise, polish, and submit your final draft of the Research Article Report on Harvey.</li> </ul>
	<b>TH 11/6</b>	Discuss common grammar errors & oral presentation tips	
<b>IWC #6G1</b>		SWP Consultation	<ul style="list-style-type: none"> <li>• Come in with Goal 1-5 of your SWP.</li> </ul>
<b>12</b>	<b>TU 11/11</b>	Share our findings on fixing grammatical errors.  Practice fixing errors	<ul style="list-style-type: none"> <li>• RAWA 10: Do some research on common grammatical errors made by writers whose first language is other than English. Then, compile a one-page handout with your findings to give to your classmates. Be ready to teach the class a 5-10 minute lesson.</li> <li>• Optional: Turn in your full draft early for feedback from Adrian.</li> </ul>
	<b>TH 11/13</b>	Continue mini-grammar lessons	
<b>IWC #6G2</b>		SWP Consultation	<ul style="list-style-type: none"> <li>• Come in with Goal 1-5 of your SWP.</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments &amp; Homework Due</b>
<b>13</b>	<b>T 11/18</b>	Peer Review your SWP	<ul style="list-style-type: none"> <li>• Complete and bring a full, printed draft of your SWP.</li> <li>• Design and bring a “Peer Review Worksheet” with three-four prompts/questions tailored to your project.</li> </ul>
	<b>TH 11/20</b>	Peer Review your SWP	<ul style="list-style-type: none"> <li>• Bring a clean, printed draft of your SWP and your own “Peer Review Worksheet” with three-four prompts/questions tailored to your project.</li> </ul>
<b>IWC #7G1</b>		Required Exit Interview for all students.	<ul style="list-style-type: none"> <li>• Come in ready to talk about your experiences and perceptions as a graduate student and writer at TU.</li> </ul>
<b>14</b>	<b>11/25-27</b>	Thanksgiving Break	
<b>15</b>	<b>TU 12/2</b>	Editing Workshop & Course evaluations	<ul style="list-style-type: none"> <li>• Complete and bring a REVISED draft of your SWP.</li> </ul>
	<b>TH 12/4</b>	Final Presentations	<ul style="list-style-type: none"> <li>• Prepare a 10-minute PPT on your SWP research and email to Adrian before class.</li> </ul>
<b>IWC #7G2</b>		Required Exit Interview for all students.	<ul style="list-style-type: none"> <li>• Come in ready to talk about your experiences and perceptions as a graduate student and writer at TU.</li> </ul>
	<b>TU 12/9</b>	Reading Day: Class Canceled	<ul style="list-style-type: none"> <li>• Complete and submit on Harvey the final draft of your SWP.</li> </ul>
	<b>Fri 12/12 (TBC)</b>	Final Presentations (9:00-11:25a.m).	