LANG 709

Piloted in Fall 2020 as LANG 790 and subsequently approved as LANG 709, *Language Strategies for Research Writing* is offered as one, multidisciplinary section each year in the fall semester. The course goals fall into two major categories: 1) writing for publication and 2) analysis of English grammar. For writing, students learn about rhetorical features and strategies in research writing, practice managing extended and complex writing projects, collaborate in sustained writing and research teams, and investigate best practices for publication in their disciplines. For grammar, students are instructed on syntactical features of English and analyze those features in the discourse of their discipline. By the end of the semester, each student should have at least one manuscript ready to submit in a research publication genre and create a poster for a collaborative, multidisciplinary research project.

COURSE PROFILE

Language Strategies for Research Writing

Stephen Chris Disrud | updated January 23 (original draft July 22)

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Course Description

Linguistic analysis, grammar instruction, and intensive writing practice will develop language skills for academic and professional writing. Course Purpose. The course provides persistent practice in discourse-centered writing and grammar instruction in order to advance writing skills and English language strategies. Students will gain 1) greater awareness of the processes of writing from research; 2) recognition of the conventions, genres, and expectations of academic writing for publication; and 3) grammatical tools for evaluating and improving writing. The course is designed to help professionalize current graduate students and familiarize them with research writing in the university context. NB: This course is multidisciplinary and designed for graduate writers across a variety of language competencies. It is appropriate for both native and non-native speakers of English.

Learning Goals

- ✓ **Research Writing Genres and Conventions**. Students will study examples and write in selected academic genres (graduate disquisitions, abstracts, reports of various kinds, commentary and reviews, articles, literature reviews, etc.) and professional correspondence (emails, letters). Students will research and report on the convention priorities within their own field of study.
- ✓ **Structure and Grammar.** Lessons in advanced grammar topics will be provided and students' specific grammar proficiency will be assessed. An extended syntax analysis will be completed by each student to develop insights into grammatical features of the student's disciplinary discourse.
- ✓ **Persistent, Habitual Writing.** Weekly assignments, peer reviews, and reflective memos will encourage the habit of writing and provide a body of text for contrastive structural analysis. Students will gain insight into and confidence in their writing.

Instructional Philosophy

In the institutional context of graduate studies at NDSU, LANG 709 is designed to support the professionalization of graduate researchers by helping them become productive, independently-directed, and collaborative research writers. General skill development and increased linguistic competence and confidence of graduate students promotes higher level work within and across graduate programs, promoting a high-performance research culture and high standards for our scholarly communities of inquiry at NDSU. Moreover, the skills developed in LANG 709 are highly transferrable to professional contexts as graduate students move on with their careers. Altogether, LANG 709 advances NDSU's research output and reputation.

LANG 709 focuses on research writing processes, rhetorical principles of scientific argument, and discourse analysis of published research writing. LANG 709 requires students to provide research content from their field of study, but the instructor cannot directly assess the quality of research content because of its multidisciplinary body of students. To address this, students are required to complete disciplinary consultations about writing in their discipline with subject-matter experts. The lack of subject-matter experts directing classroom work means that students are required to communicate across disciplines, making jargon plain and technical ideas comprehensible to a general scientific community. This situation not only encourages communicative clarity but also fosters interdisciplinary curiosity and respect.

The content for all major work in the class is self-assigned by the student. The instructor may provide a range of topics for multidisciplinary collaboration, but no individual paper topics are assigned by the instructor. Instead, all major project content is selected by the student from their own research world. Writing projects are directly related to the student's research domain and in a genre of scholarly publication. The exact nature of each student's project is largely determined by the state of their research and where they are in their course of studies. For example, if early in their graduate studies, a literature review of a topic of interest may be most appropriate. More commonly, a student has experimental results to report as a journal article or disquisition. The instructor takes the student's lead and helps them determine the best genre of publication to fit their goals and research.

Research writing occurs over extended periods of time and can be an overwhelming and complex process. A task-oriented, collaborative project management system is used to plan large goals broken into feasible benchmarks and reporting processes, which are regularly revisited and revised as writing projects develop. Within reason, students are expected to make regular weekly progress on projects. While some writers are more inclined to produce text in bursts, LANG 709 encourages a more steady and regular pacing of projects. The regular pacing of projects is believed to align better with production of research writing, which can often be multi-authored, involve bottle-necks awaiting experimental results, and be intimidating if awaiting inspiration to write. Developing ways to manage complex intellectual activities requiring collaboration promotes both good writing and good research.

Rhetorical and genre topics help students consider important choices in their own writing as well as adapt to the expectations of publishing in their discipline. Several rhetorical topics, such as *audience, purpose, exigence, warrants*, are explained as questions for analysis and creative consideration, not as formulas to be followed. Students, for example, might find that an explanation of rhetorical exigence can make their writing seem more compelling and internally argues for the publication of their manuscript. Genre analysis, likewise, is not meant to provide formulas for composition but to help students see the demands and constraints of their target publication. Just as important, rhetorical and genre topics provide a class vocabulary for collaborating and peer reviewing writing across disciplines, where evaluation of content is limited.

Proficiency in English grammar increases communicative effectiveness and makes writing more polished and more likely to be accepted for publication. This course takes a discourse analysis approach to improving the writer's mastery of sentence structures in English, in contrast to a more prescriptive approach of teaching grammar rules. The focus of grammar instruction and analysis is written syntax: predicates, clauses, and sentences. Other structures, such as word form, are only considered in relation to syntax and punctuation is considered stylistic or orthographic. Direct instruction provides the jargon and framework for analysis, but the main work in developing proficiency is analyzing sentences in published texts. A set (a corpus) of contemporary texts is selected to represent the class's fields of knowledge, broken down into sentences, and described for syntax features. This produces a data set that is used to analyze grammatical trends in existing discourse. For example, instead of prescribing a rule about how to use passive voice, analysis of the data might suggest that passive voice is used to different degrees in different fields of study. Discourse analysis raises students' awareness of grammatical features, leads to discovering preferred and effective linguistic choices, and provides the metacognitive tools to continue investigating questions about good writing in the future.

Main Research Writing Project(s)

Plan, write, and revise an academic publication that is ready for submission. Each student designs their own major project, shares their work in class, and submits two drafts for editorial review. The major project may be a journal article, a book chapter, a disquisition chapter, or any other significant academic publication genre.

Students are expected to design and process a major and original writing project for this class. If a student has] a project in mind (a dissertation chapter or journal article that you need to publish), that's great! If not, the course will help develop a project early on. A literature review on a topic that the student wants to develop expertise in might be useful for students in search of research ideas.

WRITING *FROM* RESEARCH

This is a writing course, not a research course. Though the class can, and should, have discussions about research methodology, validity, and reliability, the student's research work is done outside the confines of this course. Students are expected to count research labor separately from the labor of this course. Some students may have established experimental data that they are using and some students may need to read a body of literature as they develop their writing. However different our research situations are, the expectations for writing will be the same.

ORIGINALITY

The project should be relevant to the student's professional goals but also avoid unethical duplication of effort. The project should be original to this course in substantive ways. We may need to negotiate the ethics of this on a case-by-case basis.

- Do NOT use a term paper for another class you are simultaneously taking. However, students may use a previous term paper as a starting point or as a seminal draft for a publication. Also, I do not consider it a duplication of effort if your other class is non-didactic, like dissertation credits (XXXX 899).
- Do NOT rehash a previously completed project (like a Master's thesis) into a publication. However, students may use data from your Master's project to develop a new publication. Or they may rehash a thesis if it is a secondary project with something more original plan for your primary project.

FORMAL REQUIREMENTS

- 6500+ words (may be split over multiple projects or may exceed this amount)
- Research memos describe project, status, and process
- Multiple drafts shared in workshops
- Midterm draft submitted to the instructor
- Final draft submitted to the instructor

PUBLICATION GENRE

"Publication" or "published" text here should be understood as text that is aimed at a public audience and must be accepted by some governing body, figure, or institution. In the design of your project(s), at least one project must be a text that is ready to submit for publication.

Examples:

- Disquisition chapters (for a dissertation or MA paper/thesis)
- Journal articles
- Book chapters

- Grant proposals

Non-published texts may be an important part of one's process and can be included as a secondary project in the "main research project." For example, a secondary project could be a research proposal that is reviewed by a committee or a supervisor but is not aimed at a public audience. Or a secondary could be a research blog that is aimed at a public audience but has no review. In either case, the student should develop a primary project aimed at reviewed publication, though they may make it relatively short if they have a robust secondary.

Collaborative Project Management

The first month is dedicated to project development, generating ideas and content for both the writing and discourse analysis projects. Student will collaborate in a lot of different ways in a lot of different teams and partnerships. This will help form a community of inquiry where we get to know each other and become familiar with our research identities. After projects take shape, sustained teams of 5-6 members are formed to advance the individual work and tackle collaborative projects. The mechanics of teamwork are organized around a modified Scrum system of project management, using software to organize and report work.

Once individual projects are initiated and sustained teams are formed, the instructor provides semester-long and sets some weekly goals related to course content but does not interfere with day-to-day direction of activities. A collective set of deliverables is defined for the team (including individual research projects, group discourse analysis, a writing guide review, and periodic research memos), and weekly tasks aimed at making progress on those deliverables are defined by the team members themselves. The instructor will provide advisory expertise and support, but students must be accountable to each other and self-directed in their word. At least half of each class is dedicated to advancing, planning, and workshopping team goals.

Rhetoric of Research Writing

Rhetorical and genre topics are introduced as points of analysis and guide review activities. We do not do extensive theory building in rhetoric. Rather, we develop enough of an understanding of various topics to frame our analysis of publication genres and make considered and effective choices as writers. The following are samples of the rhetorical topics covered.

Audience (Example)

WRITING, FOR THE MOST PART, IS INTENDED TO COMMUNICATE *SOMETHING* TO *SOMEBODY*. Maybe this is too obvious to state so explicitly. However, effective writing should consider the audience and the effect the text will have on them. Even scientific writing, which is often presented as solely and objectively a record of fact, should be audience-oriented and rhetorically crafted to persuade. As the writer of a research text, it's your job to persuade your audience to read your text and that the publication of your research matters to them. With this in mind, take a step aside from the research, the data, the methods, etc. and think about who your ideal audience is.

Text Analysis

Analyze the sample texts (provided in class) for audience. Think about the technical language (jargon), data visualizations, explanation of impact of the research, and publication context as evidence of an inscribed audience.

- Describe the range of people who would be interested in reading this text. Who is included? Who is excluded?
- Describe how this text might influence the reader's actions, decisions, or thoughts.

Peer Review Qs

- Who might read my text? (you may have multiple audiences: academic, public sector, private sector, global, local)
- Are there any unlikely readers who might gain something from this text?
- How will your readers find it?
- Why might your audience want to read this? (what various motivations might be brought to this text?)
- What assumptions might they have about my writing/research?
- What would they expect to find in this text?
- What new knowledge might I provide for my audience? (novel methods or new information)
- What new perspectives might I provide for my readers? (ways of seeing or interpreting a topic)
- How could my text impact my readers' decisions or actions?

Exigence (Example)

Our writing, whether political or scientific or journalistic or technical, can be thought of as rhetorical when it aims to transform the world in some way. Lloyd Bitzer describes rhetoric this way:

> a work of rhetoric is pragmatic; it comes into existence for the sake of something beyond itself; it functions ultimately to produce action or change in the world; it performs some task. In short, rhetoric is a mode of altering reality, not by the direct application of energy to objects, but by the creation of discourse which changes reality through the mediation of thought and action. (3)

Our research activities may or may not be rhetorical, but our research writing most certainly is, even if in modest ways. Perhaps we aim to change the reality of our discipline just a little by adding new data, by contributing to the breadth and depth of "normal science"; perhaps we want to stake out a position in important, contested, or controversial debates. Either way, our research enters the world of discourse and influences the actions and deliberations of the world of science. But our research writing doesn't just float out into the world of science, it is published in specific rhetorical situations, which Blitzer says are comprised of 1) exigence, 2) audience, and 3) constraints. Another way to think about the rhetorical situation is the call to write: Who would benefit from reading this piece of writing? What opportunities do I have to publish? What genres and conventions will shape my text? What other texts will my writing be in conversation with?

We have already discussed rhetorical considerations of audience and constraints. Exigence, as Bitzer defines it,

> is an imperfection marked by urgency; it is a defect, an obstacle, something waiting to be done, a thing which is other than it should be. An exigence is rhetorical when it is

capable of positive modification and when positive modification requires discourse or can be assisted by discourse. (6)

Essentially, exigence, is the *why* of our research and our writing. What's its purpose? What gap in the current state of research is it trying to fulfill? Often rhetorical exigence is very similar to our research exigence. The reasons for doing our research and collecting data, the need for it, are often the same as the reasons for publishing it. In writing, establish rhetorical exigence by discussing how your research responds to a gap in current research (through a literature review), by expressly stating how you think your research will influence the discipline or what your reader will gain, or by showing the difficulty or challenge being addressed and explained with your data. For editors deciding whether to publish your text, effectively stating exigence can make the difference between accepting or rejecting your article.

Text Analysis

Analyze the sample texts (provided in class) for exigence. Look especially to the introduction and conclusion for a statement about the gap in knowledge, the emerging or existing problem, or a deficiency being addressed by the article.

- Is exigence explicitly stated or implied?
- What is the rhetorical exigence (as opposed to the research exigence) for this text?
- Are there multiple exigencies?

Peer Review Qs
- What does your research contribute to your discipline?
- What gap or urgency does your research address?
- Why does your research need to be published (from the perspective of your reader)?

Discourse Analysis of Grammatical Features

Direct instruction is given on verb structure, clauses, and sentence types, which are our targets of analysis. Each student selects sample journal articles as texts that represent writing in their field. These texts are transformed into a list of enumerated sentences and the target grammatical features are counted for each sentence with data entered into a spreadsheet. The resulting data supports linguistic investigation into trends and suggested best practices that apply comparatively across disciplines and contrastively within different disciplines. Research groups are formed to complete this collaborative investigation. Groups will report on those trends either as a general guide for writing or as a data-driven report. Either way, groups are expected to be able to explain how the linguistic evidence generated their conclusions. The following provides an example guide that resulted from discourse analysis.

Rhetorical Grammar for Research Writing (example)

Effective research writing is as clear as possible while articulating sophisticated syntactical relationships among ideas. When possible, writers should reduce the reader's cognitive load, be precise, and have a plain meaning. In short, research writers should try to reach the widest possible audience and make reading technical and complicated ideas as easy as possible.

Present tense dominates

Narrative past and textual present are the two timeframes that are likely to direct verb choices in a piece of writing. In the textual present, the writing captures a moment in time that is in a perpetual present. Placing ideas in the textual present makes them current, relevant, and urgent for the reader.

- Past tense, when used, tends to cluster around describing methods or past research, but…
- Present perfect (/have/ + past participle) is an effective way to describe past research as relevant to the concerns of the paper

Recommendation

When you have a choice between the present tense and the past tense, default to the present tense, including using the present perfect to describe past research that impacts the current study.

Example

*The studies showed that the treatment is effective.

✓The studies show that the treatment is effective.

✓The studies have shown that the treatment is effective.

Passive voice and expletives overburden cognitive load

Passive voice (/be/ + past participle) adds a small cognitive load because readers expect SVO syntax where the subject is also the agent of action. Because passive voice puts what is normally the object in the subject position (in front), the reader has to reconstruct the syntax. Likewise, the expletive structure increases cognitive load by burying the topic late in the syntax rather than in front. Small cognitive loads can add up and make reading unnecessarily difficult.

- Expletive structures
  - *It is …*
  - *There is/are …*

Recommendation

Limit the use of passive voice and expletive structures for situations where there is no good alternative.

Example

*The effectiveness of the treatment is shown by the studies.

*It is shown that the treatment is effective.

✓The studies show that the treatment is effective.

A well-developed paragraph includes approximately ten predicate verbs

While a lot of variation exists among paragraphs, on average, a well-developed paragraph has ten ideas. The number of predicate verbs approximates the number of ideas better than other measures such as sentence count or word count. Shorter paragraphs, when not used for impact or strategic simplification, can seem underdeveloped and longer paragraphs can have too much information to track and keep unified.

Recommendation

Reserve low development paragraphs for impact and consider introducing a paragraph break in extremely long paragraphs.

Example

While text examples would be too long to provide here, watch for paragraphs deviating from a variance of fewer than 5 predicate verbs or more than 15.

Syntax variety is valued

Text, like speech, has a cadence and variety in syntactical rhythms engages readers. One important way to provide an engaging flow is by interspersing simple and complex sentences. More importantly to research writing, complexity (using dependent clauses) logically integrates ideas, controls the use of other people's ideas, and precisely defines the relationships among ideas. In contrast, compound sentences (coordinating independent clauses) create only loose relationships among ideas and lengthen sentences that are already doing a lot of work and are, thus, used sparingly.

Recommendation

Use both simple and complex sentences, and vary types of dependent clauses throughout your writing. Instead of coordinating clauses, consider specifying their relationships through complexity or introducing more sentence boundaries.

Example

> *The studies show something important. The treatment is effective. The treatment is cost-effective.
>
> *The studies show something important: the treatment is effective, and it is cost-effective.
>
> √The studies show that the treatment is effective because it is cost-effective.

Course Development

Language Strategies for Research Writing was developed in response to an identified need for international graduate students, a need identified through graduate advisor and student surveys and interviews. Piloted in 2020, it is part of a regular rotation of graduate LANG classes and offered once a year. Initially, the course was designed specifically and exclusively for international students, but the Dean of the Graduate School (Claudia Tomany) asked that it be redesigned to more broadly accommodate graduate students because she was concerned that an ESL design would ghettoize the class. Though at first resistant, I am glad for this advice because we have had about 25% native speaker enrollment as a result. Initially, I was worried that the class might overlap with ENGL graduate writing courses offered through the Center for Writers. I reached out to the Director of the Center for Writers, Enrico Sassi, who was very supportive of the course, recognized the need it met, and reviewed my proposal to make sure there weren't redundancies. In fact, the Center for Writers partnered with our class on several occasions as both a professional training exercise where their consultants received grammar instruction and in giving feedback to student projects.

The course was developed by Stephen Disrud, who has also been its sole instructor.

Enrollment Trends

Number of students enrolled

Sections are capped at 15, which is about as high as it can go for the amount of student writing that requires instructor feedback and guidance. Students tend to enroll very late in this class and there is often a lot of last-minute shifting of enrollment with some students dropping and some adding in the first week. This situation is very typical of LANG classes because a variety of logistical issues can make early enrollment difficult or impossible for some international students and, as a support class rather than a class in their program, students might need to wait until the last minute to see if they have the time to take it or need to pick it up in the last minute because they don't have enough credits in their program to take. Course promotion that is coordinated with the Graduate School and International Student and Study Abroad Services is recommended in the late spring and, again, in the month before the semester. As the chart indicates, enrollment has been steady and are healthy for a graduate seminar class.

LANG 709 ENROLLMENT

Year	Enrollment
191	8
201	11
211	10
221	14
231	18
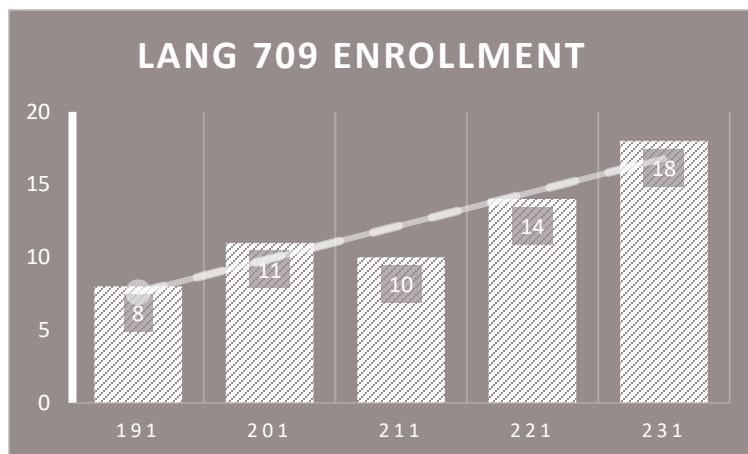
Programs and Degree Status

The multidisciplinary character of the course has been reinforced by the variety of programs LANG 709 has served. No fewer than seven disciplines have been represented in any section of LANG 709 and, overall, nineteen programs have had graduate students (both MA and PhD) in LANG 709. The programs served by LANG 709 are listed on below.

- Agriculture & Biosystems Engineering
- Anthropology
- Biological Sciences
- Cellular & Molecular Biology
- Cereal Science
- Civil Engineering
- Coatings & Polymeric Materials
- Computer Science
- Education
- Electrical & Computer Engineering
- Exercise Science & Nutrition

- Genomics, Phenomics, & Bioinformatics
- Industrial & Manufacturing Engineering
- Natural Resource Management
- Pharmaceutical Sciences
- Physics
- Plant Pathology
- Plant Sciences
- Sociology
- Soil Science
- Statistics
- Unknown

LANGUAGE STRATEGIES FOR RESEARCH WRITING

Department of Modern Languages, North Dakota State University, Fall 202X (3 cr.)

COURSE INFORMATION

LANG 709 (####)
Wednesdays 5:30-8:00 pm, ROOM
Required Resources: MS Teams; Textbook from selection

Instructor
OFFICE | Office hours: 12-2 PM, T/W
EMAIL | PHONE

COURSE DESCRIPTION (LANG 709)

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- ✓ **Research Writing Genres and Conventions**. Students will study examples and write in selected academic genres (graduate disquisitions, abstracts, reports of various kinds, commentary and reviews, articles, literature reviews, etc.) and professional correspondence (emails, letters). Students will research and report on the convention priorities within their own field of study.
- ✓ **Structure and Grammar.** Lessons in advanced grammar topics will be provided and students' specific grammar proficiency will be assessed. An extended syntax analysis will be completed by each student to develop insights into grammatical features of each student's disciplinary discourse.
- ✓ **Persistent, Habitual Writing.** Weekly assignments, peer reviews, and reflective memos will encourage the habit of writing and provide a body of text for contrastive structural analysis. Students will gain insight into and confidence in their writing.

COURSE DESIGN NOTES

Major Writing Project

Students will need at least one major project related to their own research for this course. LANG 709 assumes that students have existing or on-going research that provides the basis for this project, whether that research be experimental or theoretical in nature. If this is not the case, a literature review article or chapter is recommended for the major project.

GRADING A ≥ 91 | B 90-80 | C 79-70 | D 70-60 | F ≤ 59*

Scores are in whole points. Any fractional points are rounded up to the next whole number.

ASSIGNMENT SUMMARY & POINT DISTRIBUTION

Points	Work	Summary
30	**Main Research Writing Project**	Plan, write, and revise an academic publication that is ready for submission. Each student designs their own major project, shares their work in class, and submits two drafts for editorial review. The major project may be a journal article, a book chapter, a disquisition chapter, or any other significant academic publication genre. One midterm draft and one final draft are each worth 10 points; the remaining 10 points are earned through process memos that report planning and work throughout the semester.
20	**Workshops**	Collaborate with peers to review and revise work. Ten guided workshops will focus on different rhetorical and writing-process topics. Student writing from the main research project and occasional short, professional writing assignments provide the content for review. Points are earned through sincere participation and preparation for these weekly workshops.
5	**Disciplinary Consultation**	Consult with a published author in your research field about the world of academic publishing.
15	**Grammar Analysis**	Describe the syntax of selected published works in a research field. Students learn linguistics principles of the written English sentence and apply them to a small corpus of published works, collecting data in spreadsheets. These data are the source of a directed research project that aims at insights into trends in research writing and the choices available writing effectively within these genres.
10	**Collaborative Book Review**	Collaboratively read and review a guide for academic or research writing. In a small group, students will read and test (in workshops) a writing guide and write a book review.
15	**Collaborative Grammar Research**	Using data from student corpora, design a research question to investigate and report your findings in a poster presentation.
5	**Class Portfolio**	Collectively, as a class, provide a portfolio of our work together, including illustrative records of work, reflective narratives, grammar projects, and final drafts of all major writing projects.
100		

COURSE POLICIES

Attendance

Per NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected, though the policy lists several circumstances that will be accommodated (e.g. pregnancy, flexibility for childcare needs, religious observances). Workshops require synchronous class participation that can only be rescheduled with cooperation of peers. **If you have a known and reasonable conflict (like a conference), inform the instructor as soon as you can so arrangements can be made. In an unexpected and extraordinary circumstance that creates a conflict, it is the student's responsibility to inform the instructor and propose a solution.** This course is designed around experiential learning and reflection, so attendance and active engagement are very important. As stated on the first page, **be prepared for HyFlex collaboration, whether you are remote or face-to-face.** *Our class COVID policy will be to follow NDSU guidelines as the situation evolves.*

Accommodations

This course is designed to be as accessible as possible. At the same time, I (SD) recognize that not all needs can be anticipated. **It is my sincere desire to foster student access to a meaningful, productive, and challenging course experience.** Any students who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Disability Services Office as soon as possible. Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.

Academic honesty and integrity

As developing academic professionals and NDSU scholars**, the highest standards of honesty, integrity, and fair play are assumed** and violations of these standards will be documented and, when warranted, administratively addressed through course and assignment grades. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Assignment Submissions and Due Dates

All graded work should be submitted as a Teams assignment before noon the day it is due. The due dates are class benchmarks for on-going projects, so work being late is potentially very disruptive to the pacing of the course. In effect, late work does not contribute to the work of the shared work of the class, though it still serves as a record of individual labor for the course. Consequently, **late work is accepted with a 30% grade penalty. Unfinished and imperfect work that is promptly turned in is preferred over late work**. The midterm and final drafts submitted to the instructor are excepted from this penalty as that work has no bearing on the collaborative work of the class. Instead of a grade penalty, the student forfeits instructor feedback if the assignment deadline is not met.

Professional Collaboration

Students will work very closely together on a variety of projects, including their own writing. The process of academic writing is not only improved through collaboration, but collaboration is also often required in research writing. Sustained groups of 3-4 students will be formed for the duration of the semester, though some rotation of groups will occur both to provide a variety of perspectives and to maintain working relationships in the class. Generosity, open-mindedness, and a willingness to challenge each other and keep one another accountable are dispositions that will be productive to collaboration. **Periodic peer assessments will inform the individual grades for "Workshops", the "Collaborative Book Review", and the "Collaborative Grammar Research".**

COURSE SCHEDULE

Date	Agenda	Deliverable
1	Course Intro. Syllabus and assignment explanations are provided. Personal introductions and goal setting are described.	Ø
2	Main project initiation and benchmarks set in Memo 1. Grammar lectures available for review. Workgroups formed.	**Memo 1**
3	Workshop 1 focus on journal ethos. Texts for analysis are selected and submitted.	**Corpus Selection**
4	Workshop 2 focus on exigency. Cleaned texts and spreadsheets are distributed. Memo 2 updates status and planning for main project.	**Memo 2**
5	Workshop 3 focus on audience. Corpus text 1 is complete for class review.	**Corpus Text 1**
6	Workshop 4 focus on genre. Corpus text 2 is complete for class review. Book selected for review.	**Corpus Text 2**
7	Workshop 5 focus on authorship ethics. Corpus text 3 is complete for class review.	**Corpus Text 3**
8	Workshop 6 focus on [selected focus from book]. Memo 3 update with guidance for editorial review of midterm draft.	**Memo 3**
9	Book review planning and research project brainstorming.	**Midterm draft**
10	Workshop 7 focus on [selected focus from book].	**Consult**
11	Workshop 8 collaborative work on research proposal for submission.	**Research Proposal**
12	Open for group work. Memo 4 updates status and provides narrative summary of workshop experiences.	**Memo 4**
13	Workshop 9 focus on tending to final draft needs and book review edits.	**Book Review**
14	Workshop 10 focus on refining expression and aligning format + citation style with target publication. Memo 5 update with guidance for final editorial review.	**Memo 5**
15	Final draft of a student's main project should be submitted no later than "dead week" for editorial review. Research groups work on poster presentation final touches.	**Final draft**
16	Poster presentations and portfolio edits. All student work, including course narrative reflection, submitted for class portfolio.	**Poster**