|  |  |
| --- | --- |
| WRIT 6500.001  Lincoln 117  Section 004 (M/W 1:25-2:40) | Instructor: Dr. Michelle Cox  Office Hours: by appt.  Office: B5 McGraw  michelle.cox@cornell.edu |

**WRIT 6500: Writing with Sources**

This course, new for spring 2016, introduces a range of strategies for finding papers that are relevant to your research, reading papers strategically, taking effective notes, integrating source material into your prose by effectively quoting, paraphrasing, and summarizing, and figuring out which ideas and words need to be cited.  By the end of this course, students will understand how to effectively using source material in their writing while avoiding plagiarism and keeping their voice in the forefront.

**Course Learning Objectives**

* To understand the different uses and forms of citation in academic writing broadly as well as in your field
* To learn strategies for reading papers strategically for different purposes and for taking effective reading notes
* To understand how plagiarism is defined in US academic writing and learn strategies for avoiding it
* To learn strategies for effectively quoting, paraphrasing and summarizing source material, as is relevant for your field
* To learn key language skills effectively integrating source material into your writing
* To learn strategies for synthesizing information from across different sources

**Course Materials**

* Much of this course is based on Swales & Feak, *Academic Writing for Graduate Students* (2012), chapters 5 and 6. I will make PDFs of these chapters for you. The book is also on reserve at Uris Library.
* I would recommend bringing a laptop computer or tablet to class each day, to facilitate your in-class writing and research activities.
* 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
* If you are not familiar with the citation style used in your field, find a reference guide to refer to for writing in this course. You may also use citation management software for this purpose (i.e. Mendeley, Zotero, Endnote).

**Activities**

**Homework:** In this course, homework will include activities and reflections. Post all homework to the course discussion board in Blackboard.

**Analysis of Mentor Texts:** Throughout the course, I will ask you to analyze a text from your field that includes source use (“a mentor text”) to study how writers in your field handle different aspects of writing with sources. I will ask you to print this mentor text, so that we can analyze it in a variety of ways in class.

**Projects**

In this course, you will be doing three small writing projects that build on each other:

**Journal Article Summary:** Summaries report on the content of a text, focusing on the aspects of the content that fit the writer’s purposes. For this project, you will write a summary of a research article from your field, following these steps:

1. Pose a yes/no question related to your field (example from Swales & Feak, p. 193: “Are energy drinks a possible public health problem?”)
2. Using a library database appropriate for your field, find a research article that can help you answer your question. (Not sure where to start? Find the Subject Guide associated with your field: <http://guides.library.cornell.edu/libguides/home>).
3. Take notes on this article, using methods I introduce in this course.
4. Practice paraphrasing passages related to points you want to make, based on the article, using key language skills I introduce in this course.
5. Write a summary that includes paraphrases and direct quotes, as appropriate for your field. Your final summary should be no longer than 250 words.

**Journal Article Critique:** Critiques include a summary of the content of a text, but go a step further to analyze how the writer of that text answered his/her own research question. Using the same article that you summarized for the first project, you will write a critique, following these steps:

1. Reread the article, this time taking notes that evaluate the strengths and weaknesses of the article in relation to its goals and audience.
2. Practice making evaluative comments on the article, using key language skills I introduce in this course.
3. Write a critique that includes a summary of the article (condensing the summary you wrote for the first project) and an analysis of the article’s strengths and weaknesses. Your final critique should be no longer than 250 words.

**Mini-Literature Review:** Literature reviews incorporate both summary and critique in order to assess the state of the field in relation to a particular research question and locate gaps in the research. As John Swales has argued, the major move of a literature review is to clear a research space (CARS). In many fields, literature reviews require extensive use of sources, drawing from 30 or more papers. We don’t have the time for this type of project in this course, but we can practice the writing processes and language strategies required for these larger literature reviews by completing what I’m calling a mini-literature review – one that draws on only three texts to assess these texts’ contributions to a research question (the same yes/no question you used for the summary paper) and what remains unanswered by these three papers (the gap in the literature). Here are the steps we’ll be using:

1. Using the database associated with your field, find two more research articles that will help you answer your research question.
2. Create a note-taking table that will allow you to take notes focused on the information you need from the articles as well as allow you to compare and critique the articles.
3. Practice making statements that compare and contrast the articles, using key language skills introduced in class.
4. Write a mini-literature review that includes summaries of all three articles, draws on information from all three articles to answer the research question, and ends by identifying a gap in the research. Your final draft should be no longer than 750 words and include a reference list.

**Final presentation:** The final presentation for the course will allow you to step back and reflect on your learning. Your presentation should include:

* key insights from the course
* questions that remain for you in relation to writing with sources in your field
* next steps – how you will apply knowledge learned in the course to future writing projects and how you plan to find answers to your remaining questions

**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 discussions
* active writing group, workshop, and conference participation (offering useful questions, suggestions, and comments to peers’ writing as well as being open to feedback).

**Homework:** If your discussion board posts 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.

**Activities and Projects:** To earn full credit for each activity and project, you must keep up with deadlines associated with the project and complete each aspect of the assignment fully and thoughtfully. Rather than grade activities and projects, I will mark them as “Accepted for credit” or “Not Yet Ready,” and provide feedback so that the writer can resubmit their work for credit.

**Course Schedule:**

|  |  | **What’s due for this class** | **What’s happening in class** |
| --- | --- | --- | --- |
| Week 1 | Wed,  Jan 27 |  | Introductions. Go over syllabus, Blackboard site. Class discussion: Why do we cite sources in our writing? What makes writing with sources challenging? How do these practices differ across cultures and contexts? What citation styles are used in different fields?  Look over pp. 15-17 of Harvey’s *Writing with Sources: A Guide for Harvard Students* (<http://isites.harvard.edu/fs/docs/icb.topic930980.files/WritingWithSources.pdf>. |
| Week 2 | Mon,  Feb 1 | Find an article from your field (a mentor text), print it and analyze it for source use. Share your answers to the questions in a discussion board post:   1. How many references are listed in the bibliography? What is the name of the citation style used in this paper? (If you’re not sure, simply describe what you see.) 2. Skim the text, highlighting all in-text citations. In which sections of the paper are citations most used?   Examine 2-3 paragraphs from one of the sections identified for question 2: In the margins, categorize the types of citations you see, using the categories identified on pp. 15-17 of Harvey. Which types of citations are used more than others? Why do you think these are preferred? Do you think this pattern is indicative of preferences for source use in your field? | In groups, and then with the full class, discuss discoveries made while analyzing the mentor texts. How does source use vary across disciplines? Why do we think these differences exist?  Discuss summary writing and note-taking strategies for summaries (Swales & Feak, pp. 188-190)  What research question will you focus on for your writing projects? Brainstorm in groups. |
| Wed,  Feb 3 | * Decide on the question your research will focus on for your writing projects. * Using a library database appropriate for your field, find a research article that can help you answer your question. (Not sure where to start? Find the Subject Guide associated with your field: <http://guides.library.cornell.edu/libguides/home>). * Read the article, taking notes using the method described in chapter 5 of Swales & Feak, pp. 189-190. * Post to the Blackboard discussion board your research question, a bibliographic citation for the article you selected, and your reading notes. | Read through the reading notes posted to Blackboard and discuss how effective we found this note-taking strategy.  Discuss plagiarism (Swales & Feak, p. 196-198): What counts as plagiarism? What can we re-use and not re-use from other’s texts? How can we use note-taking strategies to avoid accidental plagiarism? |
| Week 3 | Mon,  Feb 8 | Read the article again, this time using the note-taking strategy on Swales & Feak, p. 200, adjusting the prompts to reflect your focus and being careful to mark copied text.  Post your notes to the Discussion Board in Blackboard (again including the research question and citation). | Read through the reading notes posted to Blackboard and discuss how effective we found this note-taking strategy.  Discuss language skills key to paraphrasing: synonyms (pp. 206-207), reporting verbs (pp. 211-214), verb tense (pp. 344-345), *that* clauses (p. 215), and reminder phrases (pp. 216-217). Analyze your mentor text to find examples. Practice paraphrasing key passages from your source article. |
| Wed, Feb 10 | Draft your summary, drawing from your reading notes, and carefully using the language skills discussed in class.  Post the draft to your group’s page in Blackboard and email a copy to me. | **In-class workshop:** Read and comment on peer’s drafts, focusing on the overall development of the summary and the use of language skills associated with paraphrasing (i.e. use of synonyms, reporting verbs, *that* clauses, and reminder phrases). |
| Week 4 | Mon,  Feb 15 | **No classes – February Break** |  |
| Wed, Feb 17 | * Revise the summary, using feedback from the workshop. Email the summary to me as a Word doc. In the email message, describe what you revised since the last draft. * To prepare for the Critique, read the same article again, and take new reading notes, using the questions listed on pp. 249-250 of Swales & Feak. * Post the new reading notes to the discussion board in Blackboard. | Read through the reading notes posted to Blackboard and discuss this note-taking strategy.  Discuss language skills key to critiquing: stance-taking language (ELSO Handout), unreal conditionals (pp. 260-262), choices for varying strengths of claims (pp. 262-265), and inversions (p. 269). Analyze your mentor text to find examples. Practice making evaluative comments on your source article. |
| Week 5 | Mon, Feb 22 | * Draft your Critique, drawing from your reading notes, and using the language skills discussed in class. * Post the draft to your group’s page in Blackboard and email a copy to me. | **In-class workshop:** In groups, read and comment on peer’s drafts, focusing on the overall development of the journal article critique and the use of language skills associated with paraphrasing. |
| Wed, Feb 24 | * Revise the draft, using feedback from the workshop. Email the Critique to me as a Word doc. In the email message, describe what you revised since the last draft. * To prepare for the Mini-Literature Review, find and download two more journal articles that would help you answer your research question. | Discuss the goals of a Mini-Literature Review and approaches for organizing reading notes that facilitate synthesis. Create note-taking tables. Start taking reading notes. |
| Week 6 | Mon, Feb 29 | * Finish taking notes on all three articles, using the note-taking table you developed. * Post the notes to the discussion board in Blackboard. | Discuss the organization of texts that draw from multiple sources. Discuss CARS model (Swales & Feak, p. 331). In class, do a reverse outline of the literature review of your mentor text, paying particular attention to the story that unfolds through the literature review and where and how multiple sources are discussed. |
| Wed, Mar 2 | * Read the draft of a synthesis paper on pp. 221-222 in Swales & Feak, and then the revised draft of the same paper on pp. 223-224. Be prepared to discuss differences you see. * Create an outline of your Mini-Literature Review. Post to your group’s page in Blackboard. | In groups, discuss the two drafts of a synthesis paper on pp. 221-222 and 223-224. Then read through and discuss group member’s outlines.  Discuss language skills key to synthesis: language showing similarities and differences (Swales & Feak, pp. 225-227). Analyze your mentor text to find examples. Practice making claims that draw from all three of your articles. |
| Week 7 | Mon,  Mar 7 | * Draft your Mini-Literature Review, drawing from your reading notes and outline, and carefully using the language skills discussed in class. * Post the draft to your group’s page in Blackboard and email a copy to me. | **In-class workshop:** In groups, read and comment on peers’ drafts, focusing on the overall development of the Mini-Literature Review and the use of language skills associated with paraphrasing, critiquing, and comparing sources. |
| Wed,  Mar 9 | * Revise the draft, using feedback from the workshop. * Email the final draft to me as a Word doc. In the email message, describe what you revised since the last draft. | Discuss genres that include writing with sources in your field. Which kinds will you need to write? How will you draw on knowledge from this course when you approach these writing projects? |
| Week 8 | Mon,  Mar 14 | Prepare for your presentation | Presentations |
| Wed,  Mar 16 | Email me a copy of your presentation | Presentations continued and Course Evaluations |