EDCI 6800.001: Special Topics  
Academic Authorship  
Summer 2018

Tuesdays June 5 – August 7, 2018  
4:00 – 8:20 p.m.  
Wooten Hall 121

Professor Nancy Nelson  
Office: Matthews 207N  
Hours: T 12:00-3:00 p.m. or by appointment  
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COURSE OBJECTIVES

For doctoral students in the course

1. To develop their knowledge of conventions, strategies, and genres of academic writing;

2. To learn more about the various forums and procedures for publication and about expectations of reviewers and other gatekeepers;

3. To have a workshop experience in which they can apply what they are learning to their own writing through developing, drafting, and polishing a scholarly piece; and

4. To enhance their ability to respond constructively and effectively to other scholars’ writing.

REQUIREMENTS, EXPECTATIONS, AND GRADING SYSTEM

The major assignment for this course is development of a substantive piece of writing that is near ready to submit for publication. Participants in the course engage in writing workshop activities, read and discuss articles and books about publication, and examine publications for discourse conventions. You’ll need to bring your laptop to class.

Participation in course activities (discussion, responses, progress reports, and oral reports) - 20 points

Written contributions to the seminar – 20 points

The complete written piece with cover letter– 40 points

Oral presentation of project and assessment of writing experience– 20 points

Grading: A=90-100 points, B=80-89 points, C=70-79 points, D=60-69 points, F=below 60

REQUIRED BOOKS


**APA GUIDE**

Students should download a copy of the APA Quick Reference Guide from UNC’s School of Social Work and keep it on the desktop: https://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf

**RELEVANT ARTICLES AND CHAPTERS** *(available in Blackboard LEARN)*

Asterisks indicate the three articles that will receive more attention in the course than the others. I’ll have a copy of Nelson and Castello (2012) for everyone, and class members should each print Hyland (2005) and Kaufer and Geisler (1989). For the other articles, we’ll attend only to specific concepts and portions.


[Most of you read this in the “Traditions of Inquiry” class. We’ll look at excerpts at the first class meeting.]


**SCHEDULE**

This course is considered to be a face-to-face course, even though some class meetings will be online. I’ve marked the online classes with +.

**June 5: Overview of Writing in Academe**

In class we’ll consider insights from Porter (1986) and Booth (1963) as well as points made by Rankin (2001) and by Nelson and Castello (2012). We’re going to spend some time working on your curriculum vitae; so bring a copy of it.

**June 12: Voice and Community**

**Prior to Class**

Read--or finish reading (if you’ve already started)--Rankin’s (2001) book, and skim Nelson and Castello’s (2012) article. Print off the relevant reading guides that I’ve provided for this week’s readings, and take notes on them. Get the draft of your paper ready to bring to class. Also locate and print the requirements for “publishing” in your selected forum.

**For Class**

Bring one copy of your draft (or beginnings of the text you’ve chosen to work on this summer semester) and printed requirements for “publishing” in your selected forum. Also bring Rankin’s book and Nelson and Castello’s article and their respective reading guides with your notes. In class we’ll use Rankin’s list for item #2 on page 97. We’ll also use Swales’s CARS to revise introductions.

**+June 19: Rhetorical Moves and Novelty: Online Class**

**On Your Own**

Revise your introduction in accordance with the “moves” identified by Swales. Print off the reading guide for Silva’s chapters, and provide responses as you read the Preface, Ch. 1, Ch. 2, and Ch. 4. Spend some time looking for--and finding--examples of the kind of writing you’re doing. For example, if you’re working on a proposal, you’d find a dissertation or two. If you’re writing an article, get a good example or two from a journal you’ve targeted. Look at these exemplars and take notes on their textual features.

**For Class**

Between June 17 and June 19 (at 4:00 p.m.) participate in the discussion forum by responding to the prompt in each thread. Also engage with other discussants.
June 26: Writer Related to Reader: Metadiscourse

Prior to Class
Metadiscourse is critical to academic writing and to achievement of an authorial voice for contributing to “the conversation.” Print and carefully read Hyland’s (2005) article on “Stance and Engagement,” using the reading guide and taking notes. Also read the first four chapters of Davis, Parker, and Straub’s (2012) book and take notes. Revise your introduction and make a detailed plan for major sections of your paper.

For Class
Bring four copies of your revised introduction and plan (outline). Also bring your printed copy of Hyland’s article and Davis, Parker, and Straub’s book along with your notes and responses to questions on the reading guide.

+July 3: Writer Related to Reader: Metadiscourse (cont.): Online Class
Develop your draft with attention to the mid-sections (the largest part). Read Silvia’s Ch. 5 on “Writing the Method” and Ch. 6 on “Writing the Results.” These chapters may not be relevant right now for those of you who are writing something other than a report of research, but they will be relevant at some point in your program. Submit a progress report through LEARN, indicating what you’ve learned or are learning about who is doing significant work on your issue and what seem to be the major themes of that work.

+July 10: Online Class
Develop and polish the mid sections of your paper. By July 7 post your draft for your respondent-partner and me, and by July 9 respond to your partner’s paper using PQS (Praise, Question, Suggest).

July 17: Organization, Development, and Metadiscourse

Prior to Class
Work on your draft. Continue to focus on the discursive strategies called metadiscourse that provide guidance to the reader. Be sure that you’re making points and that you’re supporting them.

For Class
Bring four copies of your draft including the mid sections. Highlight the metadiscourse that you see in your own writing

+July 24: Novelty Claims: Online Class

Prior to July 24
Work on your conclusion. Silvia’s Ch. 7 on “Writing the Discussion” provides some advice. Even though that chapter is about the discussion section of a research article and you may not be writing in that form, you should consider what Silvia says about recap and solving of the problem. Also read Kaufer and Geisler’s (1989) article, using the reading guide that I’ve provided. Think about the novelty claim/s that you’re making with your paper.

Are you making it clear to the reader that your contribution is important and that you are presenting something that’s “new”?

Does your conclusion return in some way to the issue laid out in the beginning yet provide some new understanding of it?

Provide a progress report in an email to me, indicating what you see as the major writing conventions of the forum that you’ve chosen for your piece and why you have chosen particular articles as exemplars. You should be ready now to work on the conclusion.
**July 31: Conventions for the Discourse Community**

**Prior to Class**
Read Ch. 8 on “Arcana and Miscellany” in Silvia’s book. Do some thinking about your title: Is it effective? Does it accomplish what Silvia says it should? Can you improve it? Read your paper very carefully and check it for APA conventions, using the *APA Quick Reference Guide*. Also make good use of Fogarty’s (2011) *Ultimate Writing Guide*. I’d suggest that you also read the paper aloud to check for flow as well as mechanics and put your initials at the bottom of each page to indicate that you’ve read each word.

**For Class**
Bring four copies of your revised draft so that you can receive response, and be able to make a case for the “novelty” of your contribution. Since we’ll devote much of the time to mechanical and formatting matters, you’ll need Fogarty’s guide and the APA guide.

**Aug. 7: Authoring Identity and Contributions to the Academy**

**Prior to Class**
Complete your revising and polishing. Also write a transmittal letter or fill out a form that would be appropriate for the function you hope the paper will fill. If you want to use slides in your presentation, please send them to me prior to Aug. 6. Read Silvia’s Chs. 9 and 10, using the reading guide that’s provided.

**For Class**
Bring a copy of your paper and the transmittal letter. You’ll share your work by making a brief paper presentation that would fit in some way with the function you’ve identified for the paper. We’ll also review what you’ve learned about your writing and your authoring identity. I’ll provide some guidance for this activity.

After the semester is over, read sections of Davis, Parker, and Straub’s (2012) book as you progress through your dissertation research and writing; use Silvia’s (2015) book as you write journal articles based on your research, including perhaps a journal-formatted dissertation; and use Fogarty’s (2011) book as a handbook for usage and grammar. Reread Rankin’s (2001) book when you need inspiration and encouragement.

**CLASS POLICIES**

*Written Assignments:* For all assignments, please provide hard copies rather than electronic copies unless you are asked to do otherwise. The version you submit should accord with academic discourse conventions and should employ APA style for heading and subheadings, citations, and references. All papers must be typed, grammar-checked, and spell-checked. Each paper should have a good title, and pages should be numbered. If the final version of a paper has careless typos or mechanical problems, it will not be accepted.

*Late assignments:* All papers and projects should be submitted on the date that they are due, and thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis.

*Academic integrity:* Academic integrity is essential to this course, as in other work that you do in your doctoral program. UNT has described academic integrity as follows:
Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. http:// facultysuccess.unt.edu/academic-integrity

In Policy 06.003 students’ academic integrity is described in the following way:

*Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the university.*

You must be sure to avoid plagiarism, which is defined as

*Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:*

  a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation.

  b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

   [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm)

*Students’ disabilities:* UNT complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible and bring your verification form from the Office of Disability Accommodations. If you suspect that you may have a disability (e.g., physical impairment, learning disability, psychiatric disability), please contact the ODA.

*Observation of religious holiday:* If you plan to observe a religious holiday that coincides with a class day, please notify me as soon as possible.

*Civility:* UNT is committed to equity and diversity and to a student-centered environment that is conducive to learning. Students and faculty are expected to behave in a manner that is respectful and courteous to all people regardless of their ethnic/racial origin, their sexual orientation, their religious background, or disability. Actions or words that infringe on the rights of another individual will not be tolerated. In accordance with this emphasis on respectful attention to others, you are expected to not to take messages or text on your cell phone during class unless this medium is being used for some class activity. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

*Student Perception of Teaching:* The SPOT is a requirement for organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class. I’ll let you know if it will be available during the summer.

Please note: This syllabus is a plan for the course and, as is the case with any plan, it is subject to revision.