

**Professor Julianne Newmark
Fall 2009**

English 501: Graduate Writing Seminar

M-W-F: 11:00 to 11:50 a.m. Phone: 835-5190 Classroom: Cramer 203
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Office hours: Mondays and Wednesdays from 2:00 to 3:30 p.m. I am also available at other times by appointment, so don't hesitate to set up a time to meet with me.

Overview/Course Description:

The class aims to help students improve or polish the kinds of written projects they will need to complete to graduate (their thesis or dissertation) and later during their career (grant proposals, abstracts, journal articles, a c.v.). The course is evaluated on the basis of a student's performance on various response papers, in-class discussion, blog-posting, individual writing assignments, and a final portfolio of writing submitted at the end of the term.

*****To begin the course, you will need to have a part of your Master's thesis (if you are a M.A. student) or your dissertation (if you are a Ph.D. student) written, ready to work on over the course of the semester.*****

POLICIES:

Required texts:

I will be distributing reading assignments to you in our seminar or I will post them on my website.

Required work and grading scale:

Your grade will be based on various factors, including attendance, participation, and completion and quality of written work. You will be expected to participate in daily class discussions and occasional group work in class; you will be expected to regularly provide comments/entries on our class blog.

Response papers (six, two pages each)	60	Standard grading scale:	
Conference attendance/preparedness (two)	20	A	93% and up
Peer review	40	A-	90-92%
Participation and attendance	40	B+	87-89%
Portfolio of written assignments (see below)	200	B	83-86%
<u>Blog participation/posting</u>	40	B-	80-82%
		C+	77-79%
<i>Total</i>	400	C	73-76%
		C-	70-72%

Class Participation, Attendance, and Tardiness:

You will be evaluated on your ability and willingness to participate in classroom discussions and other activities. If you miss more than four classes, you will be asked to drop the course or you will receive a failing grade. As this is a graduate-level seminar, our classroom "workshopping" and discussions will play a critical role in the improvement of your writing, so please commit to coming to class everyday, on time.

Late Assignments:

All assignments must be turned in at the beginning of our class time on the day the assignment is due. Even if you have cleared with me an "excused" absence day, you will need to turn your work in on the due date. I do not accept submissions of assignments by email, unless this is a special arrangement worked out between you and me. If you turn in an assignment late, the grade will start at a lower value for each late-day.

Equal Access:

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

Plagiarism:

I expect that you all will understand the code of academic honesty established by our university. Further you should be aware of the conventions of citation in your specific discipline. Please know the standard that your discipline uses and be prepared to employ it. If you are unsure of our institution's policy on, and penalties for violation of, academic honesty, please read the PDF linked below:

<http://externalweb.nmt.edu/aaffairs/pdfs/acadhonesty.pdf>

Plagiarism, in very general terms, is the use of someone else's words or ideas without proper citation. The NMT library offers a handy website addressing many plagiarism issues and provides advice on avoiding plagiarism:

<http://infohost.nmt.edu/~nmtlib/INFO/ORef/plagiarism.html>

Essay Format:

I will give guidelines for your work in class. The format will depend on the nature of the assignment. All work must be typed. Again, please be aware of the style/citation conventions of your discipline.

Conferences:

On the course calendar, you will notice that several class sessions have been cancelled in order to accommodate individual student conferences with me. These conferences are mandatory, and your failure to show up will affect your grade: not only will you not receive any of the participation points for the conference, your failure to show up will count as an absence.

Portfolio:

In the last week of our course, you will submit a portfolio of your written work completed during the course of the term. Upon original submission of each assignment during the term, I will give you many suggestions for improvement but I will not assign a "permanent" grade to each project. Once you turn in your portfolio, however, each assignment will receive a grade that will reflect your progress from original version to final version (and will give you due credit for your revisions). Each item in the portfolio will be evaluated and will figure as part of the final grade for the portfolio. Missing items will harm your final portfolio grade. Your final writing portfolio will consist of before-and-after drafts of the following documents:

1. curriculum vitae (CV)
2. an article or thesis chapter
3. an abstract of that article/chapter
4. a document of your choice (selected from the following: intro/project description from a grant proposal, précis of three articles from your field, or review of article in field).
5. popular-magazine-type article written on your research subject
6. two peer reviews, one each from the beginning and end of the semester
7. a three-to-five page prefatory analysis of the portfolio in which you do the following:
 - a) identify your strengths and weaknesses as a writer
 - b) demonstrate any gains made over the course of the semester by referring to your portfolio documents as evidence

COURSE CALENDAR

In-class exercise:	Reading due:	Writing due:
<u>Week one:</u> Wednesday, August 26 Friday, August 28 In-class writing assignment	COURSE INTRODUCTION Discussion of student projects Lawrence Prelli essay	
<u>Week two:</u> Monday, August 31 Discuss résumés/CVs and ethos, kairos Wednesday, September 2 Peer review day, CV/résumé. Discuss peer-reviewing, various strategies Friday, September 4 Discuss common grammar errors	Handout on résumé-writing	Bring to class your current curriculum vitae or résumé Response Paper One due
<u>Week three:</u> Monday, September 7 Wednesday, September 9 Examining articles in one's field; class exercise. Introductions. Friday, September 11 Identifying "moves," evaluating articles. With a peer, discuss articles' "moves," as discussed in your article review. Discuss verbal summaries. Introduce précis.	No class. Labor Day. Swales chapter	CV due Draft of article review (which also must summarize) due.
<u>Week four:</u> Monday, September 14 Visit library to view theses and dissertations in your field to prepare for response paper on these documents. Take notes. Understand difference between reviews and précis/abstracts/summaries. Wednesday, September 16 Class discussion of library day, rely on notes. Friday, September 18	http://ksuweb.kennesaw.edu/~shagin/abstractprecis.htm TBA	Article review due. Response Paper Two due
<u>Week five:</u> Monday, September 21 Role of writing in your disciplines	Dorothy Winsor, "Writing Engineering/Engineering Writing"	Response Paper Three due

Wednesday, September 23 Conventions for writing in your field. Transferable skills. Expert and non-expert audiences. Friday, September 25 Review précis/abstract/summary	Examine and evaluate five journals in your field; be prepared to discuss in class From five above journals, choose three articles about which to write précis.	 Drafts of three précis due.
<u>Week six:</u> Monday, September 28 Wednesday, September 30 Friday, October 2	<div style="border: 1px solid black; padding: 10px; text-align: center;"> Grant-writing week; information, guests, and more! </div> Conferences – Bring all work and meet in my office	 Three précis due.
<u>Week seven:</u> Monday, October 5 Wednesday, October 7 Peer review day Friday, October 9 Appealing to those who fund projects; appealing to members of the public.	Conferences – Bring all work and meet in my office Richard Preston, “Introduction to <i>The Best American Science and Nature Writing</i> , 2007.”	 Draft of Introduction or Project Proposal for a grant due. Grant Introduction/Project Proposal Due
<u>Week eight:</u> Monday, October 12 What does popular writing do? What does scholarly writing do? Wednesday, October 14 Begin popular-magazine-type article. In-class drafting, idea-generating, outlining. Friday, October 16 In-class discussion of such articles. What do these texts accomplish for readers? For those in the field? For those outside?	Bring to class two popular articles pertaining to your area of study.	 Response Paper Four due
<u>Week nine:</u> Monday, October 19 When the abstract becomes popular, seemingly relevant to the layman. Example: Benoit Mandelbrot. Wednesday, October 21 Peer review day. Friday, October 23	 No classes!	 Response Paper Five due Draft of popular-magazine-type article due.

<p><u>Week ten:</u> Monday, October 26 Individual presentations of topics, articulation of writing-specific questions.</p> <p>Wednesday, October 28 Revisit criteria for abstracts. Abstract of your project.</p> <p>Friday, October 30 Peer review day</p>	<p>Bring your thesis or dissertation chapter or journal article. From here on, this is our focus! Bring it every day.</p>	<p>Popular-magazine-type article due.</p> <p>Draft of project abstract due.</p>
<p><u>Week eleven:</u> Monday, November 2 Citation day. Practice and discussion.</p> <p>Wednesday, November 4 Revising versus editing.</p> <p>Friday, November 6</p>	<p>In light of Prelli, Swales, and other texts above, be prepared to discuss your text in its current form.</p>	<p>Project abstract due.</p> <p>Response Paper Six due</p>
<p><u>Week twelve:</u> Monday, November 9</p> <p>Wednesday, November 11</p> <p>Friday, November 13</p>	<p>For these two weeks, we will be working on the sentence-level problems in your chapters/articles, the overall organization of information, and the citation of sources. Every day you will need to be in class with a series of questions about your project as well as goals that you want to achieve. You will frequently work with one or two peers. You will also be required to meet with your advisor/director to ensure that your writing is conforming to his/her expectations and that your presentation of research content is clear</p>	
<p><u>Week thirteen:</u> Monday, November 16</p> <p>Wednesday, November 18 Peer review day.</p> <p>Friday, November 20 Peer review day.</p>	<p>See above.</p>	
<p><u>Week fourteen:</u> Monday, November 23</p> <p>Tuesday, November 24 or Wednesday, November 25</p> <p>Friday, November 27</p>	<p>Conferences – Bring all work and meet in my office</p> <p>Conferences – Bring all work and meet in my office</p> <p>No classes.</p>	

<u>Week fifteen:</u> Monday, November 30 Wednesday, December 2 Friday, December 4	Bring all items required for portfolio. <div> In-class portfolio workshop and revision. </div>	Article/chapter due.
<u>Week sixteen:</u> Monday, December 7 Wednesday, December 9 Friday, December 11		Self-assessment exercise. Portfolios due! Course evaluations.