**ENGL 545: ESL Graduate Student Writing Workshop [3 credits]**

**Summer 2016, May 9-June 17, M-F, 10-11:30**

Instructor: Office:

Classroom: Office Phone:

E-mail: Office hours:

# **Course Description**

This course is designed to help you improve your academic and professional writing skills. In this class you will practice analyzing and writing a variety of genres. We will pay attention to both the global aspects of writing, such as audience and purpose, as well as the word and sentence-level choices that we make that influence how our writing is received. Because this is a workshop, you will spend the majority of time working on a piece of writing that you want to improve. For example, this might be a dissertation (chapter), a grant proposal, or an article for publication.

**Student Learning Outcomes**

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| **Student Learning Outcomes for this course:** **At the end of this course, students should be able to:**  | **Course Topics/Dates** **The following topic(s)/dates(s) will address this outcome:**  | **Evaluation of Outcome:** **This outcome will be evaluated primarily by:**  |
| Use genre analysis to learn how to construct different types of writing. | Week 1 | Abstract analysis |
| Demonstrate an improved awareness of and ability to navigate the written conventions of their discipline. | Weeks 2-6 | Interim draftFinal draft |
| Identify their own patterns of error and edit for them systematically. | Weeks 2-6, but especially week 5 | Interim draftFinal draft |

**Required Text**

*Academic Writing for Graduate Students*, 3rd ed., (2012), J. Swales & C. Feak, University of Michigan Press.

The textbook may be purchased at the Bookie or any online retailer.

**Recommended Texts**

Also from U. of Michigan Press and by the same authors:

*English in Today’s Research World* (2000) – The books listed below are each expanded versions of chapters in this text, so if you want to focus on one of these areas, perhaps one of these smaller books will be best for you:

*Navigating Academia: Writing Supporting Genres* (2011)

*Creating Contexts: Writing Introductions across Genres* (2011)

*Telling a Research Story: Writing a Literature Review* (2009)

*Abstracts and the Writing of Abstracts* (2009)

**Course Requirements**

1. Abstract Analysis (250 points = 25%): For this assignment you will need to collect 10 abstracts from articles that are typical of work in your field. You will analyze this data set in order to determine the way that an abstract in your discipline is typically constructed. On Friday of week 1, you will turn in a 1-2 page paper describing your results.

1. Individual Plan of Work (150 points = 15%): You will work with your instructor to create your own plan for the rest of the semester. You will need to choose a piece (or two) of writing that you want to focus on and describe your goals for that work. You will build into your plan the due dates for a preliminary and “final” draft of your work (see #3 and 4 below). In addition, based on your own needs, you will choose at least 3 more chapters to read in the textbook and include a schedule for doing so. Due Friday of week 2.
2. Interim Draft (250 points = 25%): Although you instructor will be providing you with ongoing support during class, you will turn in an initial draft of your work on Monday, Tuesday, or Wednesday of week 5. A specific day will be assigned to you – the rolling due date is designed to allow maximum time for you to work, as your instructor will provide feedback to 1/3 of the class at a time and thus will be able to return your work sooner to you.
3. Final Draft (350 points = 35%): This will represent the final version of work that you set for yourself to do at the beginning of the session. It may not be the final draft, but it is the last draft that you will receive comments on from your instructor. Due Friday of week 6.

**Grading**:

Competent, thoughtful, well-written work will receive a ‘B.’ In order to receive an ‘A’ your work must be outstanding, and your ideas and analyses complex and exceptionally well-supported. Grades are earned, rather than given, and I am happy to help you with your work both in and out of class so that you may earn the grade you desire.

A (93.0% and above) B (83.0-86.9%) C (73.0-76.9%) D (60.0 – 66.9%)

A- (90.0 -92.9%) B- (80.0-82.9%) C- (70.0 -72.9%) F (lower than 59.9%)

B+ (87.0-89.9%) C+ (77.0-79.9%) D+ (67.0 – 69.9%)

**Workload Statement:**

It is WSU policy that for every hour of in-class instruction, or equivalent online instruction, that students should expect at least 2 hours of outside class course preparation in the form of reading, course assignments, and review of previous lectures. In this course, because you will be working on individual projects, most of your time outside class will be spent writing, although it will also include some individualized exercises to improve your writing. Our time in class will be spent on individualized revision and editing, as well as some general instruction for the whole class.

**Academic Honesty**

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. *Any student who plagiarizes in this class will fail that assignment. A student who plagiarizes a second time will fail the course*. More information regarding responding to academic integrity violations can be found at:  [http://academicintegrity.wsu.edu/](http://academicintegrity.wsu.edu).

**Disability Accommodation**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**Safety Statement**

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population.  WSU urges students to follow the “***Alert, Assess, Act***” protocol for all types of emergencies and the [*“Run, Hide, Fight”*](https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video) response for an active shooter incident. Remain ***ALERT*** (through direct observation or emergency notification), ***ASSESS*** your specific situation, and ***ACT*** in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at [MyWSU](http://www.my.wsu.edu/). For more information on this subject, campus safety, and related topics, please view the [FBI’s *Run, Hide, Fight* video](https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video) and visit the [WSU safety portal](https://faculty.wsu.edu/classroom-safety/).

**Attendance**

You are permitted two absences. For each missed class beyond those two, your final grade will be lowered one full letter.

**COURSE OUTLINE**

Because each of you has come to this class with different needs and goals, we will work together during the first week and part of the second. After that, you will have a good idea of how the textbook is organized and what it covers so that you can work with your instructor to design your own plan for the rest of the sessions.

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| WEEK, TOPIC | READING | ASSIGNMENTS DUE |
| 1 – Introduction to genre analysis | Chapter 1  | Abstract analysis (Friday) |
| 2 – Summarizing and paraphrasing | Chapter 5 | Individual plan (Friday) |
| 3 – Independent work | Student choice |  |
| 4 - Independent work | Student choice |  |
| 5 – Independent work; editing strategies | Student choice | Interim draft (Mon./Tues./Wed.) |
| 6 – Independent work | Student choice | Final draft (Friday) |