

**GRADUATE WRITING**  
**A GRAD WRITING WORKSHOP**

FALL 2016 — 16:355:502:01  
TUESDAY 1:10 – 2:30 MURRAY HALL 305 COLLEGE AVE CAMPUS

John Holliday • Murray Hall 006  
Office Hours: T 12:00 – 1:00

**COURSE DESCRIPTION**

The business of this course is writing for graduate school. The focus of this course is your own work, the stuff that will not only lead you to degree-completion, but also launch your career. Through drafting exercises and the study of writing craft, you will work to pull a paper or proposal into professional shape. This could be something you would like to submit to conferences or journals or use as a springboard into your dissertation. Whatever it is, it is going to become something better. Along the way, we will have discussions about productivity and professionalization and the challenges of doing research. At minimum, with this course, you will be part of a supportive community of colleagues, one that will help you get work done. Students must be in their second semester of study or beyond and engaged in a writing project.

**COURSE GOALS**

- Understand the craft of academic writing.
- Understand the writing conventions of one's field.
- Understand revision strategies for clarity, cohesion, and rigor.
- Communicate the significance of one's work to non-specialists.
- Compose a paper or proposal that is clear, rigorous, and contributes to your field.

**COURSE STRUCTURE**

- Graded Pass/Fail and carries no credit and no fee.
- Eight class meetings from September 13<sup>th</sup> to December 6<sup>th</sup>.
- Two one-on-one conferences.

**REQUIRED READING**

All required readings will be posted on the Sakai course site (in the Resources section).

**RECOMMENDED READING**

- Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*, 2<sup>nd</sup> edition. Chicago, IL: The University of Chicago Press.
- Boice, Robert. 1990. *Professors as Writers: A Self-Help Guide to Productive Writing*. Stillwater, OK: New Forums Press.
- Garner, Brian. 2010. "Grammar and Usage." In *The Chicago Manual of Style*, 16<sup>th</sup> edition. Chicago, IL: The University of Chicago Press.
- . 2009. *Garner's Modern American Usage*, 3<sup>rd</sup> edition. New York: Oxford University Press.
- Kelsky, Karen. 2015. *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*. New York, NY: Random House.

- Miller, Alison B. 2009. *Finish Your Dissertation Once and for All: How to Overcome Psychological Barriers, Get Results, and Move on With Your Life*. Washington, DC: American Psychological Association.
- Silvia, Paul J. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

## ASSIGNMENTS

### ATTENDANCE

Barring medical reasons, religious observances, or personal emergencies, you are expected to attend every class. Your grade for the course is determined solely by class attendance. If you have more than one unexcused absence, you will fail the class. Otherwise, you will pass. If you are unable to attend class due to religious observances, you must notify me of this *in advance*. And in general, if you anticipate missing any class, please notify me as soon as possible.

### CLASS DISCUSSION

We will read various texts on academic writing. You are expected to read these texts and be engaged during class discussion.

### WRITING PROJECT

You will have four opportunities to receive feedback on your writing project: (1) an abstract presentation, (2) the abstract and introduction of your writing project, (3) any amount of your writing project, and (4) a revision of item (3). Choosing not to submit work will in no way affect your grade for the course. However, if you would like your work reviewed, you must submit it on time. Late work will not be accepted. All writing should be formatted as follows: Times New Roman, 12-point font, double-spaced, and one-inch margins.

## ACADEMIC INTEGRITY

All students are expected to comply with the Rutgers Academic Integrity Policy. Any violations of this Policy will be confronted and reported. For more information on the Rutgers Academic Integrity Policy, visit [academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu).

## SPECIAL NEEDS & SITUATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations with me as early as possible. To begin this process, complete the Registration form on the ODS web site (<https://ods.rutgers.edu/students/registration-form>).

## COURSE SCHEDULE

T 9/20	<p>COURSE INTRODUCTION Goals, Expectations, and Groups</p>
T 9/27	<p>THE BUSINESS OF WRITING Discuss: Plaxco (2010) “The Art of Writing Science”</p>
T 10/4	<p>LITERATURE REVIEWS &amp; ABSTRACTS Discuss: Maier (2013) “What Constitutes a Good Literature Review and Why Does its Quality Matter?” Exercise: Breaking Down the Abstract <i>Suggested Readings</i> Creswell (2014) “Review of the Literature” Bernstein (2015) “How Evernote Can Help You with Your Literature Review” Thesis Whisperer (2015) “How to Become a Literature Searching Ninja” ———. (2010) “5 Ways to Tame the Literature Dragon”</p>
T 10/11	<p>SENTENCE CONSTRUCTION <b>Abstract Presentations</b> Discuss: Williams (1990) “Clarity” Exercise: Simple Sentences First <i>Suggested Readings</i> Goldbort (2006) “Scientific English”</p>
T 10/18	<p>PARAGRAPH CONSTRUCTION <b>DUE: Writing Project Abstract + Introduction</b> Discuss: Penn State Graduate Writing Center, “Achieving Coherence in Academic Writing” Exercise: Arranging Atoms <i>Suggested Readings</i> Williams (1990) “Cohesion” University of Melbourne (2010) “Paragraphs”</p>
Week of 10/25	<p><i>FIRST CONFERENCE</i> Discuss Abstract + Introduction &amp; Future Drafting Plans</p>

T 11/1	<p>SECTION CONSTRUCTION</p> <p>Discuss: Weiss and Newman (2011) “A Guide to Writing Articles in Energy Science”</p> <p>Exercise: Mapping with Topic Sentences</p> <p><i>Suggested Readings</i></p> <p>Gopen and Swan (1990) “The Science of Scientific Writing”</p>
T 11/8	<p>ARGUMENT &amp; REVISION</p> <p><b>DUE: Writing Project Submission</b></p> <p>Discuss: Vaughn (2006) “Defending a Thesis in an Argumentative Essay”</p> <p>Exercise: Argument Reconstruction &amp; the Reverse Outline</p> <p><i>Suggested Readings</i></p> <p>Penn State Graduate Writing Center, “Strategies for Drafting &amp; Revising Academic Writing”</p>
Weeks of 11/15 & 11/22	<p><i>SECOND CONFERENCE</i></p> <p>Discuss Writing Project Submission</p>
T 11/29	<p>GETTING THINGS DONE</p> <p><b>DUE: Writing Project Revision</b></p> <p>Discuss: Henry (2014) “Productivity 101”</p> <p>Exercise: Your Winter Break Writing Plans &amp; the Low-Energy Task List</p> <p><i>Suggested Readings</i></p> <p>Belcher (2009) “Anticipating Writing Obstacles”</p> <p>Roberts (2010) “Choosing a Dissertation Topic”</p>