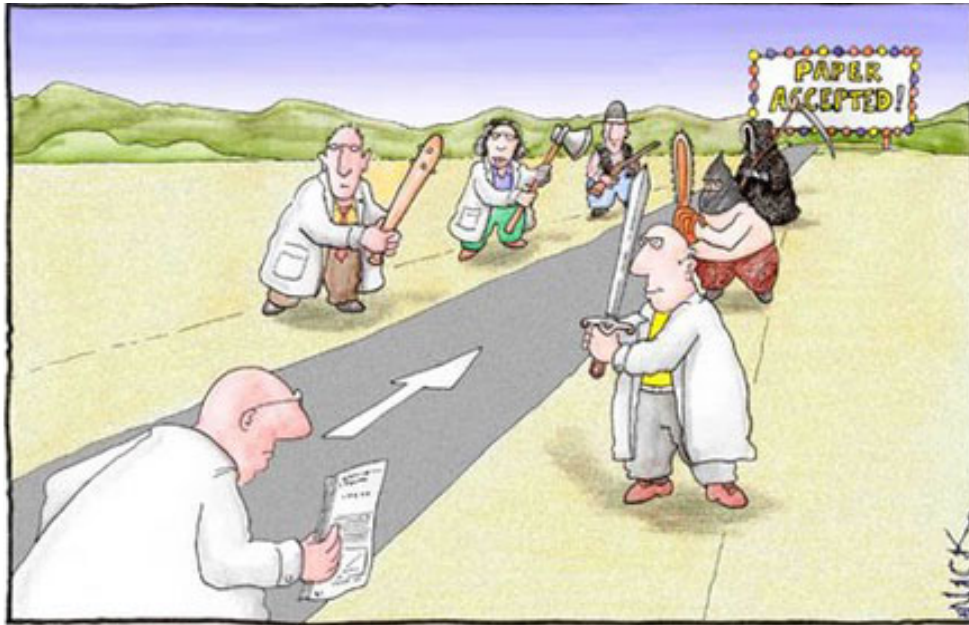


# CETL 8721: Academic Writing

Fall 2018

Monday, 1:55 – 2:45

Clough 150



Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

<https://www.stillpointcoaching.com/services/writing-editing-services/>

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**Writing and Communication Program**

**School of Literature, Media, and Communication**

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**Office hours: Monday 10:00 – 11:00 and 12:30 – 1:30, or by appointment**

**NB: EMAIL IS MY PREFERRED METHOD OF COMMUNICATION**

**Prerequisites:** Admission by permission only

**Course Credit:** This is a **1 credit** seminar granting a **Satisfactory/Unsatisfactory** grade.

## **COURSE DESCRIPTION**

This course is designed to familiarize graduate students in the sciences and engineering with various genres of academic writing and communication. By conducting rhetorical analyses of example materials across genres, students will understand the conventions by which each of these genres is produced and how to assess the rhetorical situations surrounding them. Students will work to improve their existing writing and communication skills in these genres, utilizing the writing process through multiple stages (including revision and peer review), as well as improve their abilities to collaborate with colleagues. We will discuss principles of rhetoric and why these are important for communicating in the scientific and engineering communities, both for the university setting and academic writing for a broader audience.

## COURSE GOALS

Students actively participating in this course will be able to:

- identify and apply rhetorical practices in academic writing;
- analyze communication situations and audiences in academic settings;
- collect and analyze information required by those situations and audiences;
- use principles of rhetoric and document design to clearly communicate content to specific situations and audiences;
- apply rhetorical concepts and principles to adapt content for various academic communication genres; and
- recognize areas for improvement in the student's own writing and revise them via the drafting process.

## REQUIRED MATERIALS

Readings for this class will be available via our course's Canvas site.

## ASSIGNMENTS AND ASSESSMENT

In order to achieve a **final grade of Satisfactory** in this course, students will submit a **final portfolio** at the end of the term. That portfolio must demonstrate the student's progress in achieving excellence in your academic writing; that is, either substantial revisions through the drafting process, or exceptional writing (in coherence and style) must be evident.


Because students registered for this course will have progressed to varying stages in their graduate school careers, there is no one-size-fits-all approach to your academic writing needs. While each student must become familiar with the rhetorical principles of all of the genres we discuss in this course, **they must design their own portfolio in such a way as to address their own career goals.**

### Each portfolio must contain:

1. A cover page;
2. A table of contents;
3. Brief autobiography (with option image – a professional headshot would be appropriate);
4. A CV or resume;
5. One of the options from Column 3 below; and
6. A selection of additional documents from Columns 1 and 2 (one of which must be an abstract for the project described in your Column 3 choice).

The additional documents will consist of your choice of texts in the genres which most meet your current and future needs. You must achieve a total of **7 valence points** in selecting your genres from the following list:

# Science Writing



"If I have seen further than others, it is by standing on the shoulders of..."

dwarves  
donkeys  
paraquets  
babies  
trout  
**GIANTS!**

Nobody gets it perfect in the first draft.

<https://uahtechcomm.com/category/scientific-communication/>

Point Value	1	2	3
<b>Genre</b>	<ul style="list-style-type: none"> <li>• Conference Presentation Abstract</li> <li>• Paper Abstract</li> <li>• Script for or video recording of an Elevator Pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Research Statement</li> <li>• Teaching Statement</li> <li>• Poster for Conference Presentation</li> <li>• PPT or Prezi to accompany a Conference Presentation</li> <li>• Draft of a grant proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Proposal</li> <li>• Thesis/Dissertation Intro Chapter</li> <li>• Thesis/Dissertation Proposal</li> </ul>
<p><b>A final portfolio could contain, for example: a cover page, table of contents, autobiography, CV, the Intro chapter to your thesis/dissertation, an abstract for a conference paper where you discuss the project in your intro, a poster for the proposed conference presentation, and an elevator pitch. Points: 3 + 1 + 2 + 1 = 7.</b></p>			

## COURSE POLICIES

### Attendance

In the professional world, employers expect employees to be at work, and to be there on time. You should approach attendance in this course with the same professionalism that you would approach your career. You are responsible for learning what you missed, mastering the material, and completing all assignments if you do not attend a class period. You should first check with a classmate, then email me. **If you miss more than two class meetings, you will receive a grade of Unsatisfactory for the course.**

### Inclusive Excellence and Non-Discrimination Policy

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

This class **does not discriminate** on the basis of race, color, class, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative viewpoints are welcome; however, statements that are deemed racist, sexist, homophobic, classist, or otherwise discriminatory toward others in the class or outside of it will not be tolerated. **Be aware of your audience!** We will be discussing a range of issues, hopefully generated from your own ideas and opinions. Not everyone will agree with everything you may say; **politeness, respect for others, and general good manners are absolutely required.**

## CommLab

Georgia Tech's **Naugle CommLab is located in Clough Commons, Suite 447**. It is an excellent resource for all students (graduate or undergraduate) who want help with a communication-related project, from their multimodal assignments for ENGL 1101 and 1102 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes. They can also match students with profession tutors especially trained to assist non-native English speakers. For more information or to make an appointment, visit their website: <http://www.communicationcenter.gatech.edu>

## Accommodations

Georgia Tech supports students through the Office of Disability Services. Any student who may require an accommodation for a documented disability should inform me as soon as possible or as soon as you become aware of your disability. Anyone who anticipates difficulties with the content or format of the course due to a documented disability should arrange a meeting so that we can create a workable plan for your success in this course. The Office Disability Services serves any Georgia Tech student who has a documented, qualifying disability. Official documentation of the disability is required to determine eligibility for accommodations or adaptations that may be helpful for this course. Please make sure I receive a Faculty Accommodations Letter form verifying your disability and specifying the accommodation you need. The Office of Disability Studies operates under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For more information, see their website: <http://disabilityservices.gatech.edu>

## Academic Misconduct

One serious kind of misconduct is plagiarism, which occurs when a writer, speaker, or designer deliberately uses someone else's language, ideas, images, or other original material or code without fully acknowledging its source by quotation marks as appropriate, in footnotes or endnotes, in works cited, and in other ways as appropriate (modified from WPA Statement on "Defining and Avoiding Plagiarism"). If you engage in plagiarism or any other form of academic misconduct, you will fail the assignment in which have engaged in the academic misconduct and be referred to the Office of Student Integrity, as required by Georgia Tech policy. I strongly urge you to be familiar with these Georgia Tech sites:

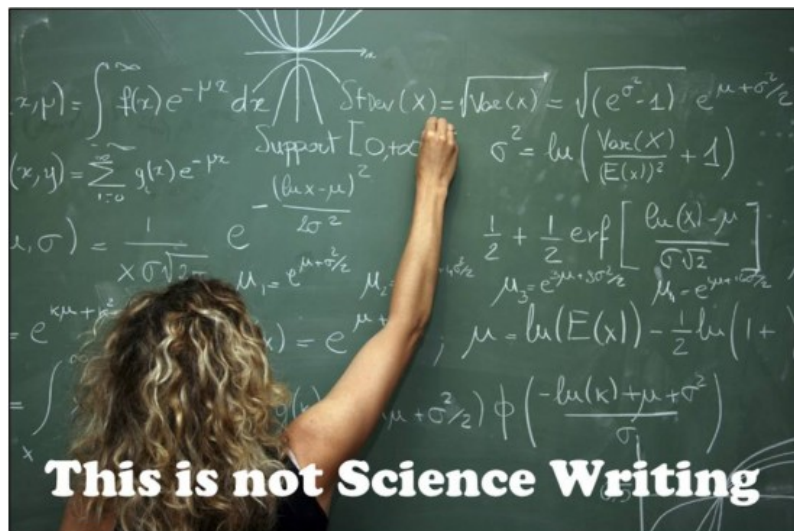
Honor Challenge: <http://www.honor.gatech.edu>

Office of Student Integrity: <http://www.osi.gatech.edu/index/php/>

Process for academic misconduct:

<http://www.osi.gatech.edu/plugins/content/index.php?id=15>.

I am more than happy to help you in determining the proper way to cite your sources. Please set up a meeting with me to discuss citations – it's so much easier than being charged with plagiarism.



<http://www.nextscientist.com/science-writing-human/>

## COURSE CALENDAR

**\*\*\* This course syllabus is a general plan for the course; deviations announced to the class in advance by the instructor may be necessary.**

### WEEK 1: AUGUST 20

#### Introductions

Syllabus review

What is rhetoric and rhetorical theory, and why it matters to science/engineering writers.

Genres – what are they, and how can we identify the important factors?

### WEEK 2: AUGUST 27

#### Rhetorical strategies for science and engineering writing

Analyzing others' writing: what to look for, why does it work (or not), and how to apply these concepts to your own writing.

Peer review – it's not just part of publishing an article

- **Reading Due:** Gopen and Swan; Walsh; Rhetorical Patterns Handout
- **Writing Due:** ~250-400 word professional autobiography; 1 page Memo of Understanding in which you commit to your plan for the final portfolio – what documents will you complete for this course, on what topic will you write, how do you plan to be accountable (give yourself a time line for completion based on the deadlines for class)?

### WEEK 3: SEPTEMBER 3

**NO CLASS – Labor Day Holiday**

### WEEK 4: SEPTEMBER 10

#### What makes “good” writing in STEM fields?

What is expected when writing for the sciences?

How is that different from other writing?

- **Reading Due:** Hirsh, et al; Wolfe
- **Writing Due:** Search GT Library archives and databases to find 3 texts (at least 1 MUST be a recent GT thesis or dissertation, the others must be articles from a major journal in your field) to analyze, specifically identifying the TOPOI and rhetorical strategies identified in Walsh. Create a PPT to share with the class.

### WEEK 5: SEPTEMBER 17

#### Review of Literature

Strategies for writing a review of lit: where does it go, what does it do, and rhetorical situation

- **Reading Due:** selections from Raul Pacheco-Vega's blog:
  - <http://www.raulpacheco.org/2018/06/developing-the-core-elements-of-a-research-proposal-finding-a-gap-in-the-literature-mapping-contributions-to-scholarship/>
  - <http://www.raulpacheco.org/2017/04/how-to-undertake-a-literature-review/>
  - <http://www.raulpacheco.org/2016/06/how-to-do-a-literature-review-citation-tracing-concept-saturation-and-results-mind-mapping/>
  - <http://www.raulpacheco.org/2016/06/synthesizing-different-bodies-of-work-in-your-literature-review-the-conceptual-synthesis-excel-dump-technique/>

- **Writing Due:** Start an “Excel Dump” and a mind-map with literature on your project. You can then use this to outline and begin drafting your project for this course over the next few weeks.

#### WEEK 6: SEPTEMBER 24

##### **Text and Context: It’s not always just the facts**

What makes an introduction compelling?

What is narrative, and how can you use it in your academic writing?

Structuring what you write for the most effective impact.

- **Reading Due:** Swales and Najjar; Mahrer; Whitesides
- **Writing Due:** Outline of your proposal/pre-proposal/Introduction

#### WEEK 7: OCTOBER 1

##### **Peer Review: Getting and Giving**

- **Writing Due:** First draft of the text you outlined for week 5 (it can be incomplete at this stage, but you will want to have a substantial chunk drafted).

#### WEEK 8: OCTOBER 8

**NO CLASS - FALL RECESS**

#### WEEK 9: OCTOBER 15

##### **CV vs Resume**

What are they, and is there even a difference?

- **Reading Due:** Find a Job ad for your field that meets your personal goals

#### WEEK 10: OCTOBER 22

##### **Writing the Teaching and Research Statements**

What is a Teaching Philosophy?

What is the function of a research statement?

Rhetorical Situation and genre conventions

- **Writing Due:** Draft of CV or Resume

#### WEEK 11: OCTOBER 29

##### **Visual Design: There’s more to communication than words**

Design principles and affordances for the visual

Poster Design

Presentation Design

- **Reading Due:** Kostelnick; Walsh and Ross
- **Writing Due:** Draft of Research and/or Teaching Statements

**WEEK 12: NOVEMBER 5****Grant Writing**

You've got ideas – now you need funding. How?

Rhetorical situation and genre conventions of grant writing.

- **Reading Due:** Find information on a grant you might target in the future (NIH, NSF, etc).
- **Writing Due:** Draft of a Poster OR Digital Presentation (Powerpoint, Prezi, etc)

**WEEK 13: NOVEMBER 12****Peer Review in Class**

- **Writing Due:** Revised draft of the text you outlined for week 5 (this should definitely be close to complete, if not full – a Pre-Proposal should be completely drafted by this point).

**WEEK 14: NOVEMBER 19****Publishing Journal Articles**

What are the standards for publishing in journals?

How can you find out what journals are looking for, and where?

What do you do after you submit – and what do you do when you get a response?

- **Reading Due:** Cargill and O'Connor; find the submission info for a journal in your field (e.g. a web page or other source of this information)
- **Writing Due:** Draft of Introduction to a grant proposal.

**WEEK 15: NOVEMBER 26****Abstracts: Chunks of Information**

You did a thing and now you have to explain it in 250 words or less. How?

- **Reading Due:** Koopman; Hewitt; find a CFP for a conference or journal in your field
- **Writing Due:** Abstract of your project, either for a journal or for a conference presentation.

**WEEK 16: DECEMBER 3****Wrapping Up**

Other genres of science communication: podcasts, tweets, video.

Review of individual goals.

- **Listening/Reading Due:** *StarTalk All Stars* Episode "Climate Science – Advocacy & Activism" from April 17, 2018; Neil deGrasse Tyson's tweets (@neiltyson)
- **Writing Due:** Full, revised, clean draft of your Pre-Proposal/Proposal/Introduction, ready for a final peer review outside of class.

**PORTFOLIOS DUE DECEMBER 13 AT 11 AM ON CANVAS**