

Academic Writing (CETL 8721)

Spring 2006, Tuesdays 10:00-11:00

Meeting in Skiles 343

Dr. Karen Head

karen.head@lcc.gatech.edu

Office: Skiles 350 (404.385.2225)

Office Hours · T/R 2:30-3:30 (in office), evenings (via IM or VoIP at Skype

Address: headkj or (404) 963-8717), and by appointment.

Prerequisites · Admission by permit only.

Credits: This is a one credit hour seminar granting a satisfactory/unsatisfactory final grade.

Course Goals

Through examination of writing samples and practice, participants learn techniques for enhancing proposal, thesis, and dissertation preparation as well as methods for evaluating writing as future instructors and thesis directors.

In CETL 8721, we will discuss the dominant genres and expectations of academic communication always with a focus on practical application. Participants will improve on the basic skills of the writing process, learn to create and revise texts suited for academic audiences, and work collaboratively in small writing support groups. Additionally, we will discuss strategies for navigating special academic communication situations like thesis/dissertation defenses, committee meetings, and other professional communication scenarios.

- 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 skills to the pedagogical planning process.

Required Texts

- Roberts, Carol. *The Dissertation Journey*.
- Graff, Gerald & Birkenstein, Carol. *They Say, I Say: The Moves That Matter in Academic Writing*.

Additional handouts and materials will be provided in class.

Assignments & Evaluation

Because this course is designed to complement your professional training, there are no “graded” assignments. Each participant is expected to participate fully in order to receive the “satisfactory” grade at the end of the semester. If a participant feels that he/she cannot meet the expectations of the course, I suggest an immediate withdrawal so that other people on the waiting list for the course may be accommodated.

Attendance

In the professional world, employers expect employees to be at work, and to be there on time. Each participant should approach this seminar with the same standards of attendance. Each participant is responsible for finding out what he/she missed, learning the material and completing all assignments.

Writing Groups

Each participant will be part of a smaller writing support group that will meet outside of class once each week. Please allow an additional hour in your schedule for this purpose.

Conferences

Each participant will meet privately with the instructor at least twice during the semester to discuss his/her specific writing projects.

Tentative Schedule

Week 1	Introductions & Diagnostic Essay	
Week 2	<i>DJ</i> Chapters 1, 2, 3	Becoming an Academic Professional
Week 3	<i>DJ</i> Chapters 4, 5, 6	The Writing Process I
Week 4	<i>DJ</i> Chapters 7, 8, 9	The Writing Process II
Week 5	<i>DJ</i> Chapters 10, 11	Questions of Style
Week 6	Conference Week	
Week 7	<i>DJ</i> Chapter 12	Introductions
Week 8	<i>DJ</i> Chapters 13, 14	Methodologies
Week 9	<i>DJ</i> Chapter 15	Literature Reviews
Week 10	<i>DJ</i> Chapters 16, 17	Managing & Communicating Results
Week 11	Spring Break- No Class	
Week 12	Discuss <i>They Say, I Say</i>	Why/How Does Academic Discourse Work
Week 13	<i>DJ</i> Chapter 18	Oral Defenses
Week 14	Conference Week	
Week 15	<i>DJ</i> Chapter 19	Revising & Publishing Your Work
Week 16	End of Term Social	