**ENG 594: Academic Writing for International Graduate Students**

**Arizona State University**

**Fall 2014**

Line #85249 | Tue/Thu | 1:30-2:45pm | COOR L1-84

Schoology Code - 6DX3S-SSMXF

**Instructor**: Katherine Daily O’Meara **Office**: LL 317

**Email**: katherine.omeara@asu.edu **Office Hours**: T/Th 10:30-11:30am,

**Cell**: 262.366.1164 or by appointment

**Course Overview:**  Academic Writing for International Graduate Students is a course for graduate students from all academic units whose primary language is not English. The course focuses on a variety of related topics and tasks including academic literacy, genre awareness and analysis, production of authentic texts, portfolio/project development, and reflective writing practices.

**Course Goals/Learning Objectives:**

Upon completion of the course, you should be able to:

* Position yourself confidently as a junior member of your field
* Analyze genre examples to determine the conventions of writing within your discipline
* Recognize and identify the rhetorical features of writing within your field
* Demonstrate the ability to enter into an academic debate/critical discussion
* Analyze and produce a piece of academic research writing (an authentic text) that uses the rhetorical features found in your discipline
* Participate meaningfully in class discussions, academic conversations, and your disciplinary community
* Prepare effectively for future academic writing tasks, including seminar papers, articles for publication, theses, and dissertations



**Textbooks & Readings:** We have two textbooks (listed below). We will be reading much of both of these texts, as well as a number of additional readings that can be found on Blackboard as PDF files or links to online articles.

You are expected to *read* and *annotate* everything you are assigned. I suggest printing out articles that are found on Schoology. **Physically engaging with material is always important, but it is especially important in a second language.**

Swales, J.M. & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks & Skills (3rd Edition).* Ann Arbor, MI: University of Michigan Press.

Harris, J. (2006). *Rewriting: How to Do Things With Texts*. Logan, UT: Utah State University Press.

**Course Expectations:**

**Attendance.** Regular attendance is essential for your success in this course. You are expected to attend all class meetings and to participate actively, constructively, and cooperatively in all in-class and online activities. You are allowed to miss two (2) class days. If you are gone more than those two days, your final grade may be lowered by up to one letter grade at the instructor’s discretion. If you have to miss a class due to extenuating circumstances, make an appointment to discuss your situation beforehand.

**Participation.** Active and constructive participation is imperative for your learning and for developing an effective learning community. Your final grade may be adjusted by up to one letter grade to reflect your level of participation.

**Late Submissions.** You are expected to complete all assigned work in a timely manner. Late or incomplete work will not be accepted, responded to, or evaluated. Requests for “incomplete” will not normally be considered.

**Reading.** You are expected to have read all the assigned readings. In addition, you are expected to complete a significant amount of reading on the topic of your choice (for the final project) in addition to assigned readings.

**Technologies.** You will be expected to use Schoology, Google Drive, and ASU Email extensively for this class. If you are unfamiliar with any of these technologies, please see me or ask classmates for an introduction.

**Feedback.** Feedback is most effective when it is offered at the point of need. For this reason, you are encouraged to make an appointment with me if you wish to receive feedback on any aspect of your work throughout the semester. Ongoing feedback will be provided in class, but if you would like to receive feedback on your written work, make an appointment.

**Format.** Unless otherwise noted, your written work must be formatted according to the specifications of the APA Manual (6th ed.) OR in the formatting requirements of your field or major.

**Grading.**  Grading will be as follows: A (90-100), B (80-89), C (70-79), D (60-69).

Schoology weighting will be as follows: attendance (10%), coursework (40%), writing projects (50%).

**Academic Integrity.** Students are expected to adhere to the Academic Integrity Policy. For details, see:<http://provost.asu.edu/academicintegrity>.

**Revision.** You may always revise work for an improved grade. If you are interested in revisions, you must speak with me ahead of time to plan out your ideas and next steps.

**Assignments:**

**Academic Word List.** This is a list of the most frequently used words in academic genres. There are 570 “headwords” in total. You can access the link here: <http://www.uefap.com/vocab/select/awl.htm>

Throughout your seven writing projects and your final project, you will be required to use a minimum of *forty (40) words* from this list. You will (a) highlight these words in your final copy and also (b) keep a running list of the words organized by project to turn in at the end of the semester.

**Writing Projects.** You will have seven writing projects (5 individual, 2 group) and one final project in this course. Each one is described briefly below.

**Writing Projects:**

1. Literacy Narrative Essay – recalling a personal experience about joining a new discourse community and analyzing its significance
2. Interview Report – reading a text by a mentor/colleague at ASU and interviewing him/her about the research process, and also about being a scholar in his/her field; focus on recording/transcription
3. “Coming To Terms” Essay – connecting Harris chapters 1-3 to a text from your field; focus on quoting and paraphrasing, as well as summary/critique (Swales & Feak units 5 and 6).
4. Genre Analysis – a small group project (3-4 people) analyzing a chosen genre in your field; connecting your knowledge of this genre to readings about genre theory
5. Professionalization Project – creating a professional presence through the creating of a variety of documents (CV, teaching philosophy, cover letter, LinkedIn profile, etc.); analysis of process using class readings
6. Annotated Bibliography – a small group project (2-3 people) in which you create an annotated bibliography of 8-10 sources on a topic of your choosing
7. Final Reflection Essay – your chance to evaluate not only your work and progress this semester, but also your experiences in this class, with these assignments/expectations, and with this professor

**Final Project:**

Final Project – choose a project you are already working on in another class, or choose a project that you will need to have completed in the near future; you will also be expected to present on your progress during the final week of the semester.

**Overall Grade Breakdown in ENG 594:**

Attendance (10%) | Coursework (30%) | Writing Projects (60%)

**Additional Readings List (Located on Schoology)**

Ball, C. E. (2013). Understanding cover letters. *Inside Higher Ed.* Retrieved from <http://www.insidehighered.com/advice/2013/11/04/essay-cover-letter-academic-jobs>

Bartholomae, D. (1986). Inventing the university. *Journal of Basic Writing 5*(1), 4-23.

Cordell, R. (2012). Creating and maintaining a professional presence online: A roundup and reflection. *The Chronicle of Higher Education.* Retrieved from <http://chronicle.com/blogs/profhacker/creating-and-maintaining-a-professional-presence-online-a-roundup-and-reflection/43030>

Hyland, K. (2003) Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12*, 17-29.

Matsuda, P. K. (2003). Coming to voice: Publishing as a graduate student. In Christine Pearson Casanave and Stephanie Vandrick (Eds.), *Writing for Publication: Behind the Scenes in Language Education*. Mahwah, NJ: Erlbaum, 39-51.

Montell, G. (2003). How to write a statement of teaching philosophy. *The Chronicle of Higher Education.* Retrieved from <http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>

Schawbel, D. (2011). Five reasons why your online presence will replace your resume in ten years. *Forbes.com.* Retrieved from <http://www.forbes.com/sites/danschawbel/2011/02/21/5-reasons-why-your-online-presence-will-replace-your-resume-in-10-years/>

In addition, we will have two “Reading Sets” in which you will break into small groups, and small numbers of students will read one item from the reading set. These specifics and reading assignments will be determined at a future date.