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| WRIT 6500  Rockefeller 189  Section 002 (M/W 11:40-12:55) | Instructor: Dr. Michelle Cox  Office Hours: by appt.  Office: 101H McGraw  michelle.cox@cornell.edu |

**WRIT 6500: Writing, Revising, and Editing**

Do you have difficulty starting a writing project or developing ideas while writing? Do you struggle to express your ideas when writing in English?  This course is designed to help students put their English language knowledge and writing knowledge to work for writing in graduate school. By the end of this 7-week course, students will be writing in English with more ease, have a range of strategies for revising, editing, and avoiding plagiarism, be more familiar with resources at Cornell that support writing, and be better prepared to face their next writing project.

**Course Learning Objectives**

* To better understand second language writing development and to set reasonable goals for writing
* To better understand writing as a recursive process, that includes pre-writing, drafting, seeking and using feedback from readers, revising, and editing
* To better understand writing as rhetorical, developed in relation to a target audience for a particular purpose in a particular context
* To learn strategies for writing in English with more ease
* To learn strategies for writing writer-responsible texts
* To learn strategies for revising for organization and cohesion
* To learn strategies for editing for style, usage, and grammar
* To become more familiar with Cornell resources that support writing

**Course Texts**

If you would like to purchase a writing handbook, I recommend:

* Carlock, Janine, Maeve Eberhardt, Jaime Horst, and Lionel Menasche. *The Condensed ESL Writer’s Handbook*. Pitt Series in English as a Second Language. University of Michigan Press, 2013. ISBN: 978-0-472-03534-2

I may also be creating handouts and PDFs of readings from the following:

* Swales, John and Christine Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills, 3rd ed.* University of Michigan Press: 2012. 978-0472034758
* Graff, Gerald and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, 3rd ed. Norton: 2014. ISBN: 978-0393935844
* Caplan, Nigel A. *Grammar Choices for Graduate and Professional Writers.* Michigan Series in English for Academic and Professional Purposes. Michigan University Press: 2012. ISBN978-0-72-03501-4

These books will be on reserve in Uris Library.

**Activities and Projects**

**Writer’s Blog:** Keeping this blog will help reflect on what you are learning about writing as well as provide a space to practice writing in a low-stakes setting. Each week, post a brief reflection (minimum: 250 words) to Blackboard by **noon (12:00 pm) on Friday** in response to the prompt supplied in the syllabus.

Each week, instead of writing a blog entry, one student will prepare to lead a brief (20-minute) discussion on the entries. The **blog discussion leader** will read peers’ blog entries and prepare the following:

* a brief summary of the blog entries (no need to mention every entry; simply note prominent or note-worthy themes)
* 2 or 3 discussion questions, based on the week’s blog entries

**Book Review:** The only way to learn about writing is to engage in the act of writing. In this course, we’ll write a book review to gain experience with strategies for writing in new genres, considering audience when writing, organizing a text, drafting, revising for expression and organization, and editing. For this project, you will select a book on writing useful to graduate students in your field and write a short (5-7 pages, double-spaced) review, following the conventions of book reviews, with graduate students new to your field as the target audience. You will **present a summary of your review** during the last week of class (week 7). When you turn in the final draft (by email), be sure to include a **cover letter** that answers the following questions: What were your successes and challenges during this writing project? How did you make use of feedback during the writing process? What have you learned about writing during this project that you will take with you to the next writing task?

**Course Policies**

**Course attendance:** The graduate writing and speaking courses are highly interactive. Knowledge gained by attending the course cannot be replicated by reading a textbook or peers’ notes. Thus, attendance in each class meeting is crucial. If you know ahead of time that you will need to miss a class meeting, discuss the situation with the instructor and work together to create a plan for keeping up with the class. To avoid penalties for late work, homework and projects may be submitted electronically. **Students are who are regularly late for class, regularly leave class early, and/or who miss more than two class meetings are in danger of receiving an Unsatisfactory (U) for the course.**

**Academic Honesty:** All the work you submit in this course must originate with you in form and content with all contributory sources fully and specifically acknowledged. Carefully read Cornell’s Code of Academic Integrity. The Code is contained in *The Essential Guide to Academic Integrity at Cornell*, which is available at newstudentprograms.cornell.edu/AcademicIntegrity-Pamphlet.pdf. In addition to the Code, the *Guide* includes Acknowledging the Work of Others, Dealing with Online Sources, Working Collaboratively, a list of online resources, and tips to avoid cheating. In this course, the normal penalty for a violation of the code is a “U” for the term.

**Note to Students with Disabilities:** If you have a disability-related need for reasonable academic adjustments in this course, provide the Instructor with an accommodation notification letter from Student Disability Services. Students are expected to give two weeks’ notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with the Instructor within the first two class meetings.

**Assessment**

This course is a credited un-graded course. In order to earn a Satisfactory (passing) mark for the course, students must not have more than **two** absences and must actively engage in the course:

**Class Participation:** I consider class participation to include five elements:

* preparedness (bringing necessary books, materials, completed work, and drafts for workshops to class)
* being present (consistently being in class, on time for class, and staying for full class meetings)
* active listening (active engagement when the instructor or a peer speaks)
* active contributions to class discussion (offering comments and questions that enhance class discussion)
* active writing group, workshop, and conference participation (offering useful questions, suggestions, and comments to peers’ writing as well as being open to feedback to your writing).

**Writer’s Blog:** If your blog entries are consistently posted and posted on time, are original (does not repeat a past entry or a peer’s entry), and respond to the prompt provided in the syllabus, you will receive full credit for this aspect of the course.

**Book Review:** To earn full credit for this project, you must keep up with the deadlines associated with this project, as well as effectively complete the three parts of this project: the book review (must be thoughtful and complete, follow this genre’s conventions, effectively target an audience of novice graduate students in your field, and be revised and edited), the class presentation (must effectively summarize the book review), and the cover letter (must thoughtfully answer the questions presented on page 2 of the syllabus).

**Course Schedule:**

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| Week 1 | Wed,  Aug 26 | Introductions. Go over syllabus, Blackboard site. Class discussion on how writing in a second language is learned and setting reasonable goals as second-language writers. Overview of writing support available at Cornell.  Blog prompt: Think about a memorable writing experience – positive or negative, in English or another language. Write about the process you went through to write this paper. (What did you do first, second, third? Did you get feedback from readers? Did you use notes? Etc) |
| Week 2 | Mon, Aug 31 | Blog discussion led by:  Class discussion on crafting an effective writing process.  For homework: Find a book review from your field and bring it to the next class. (If book reviews are not commonly written in your field, let me know and I’ll send you one from my field.) |
| Wed,  Sept 2 | Class activity: analyzing the genre conventions of book reviews (compare the book review from your field with one I supply; compare with analysis presented in Swales and Feak, p. 232). Go over bibliography of books on writing in different fields and genres.    Before the next class, be sure to identify the book you’ll focus on for your book review. Then, using the following reading strategy:   1. Brainstorm a list of questions that you think a novice graduate student in your field would bring to the book. 2. Skim the book, to get familiar with the contents, noting areas that you think would answer the questions you brainstormed. 3. Read only the parts of the book that respond to your question, while taking notes.   Blog prompt: How did this reading process (outlined above) compare to your typical reading process? Did you follow the process or change it to fit your own reading preferences? If you did follow the above process, did you find it effective for getting a sense of the book without reading every word? |
| Week 3 | Mon, Sept 7 | Labor Day – No classes |
| Wed, Sept 9 | Blog discussion led by:  Prewriting prompts: What criteria will you focus on in your book review? What are the books strengths and weaknesses (in relation to the target audience)? What is the overall message you want to convey to the target audience? What details about the book do you want to make sure to include in your review? (Reflect on these prompts in writing then discuss with a partner or group.)  **Discuss Peer Review!**  For the next class: Write the first draft of your Book Review. Post to your group’s pages in Blackboard.  Blog prompt: Next week we will start peer review—reading your peers’ drafts and providing feedback. Discuss what experience you have had with peer review, if any. Do you typically ask peers (i.e. friends, colleagues, tutors in the Graduate Writing Service) to review your papers? What types of feedback do you find the most useful? When you read your peers’ writing, what kind of feedback do you give?  Be sure to bring your laptop to the next class. |
| Week 4 | Mon,  Sept 14 | Blog discussion led by:  Workshop: Read and give feedback to your group members’ first drafts. Discuss the expression, development of ideas, and overall organization (does the draft follow the conventions of book reviews? Are the ideas fully expressed? Is the argument persuasive?) Only discuss sentence-level concerns (i.e. syntax, grammar) if a sentence is not comprehensible.  Be sure to bring your laptop to the next class. |
| Wed, Sept 16 | Class discussion on academic style -- writer-responsible text and cohesion within paragraphs -- and then apply these strategies to your draft.  Be sure to bring your laptop to the next class.  Blog prompt**: Analyze the book review from your field** for writer-responsible text and cohesion within paragraphs. How does the writer use these strategies? Pull out two or three examples to share in your blog entry. |
| Week 5 | Mon, Sept 21 | Blog discussion led by:  Class discussion on another feature of academic style -- stance-taking -- and then apply this strategy to your draft.  Before the next class, finish revising your draft, using the feedback on your first draft and the information on writer-responsible text, cohesion, and stance-taking. Post to your group’s pages in Blackboard.  Be sure to bring your laptop to the next class. |
| Wed, Sept 23 | Workshop on academic style: Read and give feedback to your group members’ second drafts, this time focusing on the use of writer-responsible text, cohesion, and stance-taking.  Blog prompt: Analyze the same article from the field that you identified last week for stance-taking language. Where do you see examples of stance-taking language (i.e. boosters, attitude markers, engagement markers, etc --see the handout)? Are they limited to certain parts of the article? Pull out two or three examples to share in your blog entry.  Be sure to print **three** copies of your paper for the next class. |
| Week 6 | Mon, Sept 28 | Blog discussion led by:  Usage and Grammar Workshop Part I:   1. In groups of three (not your usual writing group members), exchange drafts. Read the drafts slowly, circling anything that might require editing. 2. Return drafts to the writers. Examine the marks. Where did the readers identify the same areas as requiring editing? On the third copy of the paper, only mark these areas. 3. Analyze the marks on the third copy. What types of errors are you generally making? (do they tend to be errors in verb endings? Articles? Prepositions? Word order? Punctuation? Something else?) 4. Now turn to the writing handbook or online writing guide (like the Purdue OWL). Can you self-correct using this resource?   Before the next class, self-correct what you can and keep track of areas that you can’t address on your own. Also, keep track of your grammar questions. |
| Wed, Sept 30 | Usage and Grammar Workshop Part II:   1. Meet with the same group and discuss the trends you noticed, what you could address on your own, and where you got stuck. Share your grammar questions and try to answer them as a group. If questions come up that your group can’t answer, be sure to jot them down. 2. Class discussion: share only the questions your group couldn’t address, for the class as a whole to work on. |
| Week 7 | Mon,  Oct 5 | Presentations  Before the next class, email me your final book review and cover letter. |
| Wed,  Oct 7 | Presentations and Course Evaluations |