

**Advanced Workshop in Writing for Science & Engineering (ESL)**

T/R 9:30-11:00

14N-225

**Office hrs.: T 11-12, R 2:30-3:00****or by appointment.**

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**Key dates:** Add Date/change to/from P/D/F (F 3/4); Drop Date (T 4/19); Last class (5/10; no assignments will be accepted (even for partial credit) after this date.)

**Who is this subject designed for?** If you are a junior, senior, or graduate student in the sciences or engineering at MIT, **and** if your general English skills are advanced but you want to build confidence, fluency, and accuracy in academic/disciplinary writing, 21W.225/226 (a.k.a. 21G.225/226) is the right place for you. This workshop is grounded in current applied linguistics and genre research, and it provides the opportunity to analyze, practice, and receive feedback on many of the types of professional and academic documents that you will write in your engineering or science studies and careers. *You will find the workshop most productive if you are already engaged in a research project; you can then use the literature and data related to your own research in the course assignments.*

**What do we do in class?** The workshop content builds cumulatively; that is, each module, class session, or assignment builds on the one before. Class members use their own disciplinary studies and research as the content for most tasks. You are frequently the authors of the work under review and are occasionally responsible for leading group discussions and making short presentations. Regular attendance, timely completion of assignments, and constructive participation throughout the semester are crucial to the learning process and to the success of this workshop.

**What outcomes can you expect?**

In 21W.225/226, you can expect to improve efficiency and fluency through drafting, revising, and sharing during the writing process. You will have the opportunity to learn how to anticipate readers' needs and meet their expectations, become familiar with appropriate genre conventions in your discipline, sharpen your editing skills to increase flexibility and accuracy in sentence structure and word choice, and develop confidence in yourself as a global professional.

Constructive preparation and participation throughout the semester in the group analyses, discussions, and exercises in and outside of class are crucial to the learning process and to the success of the workshop. As a result, I expect all participants to register for grades or for P/D/F.

If you expect to have difficulty this semester being punctual, preparing for and attending almost every class, and completing assignments on time, you should plan to take 21W.225/226 another semester.

**What are the required texts and materials?**

1. Class Canvas site (CVS): <https://canvas.mit.edu/courses/13351>.
2. Grunwald, E., Spring 2022 21W.225/226 *Course Workbook* (CopyTech, Building 11)

3. A published journal paper, preferably not a review paper or Letter, written in English by top researchers in your field (maybe your advisor?) in a **refereed disciplinary academic journal** or in *Nature*. You will use this paper as your **model paper (MP)** throughout the semester.
  - Your **MP** *must* include the following: an abstract; subheadings; figures and/or tables, diagrams, schema, and equations appropriate to the discipline; and references. Send the link to me and keep the link handy for yourself, so you have ready access to this research paper in every class session. Your **MP** will serve as a baseline reference for discussions about disciplinary and stylistic norms.
4. Caplan, N. *Grammar Choices for Graduate & Professional Writers*, **2<sup>nd</sup> edition**.
5. A folder labeled “21W.225/226” to hold materials (e.g., extra handouts, graded assignments, and communications) that will allow you easy access throughout the semester.

### **What can students do on their own to build writing skills?**

Students in this workshop are encouraged to be independent analysts and learners. In addition to the assigned tools we use for class, you are expected to do the following:

- (1) **Use the spell- and grammar-check** tools in your word processor. You can find errors easily and use the find/search/replace/dictionary functions to make dedicated spell-checking an easy task. (Grammar checkers can be helpful, too, but also often suggest things that are incorrect, so as with the spell-checker, do not blindly accept their suggestions.)
- (2) **Consult with peer tutors** in the Engineering CommLabs ([mitcommlab.mit.edu](http://mitcommlab.mit.edu)) or with professional writers at the Writing and Communication Center (WCC; [cmsw.mit.edu/writing-and-communication-center/](http://cmsw.mit.edu/writing-and-communication-center/)) for help with any writing task. NOTE that the WCC does have consultants who specialize in working with second-language writers.
- (3) Take advantage of the many “recommended” extra materials for each topic covered, provided in each Canvas Module. These materials will not (usually) be assigned as homework but do provide interesting and relevant content to support our class activities.
- (4) Explore some of the resources recommended below (or their equivalents). For example, you can use concordance software to determine most frequent word choices in your field.
- (5) Visit me in my office hours to discuss class topics or particular assignments on which you want help or clarification.

### **What are some other recommended materials?**

Available on the course Canvas site, online, or in the MIT library collection, accessible electronically:

- Alley, M. *The Craft of Scientific Presentations* and *The Craft of Scientific Writing*
- Azar, B. *Chartbook: A Reference Grammar*
- Braun, S. *Links and references for corpora and corpus analysis:*
- Colwords. Vocabulary building site with quizzes: <http://www.colwords.com/>
- Corpus and concordance software: <http://corpus.byu.edu/coca/> and [http://www.lextutor.ca/concordancers/concord\\_e.html](http://www.lextutor.ca/concordancers/concord_e.html)
- Diwan, Aysha. *Communication Skills for the Biosciences: A Graduate Guide*.
- Doumont, Jean-Luc. *Trees, Maps and Theorems*
- Duke University. *Graduate School Academic Writing Resource*: <https://cgi.duke.edu/web/sciwriting/index.php>
- Fogarty, Mignon. *Grammar Girl: Quick & Dirty Tips*:

<http://www.quickanddirtytips.com/grammar-girl>

- Gillett, Andy. *Using English for Academic Purposes*: <http://www.uefap.com/>
- Grammar-Quizzes.com
- Irish, R. *Writing in Engineering: A Brief Guide*
- mathcomm.org. *Collection of resources for communicating about mathematics.*
- MIT, *Academic Integrity*. <http://integrity.mit.edu>
- Morley, John. Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk/>
- Perfect English Grammar: <http://www.perfect-english-grammar.com/>
- Pitici, M. (Ed). *Best Writing on Mathematics* (annual)
- Roland & Pardue. *Writing in Biology: A Brief Guide*
- Swales, J. & C. Feak. *Academic Writing for Graduate Students* (3<sup>rd</sup> edition)
- U. Manchester, *Academic Phrasebook*: <http://www.phrasebank.manchester.ac.uk/>
- U. Toronto, *Advice on Academic Writing*: <http://www.writing.utoronto.ca/advice>
- William, J. *Style: Ten Lessons in Clarity & Grace*

### Grading policies

Twenty percent (20%) of your grade is based on punctuality, attendance, preparation (e.g., familiarity with the assigned materials), informed and constructive contributions to discussions, and **on-time** completion of assignments. Please be familiar with the course schedule, read the assigned passages in the materials *in the numbered order in which they are listed*, consider the tasks for in-class discussion that are provided in the **CW**, and **come to each class prepared to contribute. Those who do not prepare, contribute constructively to discussions, complete (and hand in) assignments on time, and attend class regularly will not receive an A for the course.**

**Note:** You are welcome to register P/D/F for the subject if you think you will have trouble meeting the course expectations.

Your grade will be calculated according to the following criteria, based on a point system:

#### (1) Punctuality, attendance, preparation, and participation (20%)

You are expected to

- Come on time to (almost) every class;
- Take responsibility for any *unavoidable tardiness or absences* by notifying me in advance whenever possible, and by consulting with a classmate to learn what was covered in the class you missed.
- Prepare for class by doing the assigned readings and exercises for informed in-class discussion; (NOTE: You are expected to do given tasks in the pre-class notes even if you are not required to turn them in.)
- Contribute constructively to positive class dynamics; and
- Hand in each assignment on its due date unless you have made other arrangements with me in advance.

#### 2) Short exercises (5) (10%)

You are expected to prepare and hand in short assignments that provide practice in strategy (designing the best approach for your readers and purposes), retrieving, and summarizing key

information, and building fluency and accuracy. These exercises build on each other and are integrated into classroom practices. They do not serve their purpose if they are submitted late. *Always* use the spell-check tool before you share any document with any reader.

3) Open-book quizzes (5) (10%)

These short assessments are completed outside of class time and generally take 15-30 minutes to complete.

4) Memos (2) (10%)

Memos should be typed in 12-point Times New Roman font, on standard 8.5" X 11" paper with single spacing. Memo formatting conventions require the author, audience, purpose and date information in the headings. Please include page numbers on all documents longer than one page. *Always* use the spell-check tool before you share any document with any reader.

5) Short formal papers (3) (30%)

All shorter papers should have 1.5-line spacing. Each short paper will require revisions. If you receive a grade of C (7/10) or lower on any of the three shorter formal papers, you are encouraged to submit a third draft. Rewrites are due the next class. Your new grade will be a combination of the original grade and the grade received for the third submitted draft.

6) Final long paper (20%)

The final paper will provide an opportunity to showcase how your academic writing has developed over the semester. There will be no opportunity to rewrite the final project, worth 20%. However, each of you will have at least one scheduled appointment with me for feedback on your final project in progress.

**Total: 100%**

**What is the relation between points and grades at MIT?**

|              |          |          |         |              |
|--------------|----------|----------|---------|--------------|
| 94 & above=A | 90-93=A- | 86-89=B+ | 83-85=B | 80-82=B-     |
| 76-79=C+     | 73-75=C  | 70-72=C- | 60-69=D | Below 60 = F |

**What are the specifications (specs) for major assignments (#5 & #6 above)?**

All papers and reports (except memos) are expected to conform to the following conventions:

- Type-written in 12-point Times New Roman font or Calibri font; no cover page needed
- Printed on standard 8.5" X 11" paper with 1.5-line spacing;
  - 1.5" top/bottom paper margins; 1" side margins.
  - paginated if longer than one page.
  - text left-justified (not justified on both sides)
- Spell-checked

**Why are these specifications important?**

Times New Roman 12-point font at 1.5 spacing is the norm for hard-copy text because it allows for easy reading and for written comments. (If we have to resort to peer reviews via Zoom this semester, you may prefer to use Calibri as a more screen-friendly font. Either of these two font

types is acceptable in 21W.225/226.) The font size and line spacing are very important to reader-friendliness, as you can see in the two passages below.

**Abstract in 12-point Times New Roman font with 1.5 spacing** (= reader-friendly)

Recent work shows that it is possible to learn a fixed-length representation of the semantic and phonetic structure of a spoken word. The learned vectors are used to improve performance of downstream applications such as speech recognition. In this paper, we propose a graphical model to learn at the same time the semantic and phonetic structures along with the speaker identity. Furthermore, the model is capable of embedding information at designated locations. Another favorable property of our new graphical model is that it is able to generate data conditionally. Thus, the model and learned representations can be applied in data augmentation.

**Abstract in 10-point Times New Roman font with single spacing** (not reader-friendly)

Recent work shows that it is possible to learn a fixed-length representation of the semantic and phonetic structure of a spoken word. The learned vectors are used to improve performance of downstream applications such as speech recognition. In this paper, we propose a graphical model to learn at the same time the semantic and phonetic structures along with the speaker identity. Furthermore, the model is capable of embedding information at designated locations. Another favorable property of our new graphical model is that it is able to generate data conditionally. Thus, the model and learned representations can be applied in data augmentation.

### Details of the three shorter formal paper assignments

Formal Paper #1: Writing for the public (*10 % of final grade*)

Increasingly, scientists and engineers need to educate the public about the relevance of their research and justify the funding they receive. Consider the examples of writing for this purpose that you have read on Canvas and that we have discussed in class. How can you “deconstruct” the complexity of your highly specialized research focus to demonstrate its broader importance in your field and in people’s lives? Write a short article (~500-750 words) that motivates non-specialist readers to care enough about the topic to keep reading from the title through the end. Ensure that the context, content, style and tone are appropriate for the intended audience.

- Via Canvas, distribute a copy to each member of your editing group (see **CVS** assignment) and to me *at least 18 hours* before class.

Formal Paper #2: Introducing your professional self in correspondence (*10% of final grade*)

Writing about research is a central task in academic and professional life. Even when we are not writing extensive reports and papers for publication, we must frequently share research information in different forms, e.g., summaries, graphic representations of data, memos (e-mail or hard copy), presentations, and correspondence. For this assignment, write one of the

following:

1. A letter applying for a post-doctorate fellowship
2. A cover letter suitable for a faculty or research position in a professional environment
3. A cover letter suitable for an internship position
4. A personal statement for graduate program admission or for a fellowship.

*Note:* Letters and memos are single-spaced. Please include the ad/job description/prompt with your best draft.

- Via Canvas (see the assignment), distribute (upload) a copy to each member of your editing group and to me *at least 18 hours* before class.

### Formal Paper #3: Introducing material (10% of final grade)

As we have discussed in class, abstracts and introductions are common features of professional documents in science and engineering. However, the building blocks for these sections vary depending on the discipline and the genre (the document's key purpose and form). For this assignment, write an abstract (maximum one page) and an introduction (two-three pages) suitable for a technical report, proposal, research paper or short thesis to be read by an expert in your discipline. Remember: the length of these genres varies depending on the context. Be sure to include a document title, internal citations and a reference section in Paper #3.

- Via Canvas, distribute a copy to each member of your editing group and to me *at least 18 hours* before class.

### Final Paper (20% of final grade)

This final assignment provides the chance to combine what you have learned, practiced, and produced this semester in a final formal document that (1) is designed for an expert in your field, or in a closely related discipline and (2) can be used in a context outside of 21W.225/226. Your final project can be one of the following:

- Master's or Ph.D. thesis proposal (or part of a proposal)
- Review or research paper you are writing for another course this semester
- Literature review on an anticipated research topic
- Review or research paper for publication
- New UROP report or other substantial lab report on current/recent research
- Part of an undergraduate thesis or a Master's or Ph.D. thesis to be submitted in the future
- Other projects may be approved with sufficient advance notice. See me if you are having trouble anticipating a topic for the final project. Do not wait until the end of the semester!

### Specifications for the final paper

The paper must be 10 to 20 pages long (1.5 spacing, single column), not counting the references and appendices. A part of the paper may consist of writing you have done for class during the semester, but *the final paper must include at least 50% new material*, excluding References and Appendices. The paper must incorporate headings, figures, tables, equations and citations appropriately into the text according to the conventions in your discipline (e.g., those shown in your MP).

**What is our homework schedule?**

Part II of the syllabus provides the detailed schedule of topics and homework assignments for each class session over the entire semester provides details about (1) the materials that you are expected *to study* and (2) the assignments that you need *to submit*. This schedule is posted on the course Canvas site in the Syllabus folder. I urge you to print out a copy and keep it near your computer so you can consult it at a glance.

**How do we use the course workbook (CW)?**

The 21W.225/226 workbook is used in every class. Some practice exercises included in the **CW** will be assigned to prepare outside of class as homework and will be listed in your homework schedule in the homework column (on the right). These exercises will occasionally be submitted to Eric on Canvas on the dates indicated in the course schedule, but most of the tasks, exercises, and activities will be done in class time, **so bring it to every class**.

Again, the course content builds cumulatively: Each module or assignment builds on those before. We start with a focus on writing for less specialized readers and progress through the semester to genres suitable for expert readers within a particular discipline.

With a few exceptions, the *Table of Contents* shows the topics in the order in which we cover them. Note that the *Appendix on Language Trouble-spots* at the end of the workbook contains materials on grammar and vocabulary that we can integrate into our class activities as needed and that you can consult individually, as needed.

Read through the entire *Table of Contents* early in the semester so that you can use the materials out of sequence if needed in your communication activities elsewhere in your MIT communities.

**What does the course Canvas site contain?**

The course Canvas site (**Cvs**) also contains a variety of materials, some of which are assigned and numbered (as listed in your course homework schedule in the right column). You should read or view them in the order in which they appear.

With a few exceptions, the Canvas Modules are organized according to Class # and Topic in the order in which we will cover them during the semester.

For those with time to explore more, the Canvas folders contain a variety of recommended, but not assigned, materials for reference. Be familiar with the topics and order of the site's folders.

**What are the take-aways from this course?**

The workshop involves the completion of many small reading and writing tasks in addition to the longer papers. You will occasionally do short in-class written texts. A commitment to preparing for class and completing all the assignments will ensure that *you will be a more flexible reader and writer by the end of the semester*, able to

1. Describe your general approach to writing tasks and identify ways that you are improving efficiency.
2. Define the roles that writer, audience and purpose play in any communication strategy.
3. Define “writer-responsible” cultures and how the audience expectations within these

- cultures differ from those of “reader-responsible” cultures.
4. Understand the relationship between audience, purpose and document style/genre.
  5. Read more efficiently within your discipline.
  6. Understand and use document features—font, space, color--to meet reader expectations
  7. Describe the difference between the “topic” and the “key message” of a document.
  8. Define and provide examples of “professional” style in English scientific and technical writing.
  9. Identify some major factors that reduce reader-friendliness in a text or presentation.
  10. Incorporate principles of “power proofreading” into your writing activities.
  11. Identify and demonstrate best practices for writing effective memos.
  12. Identify and explain some tips for writing effective job application letters.
  13. Identify and explain some tips for writing effective proposals.
  14. Follow the basic recipe for effective informative abstracts.
  15. Follow the basic recipe for effective descriptive abstracts.
  16. Follow the basic recipe for effective introductions.
  17. Construct an effective data commentary in your discipline.
  18. Follow the main guidelines for incorporating tables and figures into written papers and reports.
  19. Follow the main guidelines for incorporating equations into written papers and reports.
  20. Understand what constitutes, and know how to avoid, plagiarism in Anglo-American countries.
  21. Practice “defensive documentation” in your writing and presentations.
  22. Make and respond to referee’s comments on a journal paper in progress.
  23. Design an effective presentation for a listening audience.
  24. Follow the main guidelines for designing effective visual aids for presentations.
  25. Understand how to handle question & answer sessions in presentations.

| C<br>l<br># | D<br>a<br>y | D<br>a<br>t<br>e | Topic  | Homework & Assignments due on these dates  |
|-------------|-------------|------------------|--|--|
| 1           | T           | Feb<br>1         | Intro to 21W.225/6<br>Intro to writing about research              |  |
| 2           | R           | Feb<br>3         | Introduction to professional reading & writing: Strategy & process | <ol style="list-style-type: none"> <li>1. Read your syllabus and skim the <b>CV</b> site topics. The organization of topics reflects our procession through the semester by class #. Bring general questions to class.</li> <li>2. Study <b>CW Introductory Materials &amp; Ch. 1 Writing Strategy &amp; Process</b>; be prepared to discuss the content in class.</li> <li>3. Do two short readings: “Write nonlinearly,” “Efficient reading” and be prepared to discuss them in class.</li> <li>4. Find and have easy access to your model paper (<b>MP</b>). Upload link on Canvas.</li> </ol> <p><b>Submit on Canvas Exercise #1: Baseline Memo.</b> In one-to-two pages, describe your motivation for taking this workshop. Discuss the academic <i>writing tasks</i> that you have encountered or expect to encounter as a student and as a professional. Describe any instruction in academic English writing that you have had in the past. Provide details about your perceived strengths and weaknesses both in general writing and in academic English writing. End this exercise with a clear statement of your two or three major <u>concrete</u> goals (e.g., increase efficiency or increase verb accuracy) for yourself in 21W.225/6 this semester</p> |

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| <b>Note:</b> Your audience is Eric. |   |           |  |  |
| 3                                   | T | Feb<br>8  | Strategy & style (1):<br>Sentence boundaries & punctuation | <ol style="list-style-type: none"> <li>1. Read B. Grant, “Right your Writing”</li> <li>2. Study <b>Caplan, Unit 1: An approach to academic written grammar &amp; Unit 2: Clause combination</b>; do tasks that have answer keys.</li> <li>3. Study <b>CW Chapter 2: Technical Writing Style (pp. 24-34)</b><br/>Do tasks (check answers in cases where an answer key is provided) to discuss in class.</li> </ol>  |
| 4                                   | R | Feb<br>10 | Strategy & style (2):<br>Flexibility & coherence           | <ol style="list-style-type: none"> <li>1. Study <b>Caplan 8: Beyond the sentence</b>; do tasks that have answer keys posted on Canvas; bring questions to class.</li> <li>2. Study <b>CW Chapter 2: Technical Writing Style (pp. 36-50)</b><br/>Do tasks (check answers in cases where an answer key is provided) to discuss in class.</li> </ol> <p><b>Submit on Canvas Exercise #2.</b> Notice that your Syllabus, Pt. 1 and each course Canvas module contains <i>Recommended Materials</i>. Explore some of these resources. Then choose three <i>recommended</i> (not assigned) readings or audio-visual resources and write a 1-2-page “review” of these three choices that answers the following questions:</p> <ul style="list-style-type: none"> <li>• What criteria did you use in choosing resources to explore?</li> <li>• How well does each resource meet the needs of <u>MIT</u> students?</li> <li>• How user-friendly is each resource?</li> <li>• How could the content, design, and general approach be made more user-friendly?</li> </ul> |

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5 T Feb Writing for the public

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1. Short readings: (1)“Mind the Gap”; (2) E. Mintz,“Take your ideas mainstream”; (3) S. Strogatz, “Pi Day”
2. Short videos: (1) J-L. Doumont on Communicating Science to Nonscientists; (2) “Grad student explains whale cams”
3. **CW Ch. 3, Presenting Technical Information to the Public**  
Prepare pp. 51-60; complete exercises to discuss in class.

CONTINUED next page...

**Submit on Canvas Exercise #3: A summary (two tasks) of an author’s strategy to communicate science to public readers.**

Read the article by Amos Zeeberg. Complete the following two tasks: (1) print out the article and, on the hard copy, identify (highlight or underline) and label all the features of the text that show sensitivity to non-specialist readers; (2) write a one-page summary analysis of how the author’s strategy is successful for public readers. Note: Be sure to provide a full citation of the article. Use the author’s last name as you explain her/his strategy.

Upload both the article, with the features highlighted and your formal written analysis.

6 R Feb **Quiz #1: Coherence**  
17 **Peer workshop (1)**

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1. **Paper #1 General Audience** (See Canvas for detailed assignment description.)
2. Watch short video “*Guide to peer review in class*” found in on **CV**
3. **Upload Paper #1 peer review draft at least 18 hours before class (i.e., 6:00 p.m. Sunday night).** I will put you in peer review

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|                                       |   |   |           |  | <p>groups, and you will be notified and given access to your fellow group members' papers. See <b>CW</b> p. 60 for rubrics.</p> <p><b>Note:</b> Your audience for Paper #1 is students, faculty members, or staff members of the MIT community who know very little about your area of expertise.</p>   |
|                                       |   |   |           |  | <p><b>MONDAY SCHEDULE OF CLASSES</b></p>  |
| <b>W<br/>e<br/>e<br/>k<br/><br/>4</b> | 7 | R | Feb<br>24 | <p>Correspondence: E-mail, memos &amp; letters</p> | <p>1. Short <b>Canvas</b> readings: “Best practices with e-mail,” “How to write a memorable memo,” and “Requesting letters of recommendation.”</p> <p>2. Read <b>CW Ch 4, Correspondence</b>; Study pp. 62-69; consider exercises pp. 70-72 to discuss in class.</p> <p><b>Submit on Canvas:</b> Best Draft of Paper #1.</p>  |
|                                       |   |   |           |  |   |
| <b>W<br/>e<br/>e<br/>k<br/><br/>5</b> | 8 | T | Mar<br>1  | <p>• Verb form review</p>                          | <p>1. Study <b>Caplan 4 Verb Forms</b>. Do tasks that have answer keys; bring questions to class.</p> <p>2. Study <b>CW Ch. 13, Language Trouble spots pp. 205-212</b></p> <p>3. If needed, study extra materials on verbs in <b>CV Class # 8</b> folder</p> <p><b>Submit on Canvas Memo #1:</b> A strategic revision of the memo to K. Murphy from R. Golen (<b>CW 73</b>). (Use the Checklist with rubrics on <b>CW 75</b> to revise as needed.)</p> <p><b>Note:</b> The recipient of your memo is K. Murphy. You will be evaluated on (1) your audience and purpose strategy, (2) how well</p> |
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|             |    |   |          | your revision reflects the conventions governing technical memos and (3) the accuracy of your sentence structure.  |
|             | 9  | R | Mar<br>3 | <p>Job letters &amp; Personal Statements</p> <p>1. Short <b>Canvas</b> readings: (1) Barber, “Uncovering the secrets of the cover letter;” (2) Fleshman, “I want to work here because . . .;” (3) “Broad Institute Guidelines; (4) GECD “MIT Career Handbook”: skim to be aware of contents; and (5) Carnegie Mellon U on personal statements for graduate school.</p> <p>2. Read <b>CW Ch. 5</b> &amp; prepare to discuss pp. 76-89 in class.</p> <p><b>Submit on Canvas Exercise #4:</b> Starting with the first sentence, analyze the use of verbs in the <u>Introduction section</u> of your MP. Choose a passage of ~ 100 words and (1) identify each verb form that the author uses and (2) explain why it is the best choice. Format this exercise as a table, like Ex. #2 in <b>CW 208</b>. Include a copy of the passage from your <u>MP introduction</u> with your analysis with the verbs underlined and numbered.</p> <p><b>Submit on Canvas Paper #1:</b> Final Draft + Best Draft with comments.</p> |
|             |    | F | Mar<br>4 | <b>Last day</b> to add class or change to/from P/D/F   |
| <b>Week</b> | 10 | T | Mar<br>8 | <p><b>Individual consultations</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Bring to meeting a draft of Paper #2:</b> Job letter or personal statement (See syllabus for detailed assignment description).</p>  |
| <b>6</b>    | 11 | R | Mar      | <p><b>Quiz #2: Verbs</b></p> <p>1. Paper #2 Job letter or personal statement (See syllabus for</p>   |

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|-----------------------|--|--|----|--------------------------|--|--|
|                       |  |  | 10 | <b>Peer workshop (2)</b> | <p>detailed assignment description).<br/> 2. <b>Upload Paper #2 at least 18 hours before class</b> (see Canvas) for detailed assignment description.<br/> Refer to <b>CW</b> p. 95 for rubrics.</p> <p><b>Note:</b> Your audience for Paper #2 is a potential supervisor, employer, chair of a departmental graduate admissions committee, or members of a scholarship/fellowship committee.</p> |  |
|                       |  |  | 12 | T Mar 15                 | <p>Writing about research: Composition of documents</p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>1. Read <b>CW Ch. 6, Writing about Research: An Overview</b>, pp 96-105<br/> 2. Read Whiteside's "Writing a paper" and Trietsch's "Don't write a thesis chapter . . . write manuscripts."</p> <p><b>Submit on Canvas Paper #2: Best Draft</b></p>   |
| W<br>e<br>e<br>k<br>7 |  |  | 13 | R Mar 17                 | <p>Writing up research: Using sources</p>  | <p>1. Study <b>CW Ch. 7, Documenting Sources</b>, pp.112-125; do exercises; check answer key and bring questions to class.<br/> 2. Read: (a) Harris, "Documentation quiz" (check quiz answers with key provided on <b>CV</b>), (b) Loui, "Seven ways to plagiarize" (c) Joye &amp; MacDonald "Letter to the Editor"<br/> 3. Study <b>Caplan 7, Collocation &amp; Corpus Searching</b>; do tasks that have answer keys; bring questions to class.</p> |
| W<br>e                |  |  |    | T Mar 22                 | <p>SPRING BREAK</p>  |  |

|                  |    | e<br>k |   | 8      |   | R Mar 24 |  | SPRING BREAK |   |
|------------------|----|--------|---|--------|---|----------|--|--------------|---|
|                  |    | 14     | T | Mar 29 | • TBA                                   |          |  |              | TBA   |
| W<br>e<br>e<br>k |    | 15     | R | Mar 31 | Indefinite/definite article review<br>• |          |  |              | 1. Study <b>Caplan Ch. 5, Noun Phrases</b> ; do tasks that have answer keys; bring questions to class.<br>2. Study <b>CW Ch. 13, Language Trouble Spots</b> , pp. 187-193 on the article system; do task p. 194-5 to discuss in class.<br>3. If needed, study extra materials on article use in <b>CV</b> folder. |
|                  |    | 16     | T | Apr 5  | • Writing about research: Abstracts     |          |  |              | 1. Watch on <b>Canvas</b> : N. Chavan Dafle's video abstract<br>2. <b>CW, Ch. 9, Writing Abstracts &amp; Introductions</b> , pp. 126-130.<br><br><b>Submit on Canvas Paper #2: Final Draft + Best Draft with comments.</b>  |
| W<br>e<br>e<br>k | 10 | 17     | R | Apr 7  | Writing up research: Introductions<br>• |          |  |              | 1. Read: (1) S. Keshaw, "How to read a paper for writing a lit review" and (2) U. Toronto, "Writing a Literature Review"<br>2. <b>CW Ch. 9, Writing Abstracts &amp; Introductions</b> , pp 136-140  |
| W<br>e<br>e<br>k |    | 18     | T | Apr 12 | • Writing about research: Proposals     |          |  |              | 1. Short <b>Canvas</b> readings: "Career advice: Know your audience" & "Tips for a winning research proposal."<br><br>2. Study <b>CW Ch. 9, Proposing Research Projects</b> , pp.150-162; prepare to discuss in class.  |

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| 11               | <p>3. <u>Skim/scan</u> the three model student proposals on <b>Canvas</b> and be prepared to discuss the different formats, lengths and level of detail. Check with your departmental colleagues to learn which of the three models reflects the expectations of your department.</p> <p><b>Submit on Canvas Exercise #5:</b> Starting with the first sentence, analyze the use of articles in <u>the abstract</u> of your MP. Include a copy of the passage from your <u>MP abstract</u> above your analysis. In the abstract, underline each noun and number each sentence. In a corresponding table, explain the authors' article use (<i>the, a, an or zero</i> article) with each noun in the abstract. (See example in <b>CW 193</b>)</p> |   |  |  |
| 19 R Apr 14      | <p>Writing about research: Approach, results, discussion, &amp; conclusions</p> <ul style="list-style-type: none"> <li>•</li> </ul>   | <ol style="list-style-type: none"> <li>1. Do short <b>Canvas</b> reading: Gillen, "The data suggest."</li> <li>2. Study <b>Caplan 6 Hedging, Boosting &amp; Positioning</b>; do tasks that have answer keys; bring questions to class.</li> <li>3. Read <b>CW 10, Writing the Approach, Results &amp; Discussion</b>, pp. 166-169. Bring questions to class.</li> </ol> |  |  |
| W<br>e<br>e<br>k | 20 T Apr 19   | <p><b>Quiz #3: Article use</b></p> <ul style="list-style-type: none"> <li>• <b>Peer workshop (3)</b></li> </ul>   | <ol style="list-style-type: none"> <li>1. <b>Paper #3: Abstract + Introduction</b> to one research document with a title and citations. (See syllabus for detailed assignment description).</li> <li>2. <b>Upload Paper #3 at least 18 hours before class.</b> Refer to <b>CW p. 147</b> for rubrics.</li> </ol> <p><b>Note:</b> Your audience for Paper #3 is NOT Eric. Your readers are disciplinary peers with similar expertise to yours in your discipline, e.g., lab colleague or advisor.</p> |  |
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| 21                         | R         | Apr<br>21 | Relative clause review   | 1. Study <b>Caplan 3 Embedded, Noun &amp; Complement Clauses</b> ; do tasks that have answer keys; bring questions to class.  |
|                            |           |           |  | <b>Submit on Canvas</b> Best Draft of Paper #3.   |
|                            |           |           |  | <b>LAST DAY TO DROP CLASSES</b>   |
| 22                         | T         | Apr<br>26 | <b>Quiz #4:</b> Relative clauses<br>Publishing & professionalism   | 1. Read “Write a persuasive cover letter for your journal submission” (CV)<br>2. Do the following set of short readings and <u>record any related questions</u> that arise about your professional goals and possible barriers to those goals. These questions will frame our class discussion:   |
|                            |           |           |  | <b>CONT’D...</b>  |
| <b>W<br/>e<br/>e<br/>k</b> |           |           |  | (1) Bertamini and Munafo, “Periods of bite size science”; (2) Reis, “Bonding in the lab”; (3) Lin, “Cracking open the scientific process”; (4) Price, “Peer review needs to expand”; (5) Flaherty, “Renewed debate Over Whether Grad Students Should Publish.”  |
|                            | <b>13</b> |           |  |   |
|                            |           |           | 3. In addition, choose <b>one</b> of the <b>11 recommended readings (CV)</b> and be prepared to summarize the key message and supporting claims for your classmates. |   |
|                            |           |           |  | <b>Submit on Canvas Memo #2: Data commentary.</b> (cont’d...)<br>Write a memo (1-2 pages) that (1) presents a set of your research data in an appropriate, reader-friendly form; and (2) discusses the data in a commentary that reflects the norms of your discipline. Try to incorporate some language of “hedging, boosting and positioning” into Memo #3. |

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|                            |   |                    |   | <p>Your audience is NOT Eric. It is a disciplinary peer: someone with similar expertise to yours in your discipline, e.g., lab colleague or advisor.</p> <p>You will be evaluated both on the reader-friendliness of your data commentary and your conformity to memo conventions.</p> <p><b>Note:</b> If you have no research data, see Class #20 Canvas folder for data on perceived threats to the US. You can use this data set for Memo #2.</p> |
| 23                         | R | Apr<br>28          | <b>Quiz #5:</b> Prepositions<br>Posters & presentations | <p><b>1. Submit Paper #3</b> Final Draft + Best Draft.</p> <p>2. Read: (1) Zielinska, “Poster perfect”; (2) Kelly, “Advice for graduate students”; and (3) J. Dunphy, “Guidelines for effective research presentations”</p> <p>(4) F. Mahak, “How to present effectively to an industry audience”</p> <p>(5) L. Anthony, “Improving the Q &amp; A experience”</p> <p>Recommended: M. Alley, <i>The Craft of Scientific Presentations</i></p>         |
| W<br>e<br>e<br>k<br><br>14 |   | 24<br><br>May<br>3 | Individual consultations<br>•                           | <p>Review all of your graded quizzes, exercises, formal paper drafts and memos from the semester. Note down any patterns you notice and conclusions you can draw about your writing.</p> <p>In your individual consultations, be prepared to discuss your questions, problems, and goals for your final paper.</p> <p>Bring as much as possible of your <b>final paper</b> <i>in progress</i>.</p>   |

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| 25                         | May<br>5 | <ul style="list-style-type: none"> <li>• Individual consultations</li> </ul> | <p>Review all of your graded quizzes, exercises, formal paper drafts and memos from the semester. Note down any patterns you notice and conclusions you can draw about your writing.</p> <p>In your individual consultations, be prepared to discuss your questions, problems, and goals for your final paper.</p> <p>Bring as much as possible of your <b>final paper</b> <i>in progress</i>.</p> |  |  |
| W<br>e<br>e<br>k<br><br>15 | 26       | T  | May<br>10  | <p>Course overview</p> <ul style="list-style-type: none"> <li>• Subject evaluations</li> </ul> | <p><b>Submit on Canvas your final paper.</b><br/>No late papers accepted after this date</p> |