FOUNDATIONS IN ACADEMIC AND PROFESSIONAL WRITING   SPRING 2021

Basics
- Instructor: Margo Miller
- margom@mit.edu
- Tuesday and Thursday 8:00-9:30 a.m. EST
- Zoom: https://mit.zoom.us/j/6424571620
- Office hour: Tuesday and Thursday 10:00-10:30 a.m. EST, also on Zoom

Course Description
This course is designed to improve your grammatical accuracy at the sentence level while teaching you strategies for writing clearly and concisely some of the forms that you will need to write in your MIT career and beyond. We will focus on mastering clear sentences and paragraphs by increasing grammatical accuracy and improving organization. Attention will also be given to audience and making appropriate vocabulary choices.

Through regular writing practice in and out of class, students will learn to express themselves clearly when defining terms, explaining processes, presenting problems and solutions, giving commentary on data, and summarizing. Equally important are the opportunities for students to revise and edit their own work by incorporating corrections and suggestions from the instructor and peers.

Required Materials
- A notebook for some in-class exercises
- *Academic Writing for Graduate Students*, Third Edition. Swales and Feak.
  You can buy a paper copy at the MIT bookstore.
  You can buy a four-month subscription to the ebook here: https://michelt.ublish.com/book/academic-writing-for-graduate-students-3#tab-13

Expectations
- Plan to attend every class. Missing three classes or more will affect your total course grade, as will a pattern of lateness. Please attempt to resolve connectivity issues quickly.
- Assignments are listed on this syllabus, and related materials can be found on Canvas. Please be on time with assignments. Late work may not be graded. Let me know if you have any barriers to completion of work. If you do miss class, you are still responsible for the homework, both for that class and the next one.

- Please follow all instructions carefully. Ask early if something is unclear. To get full credit for an assignment, you must follow the directions, including page length, number of drafts, memorandum of revision, etc..
- Plan to participate actively. Asking questions, answering questions, and engaging with your classmates all count.
- Communicate any issues you may have relating to the remote nature of our class or limitations you may face because of the pandemic.
- If an assignment overlaps with a writing task that you are doing in a different class, you may ask the professor of that class if s/he will grant you permission to use it in this class as well.
- All work submitted must be your own. See https://integrity.mit.edu/handbook/what-plagiarism
- Please stay on task. Avoid using sites other than our Zoom. Do not engage in texting exchanges or social media.

Information from the Writing and Communication Center

The Writing and Communication Center offers free one-on-one professional advice from communication experts with advanced degrees and publishing experience. The WCC can help you further develop your oral communication skills and learn about all types of academic and professional writing. You can learn more about the WCC consultations at http://cmsw.mit.edu/writing-and-communication-center and register with the online scheduler to make appointments through https://mit.mywconline.com. Please note that the WCC hours are offered Monday-Friday, 9:00 a.m.-6:00 p.m., and fill up fast.

Types of Assignments
- Short homework assignments from the textbook or posted on Canvas, including readings and grammar & vocabulary practice
- Contributions to a Vocabulary Bank and the related analysis
- Grammar and vocabulary quizzes
- Five 1-11/2-page major writing assignments, with two to three drafts of each
    1. Extended definition
    2. Process description
    3. Data commentary
    4. Problem-Solution
    5. Summary

These papers will be revised after peer revision sessions and again after feedback from the instructor.

Grading

Attendance and punctuality	5%
Participation	8%

Preparation of homework assignments	5%
7 Vocabulary and Grammar quizzes	7%
Vocabulary Bank project	8%
Extended Definition	15%
Process Description	15%
Data Commentary	15%
Problem-Solution paper	15%
Summary paper	7%
Total possible	**100%**

Schedule of activities
The following schedule is subject to change depending on the needs of the students.

AWGS = Academic Writing for Graduate Students
WB = Writing Bite
VB = Vocabulary Bank
BORs = Breakout Rooms
EOD = End of the day (5:00 p.m.)

Wk	#	Day	Date	In Class	HW Due *on this date*
1	1	T	2/16	- Introductions - Syllabus "Let's get writing" assignment - Writing Bites (WB)	None

				• Writing samples (bio)	
	2	R	2/18	• Introduction to the vocabulary project and COCA • The issue of plagiarism • Grammar review: parts of speech, sentence types, clause types	• WB #1&2 (grammar and vocabulary development, plagiarism)
2	3	T	2/23	• "Let's get writing" discussions • Punctuation basics • Shared error types (from writing samples) • "Writing in your field" assignment introduction, AWGS, p. 15 • Academic styles	• Let's get writing log • Individual contributions to the vocabulary bank (VB)
	4	R	2/25	• Review AWGS HW • Review WB #3 • Grammar: articles (basics) and adjective clauses • Defining terms and extending a definition with examples from AWGS	• AWGS: Read "Style," pp. 14-17 (middle), do Task 10, read pp. 20, 22-25 • WB #3 (overall structure) • AWGS: Read pp. 74-78
3	5	T	3/2	• Share field writing analysis, definitions, and adjective clauses in BORs • Review vocabulary bank (VB) • Quiz: grammar and punctuation • Plan the extended definition paper	• Writing in your field assignment, including AWGS p. 27 (analysis) and pp. 31-33 • Highlight definitions and adjective clauses in your field article • Individual contributions to the VB • Choose your extended definition topic
	6	R	3/4	• Introduction to peer review • Peer review sessions • Review the VB	• Peer review draft of the extended definition
4	7	T	3/9	Holiday - No Class	None

	8	R	3/11	• Grammar: Articles and nouns in generalizations • The Writing Process (1) • Begin the Process Description paper • Video: How Do Hurricanes Form? (extract the process and conduct language analysis)	• Second draft of the extended definition • WB #4 and 5 (Introduction to coherence and cohesion) • Writingprocess.mit.edu -- background and steps 1, 2, and 3
5	9	T	3/16	• The Writing Process (2) • Grammar: Conjunctive adverbs and adverb clauses with a focus on time and sequencing • Create an outline for the Process Description	• AWGS: Read pp. 400-401 and do Task 3 • Individual contributions to the VB • Writingprocess.mit.edu -- steps 4 & 5 • Choose process topic
	10	R	3/18	• VB analysis and practice • Vocabulary quiz • Follow up on AWGS HW • Cohesion practice: AWGS pp. 43-47	• Third draft of the extended definition • AWGS: Read pp. 115-116 about the language of cause and effect (*-ing* clauses) and complete task 8. • WB #6 (cohesion)
6	11	T	3/23	Holiday - No Class	None
	12	R	3/25	• Peer review of Process Description papers • Citing sources • Midterm evaluation	• Peer review draft of the Process Description • Individual contributions to the VB
7	13	T	3/30	• More on coherence and cohesion, i.e., "flow" with a focus on active/passive verb choices, AWGS pp. 125-131 • Introduction to creating analysis reports on the VB items • Punctuation workshop	• Second draft of the Process Description • AWGS: Read pp. 119-123 (Passive voice)
	14	R	4/1	• VB production exercises • Begin Data Commentary	• VB analysis reports • AWGS: Read pp. 139-144 and do Tasks #1 & 2

				• Grammar: review and practice based on identified needs	
8	15	T	4/6	• Vocabulary quiz • AWGS HW follow-up • Data Commentary sharing/analysis exercise	• AWGS: Read pp. 149-154: Do tasks #4-6. Bring one of the texts you used in Task #6 to share
	16	R	4/8	• AWGS pp. 155-157 and Tasks #7 & 8 • Analyze data with classmates • Create Data Commentary detailed outline and submit it by EOD - Your paper **must match** the outline, so make sure it will before submitting it!	• Final draft of the Process Description • Individual contributions to the VB • Choose Data Commentary source material and bring it (may be one of the texts you used for Task #6 above)
9	17	T	4/13	• Grammar quiz: all topics discussed till now • Discuss the language of graphics • Start on Problem-Solution paper: AWGS pp. 100-106	• Second draft of the Data Commentary paper (remember, we are counting the peer analysis and detailed outline as the first draft for this paper) • AWGS: Read pp. 177-183, focusing on the type of graphic you are using in your paper. Do whichever task(s) is appropriate for your paper and come in with any questions you may have.
	18	R	4/15	• Discuss Task #4 • AWGS pp. 133-136 (top) on indirect questions • Share Problem-Solution content in BORs using the structures provided in Tables 2 & 3 in AWGS, p. 103 • VB practice activities	• Individual contributions to the VB • AWGS: Task #4, pp. 109-111 • Choose Problem-Solution topic from your field
10	19	T	4/20	Holiday - No Class	None
	20	R	4/22	• VB production activities • Peer review session	• Peer review draft of the Problem-Solution paper

11	21	T	4/27	• Vocabulary quiz • Academic Integrity Screening Tool • Citation review and various styles	• Final draft of the Data Commentary paper
	22	R	4/29	• Summarizing without plagiarizing: practice with quoting and paraphrasing, including AWGS pp. 202-208 • Grammar: review and practice based on identified needs	• Second draft of the Problem-Solution paper • Individual contributions to the VB
12	23	T	5/4	• Problem-Solution workshop, toward independent revision and editing • VB production activities • AWGS pp. 190-193, Task 1	• Individual contributions to the VB • AWGS: Read pp. 188-190
	24	R	5/6	• Review VB analysis reports • Work in BORs to identify main points • Create outline, choose quoted material, and craft paraphrases	• Create analysis reports for the VB • Choose material to summarize (2-3 pages maximum length)
13	25	T	5/11	• Peer review session • Revision workshop on Summary	• Final draft of the Problem-Solution paper • Peer review draft of the Summary
	26	R	5/13	• Grammar quiz: all topics covered in the course • NYT Spelling Bee	• Final draft of the Summary
14	27	T	5/18	• Vocabulary quiz • Window-Swap	• Self-reflection
	28	R	5/20	• Individual conferences	