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| **CLASS/ DATE** | **TOPIC** | **READINGS** due for class  | **ACADEMIC WRITING HANDBOOK & other assignments** | **PROJECT ASSIGNMENT****Begin in class; Finish and bring to next class.** |
| **Class 1**Jan. 25 | Introductions and overviewWhy do we need a writing class in graduate school?What makes writing challenging? | Blackboard Text **(BB):**Brodkey, L. "A First Look at Writing in the Academic Community"Graff & Birkenstein, Preface, Introduction, & Ch 7 "So What? Who Cares?"Becker, Ch. 1"Freshman English for Graduate Students" |  | Identify two or three "problems" in your field that are of interest to you. For each issue, write 1 page (free write) exploring your current thoughts and questions about the subject. Consider questions like:- Why, when, how and/or for whom is this a "problem?"- Why is this problem worth thinking about? - What in your background or experience causes you to feel drawn to this issue?- Brainstorm questions that might be asked about this topic.  |
| **Class 2**Feb. 1 | **Metanarratives about writing**What are the "stories" we have gleaned about writing from our context?What personal "stories do we hold about our own writing?Doing library research  | Becker, Ch. 3"One Right Way"Becker, Ch 6"Risk" (Pamela Richards)Becker, Ch. 7 "Getting It out the Door"Graff & Birkenstein, Ch. 9 "Ain't So / Is Not" | Ideas/Options for Entries 1 & 2 \* What are your strengths as a writer?\* What are your goals as a writer?\* What advice does Becker offer you would like to remember?\* Explore some of similes you might use to describe writing.\* Make a list of helpful and unhelpful beliefs or myths you have about writing. | Put together a working reference list with 4-7 potential sources. (Format in APA style so you won't have to change later!) Based on your initial foray into the literature, write about what you are discovering about the questions or topics "radiating" from your problem of interest. What branches of the literature seem most interesting to you? Why? What branches seem least interesting, and why?   |

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| **Class 3**Feb. 8 | **Literacy as social practice** **Genre and communities of practice****Academic Discourse**Defining key termsIntroduction to academic writing as discourse, genre, and jargon. **Purpose of academic** **writing****Identifying a topic**Site & “prestige abstraction” | Roe & den Ouden, Ch. 1 "The Concept of Genre"; Ch 3, "Academic Research" pp. 25-50Becker, Ch. 2 "Persona & Authority"APA*Publication Manual***,** Chs 1 & 2 | Ideas/Options for Entry 3:\* Draw a visual representation of your position relative to one or more discourses. What topics, questions, abstractions and methodological practices define your communities?\* Make a list of rhetorical phrases that are common in your discursive community.\* Make a list of the cultural norms and assumptions that define the discourse in which you are reading.\* Make a list of the kinds of questions that can be asked in your discourse. Then make a list of the kinds of questions that are not asked.  | Continue adding to your working reference list. Begin trying to group your references according to communities of practice. In other words, see if you can discern the "cartography" of the discourse. Write a page or two in which you discuss the different groupings of articles and your reasons for grouping as you have.Draft a topic (Research Site + Prestige Abstraction) |
| **Class 4**Feb. 15 | **Critical reading (I)** \* Summary (descriptive and critical) | Graff & Birkenstein, Ch. 1 "They say"Ch. 2 "Her point is"Ch 3 "As he himself puts it"Roe & den Ouden, Ch. 4, "Skimming, notetaking and summarizing" pp. 61-75 | Ideas/Options for Entry 4:\* Make a list of tips or advice from the readings about strategies to use when summarizing and/or taking notes\* Make a sheet you can refer to easily to remind you of Graff & Birkenstein's templates for summary. | **Due on BB: 1-2 page Topic Proposal**Write summaries for at least two of your sources. Use the language and strategies suggested in this week's readings.  |

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| **Class 5**Feb. 22 | **Critical reading (II)**\* Annotated Bibliography\* Positioning\* Mapping | Becker, Ch. 8 "Terrorized by the Literature"Feak & Swales, *Telling a research story*, pp. ix-37Roe & den Ouden, Ch. 7, "Core Paragraphs in a Research Paper," pp. 204-221 (Documentation) | Ideas/Options for Entry 5:\* Make a reference page to remind you of techniques for paraphrasing.\* Make a reference page to help you remember when to use:- Direct reference with quotation- Indirect reference with quotation- Direct reference without quotation- Indirect reference without quotation | Create a graphic representation of the "landscape(s)" of theory and research related to your topic. Be prepared to share your map in class.  |
| **Class 6**Feb. 29 | **Literature reviews: Purposes**Difference between annotated bibliography and literature review\* Definitions\* Boundaries | **BB:** Dawidowicz, P. (2010). Ch 2, The literature review process, from *Literature reviews made easy: A quick guide to success*. Charlotte, NC: Information Age. **BB:** Boote & Beile. (2005). Scholars before researchers, *Educational Researcher, 34*(6), 3-15**BB:** Maxwell (2006). Literature reviews of, and for, educational research: A response to Boote & Beile. *Educational Researcher, 35*, 28-31.**BB:** Kennedy, Defining a Literature, *Educational Researcher, 36*(3), 139-147. | Ideas/Options for Entry 6:\* Make a chart identifying the similarities and differences between annotated bibliographies, literature reviews for publication, and literature reviews for dissertations.  | Draft one section (2-3 pages) of your literature review.  |

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| **Class 7**March 7 | **Argumentation and structure**\* Claims\* Evidence\* Core Paragraph Structure | Roe & den Ouden, Ch. 7, "Core Paragraphs in a Research Paper," pp. 185-204Graff & Birkenstein,Ch 4 "Yes/No/Okay, But"Ch 5 "And Yet"Ch 6 "Skeptics May Object" | Ideas/Options for Entry 7:\* Make a reference page that shows the different "moves" available for positioning your claims.\* Make a reference page showing the different ways you can qualify your conclusions.  | Draft another section of your literature review. |
| **Class 8**March 14 | **Cohesion**Metadiscourse | Graff & Birkenstein, Ch 8 "As a result"; Ch 10 "But don’t get me wrong"**BB:** Parker & Riley, “Metalanguage” pp. 117-120 from (1995). *Writing for academic publication.* Parlay Press.Feak & Swales, pp. 38-41; pp. 71-96 | Idea/Option for Entry 8:\* Make a page you can use for quick reference when trying to increase the cohesiveness of your writing. | Draft another section of your literature review.  |
| **Class 9**March 21 | Point of view, voice, and authority**Social purposes of citation/conventions**Citing, Referencing, and Footnotes, APA conventions | APA *Publication Manual*, Ch 6, Crediting SourcesFeak & Swales, pp. 42-59**BB:** Giltrow, Ch 2 "Citation, Summary and Authority," pp. 29-88 (except pp. 58-67 near bottom of page); and Appendix A | Ideas/Opinions for Entry 9:\* Make a reference page, perhaps with examples, addressing one or more of the following questions:- By what means does a writer establish/signal authority in academic discourse?- How does a writer exhibit point of view or stance?-- How might a writer exhibit style, voice or presence?  | Complete a draft of the body of your literature review and bring a hard copy to next class.  |

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| **Class 10**March 28 | **Positioning (revisited)****Introductions** | Roe & den Ouden, Ch 6, "Front Matter and Scholarly Introductions," pp. 113-154**BB:** Parker & Riley, Ch 8, Introductions  | Ideas/Opinions for Entry 10:\* Create a page of helpful "quick references" for APA style conventions. | Write an introduction for your paper. Review citation patterns and adjust using the guidelines from the readings this week.  |
| **Class 11**April 4 | **Conclusions** **Abstracts** | **BB:** Parker & Riley, Ch 13, Conclusions Roe & den Ouden, Ch. 8, "Scholarly Conclusions," pp. 243-253 | **Due on BB: Proposal for Scholar-Author study** | Write a conclusion for your LR. Write an abstract for your LR.  |
| **Class 12**April 11 | Revision and editingPeer review vs. peer editingSentence structure:Nominalization, weak verbs, misplaced modifiers--Discovering meaning through grammatical analysisPeer review of Scholar-Author study | Roe & den Ouden, Ch 10, "Revising and Proofreading"APA *Publication Manual*, Chs 3 & 4, The Mechanics of StyleBecker, Ch. 4, "Editing by Ear"Graff & Birkenstein, Ch 11 “He ~~says~~ contends”**BB:** Cook, “Loose, Baggy Sentences” from (1985). *Line by line: how to improve your own writing.* New York: Modern Language Assn. | Ideas/Options for Entry 12:Create a page that contains prompts, reminders or examples that will be helpful for you to reference as you edit your work. Include tools that will help you address "problem areas" in your writing style. **Due in class or on BB**: Academic Writing Handbook | Revise and edit your LR. |

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| **Class 13**April 18 | Preparing for presentationsPeer review of Literature Review | **BB:** Nygaard, Ch 9, “Saying it out loud” from (2015). *Writing for scholars: A practical guide to making sense and being heard* (2nd ed.). Thousand Oaks, CA: SAGE | Bring a draft handout for your final presentation.  | Create the PowerPoint presentation you will use next week.  |
| **Class 14**April 25 | PresentationsCourse evaluations |  | **Due on BB:** Final reflection |  |
| May 2May 9 |  |  | **Due on BB**: Literature Review paper **Due on BB**: Scholar-Author Study |  |