

## **Academic Writing (CETL 8721)**

Fall 2009, T/R 5:05-6:05

Dr. Karen Head

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Office Hours · Tuesdays 3:00-5:00 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 and via T-Square.

### **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. If you miss more than three class meetings, you will be assigned a grade of unsatisfactory.

## Writing Groups

Each participant will be part of a smaller writing support group that will meet outside of class once each week. These groups will meet on Thursdays 5:05-6:05 unless group members decide on a more mutually agreeable time.

## Conferences

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

## Tentative Schedule

Week	Readings	Topics
8/18	Introductions	
8/25	<i>DJ</i> Chapters 1, 2, 3	Becoming an Academic Professional
9/1	Discuss <i>They Say, I Say</i>	Why/How Does Academic Discourse Work
9/8	<i>DJ</i> Chapters 4, 5, 6	The Writing Process I
9/15	<i>DJ</i> Chapters 7, 8, 9	The Writing Process II
9/22	<i>DJ</i> Chapters 10, 11	Questions of Style
9/29	Grammar Short Course	
10/6	<b>Fall Break</b>	
10/13	<i>DJ</i> Chapter 12	Introductions
10/20	<i>DJ</i> Chapters 13, 14	Methodologies
10/27	<i>DJ</i> Chapter 15	Literature Reviews
11/3	<i>DJ</i> Chapters 16, 17	Managing & Communicating Results
11/10	<i>DJ</i> Chapter 18, 19	Oral Defenses, Revising & Publishing Your Work
11/17	Managing Stress Panel	
11/24	<b>Thanksgiving Break</b>	
12/1	End of Term Reflections & Social	How can we improve CETL 8721?