

ELIP 5160: Writing for Research
Spring Semester 2015-16 Class # 4106

Instructor: Dr. Lara Wallace

Time/Location: Th 3:05-4:55pm in Gordy Hall 209

Required Text:

- *Telling a research story: Writing a literature review* by C. B. Feak & J. M. Swales (The University of Michigan Press, 2009) ISBN: 978-0-472-03336-2 [F&S]

Other Texts to Consider:

- *Writing the Winning Thesis or Dissertation* (2nd ed.) by Glatthorn & Joyner (Corwin Press, 2005) ISBN: 978-0761939610
- *Surviving your Dissertation: A Comprehensive Guide to Content and Process* (3rd ed.) by K. E. Rudestam & R. R. Newton (Sage, 2007) ISBN: 978-1412916790
- *Writing for Academic Success: A Postgraduate Guide* by G. Craswell (Sage, 2005) ISBN: 978-1412903011
- *Writing Research Papers in the Social Sciences* by J. D. Lester & J. D. Lester, Jr. (Pearson/Longman, 2006) ISBN: 978-0321267634
- *English in Today's Research World: A Writing Guide* by J. M. Swales & C. B. Feak (The University of Michigan Press, 2000) ISBN: 0-472-08713-4 [ETRW]
- *Abstracts and the Writing of Abstracts* by J. M. Swales & C. B. Feak (The University of Michigan Press, 2009) ISBN: 978-0-472-03335-5
- *You might also want to consider going to OU's Electronic Thesis and Dissertation site:*
<http://www.ohio.edu/graduate/etd/index.cfm>

Course Description and Objectives:

This course guides students through the process of writing up primary research following the guidelines/practices of their field. The intended audience is students writing up their research or research plan, such as writing a proposal, final research project, thesis, dissertation, or article for publication. Organizing and writing up the literature review, methods, results, and discussion sections will be covered. Additionally discussed are avoiding plagiarism, following a citation style guide, and using an academic writing style. Individualized attention is given.

After completing ELIP 5160, all students will be able to:

- effectively use sources, including accurate citation practices and using sources to build an argument.
- create a research project, such as a research prospectus, thesis/dissertation, or article, with the focus on both the rhetorical framework and grammatical patterns germane to these tasks and the purpose of the research project.
- develop their self-editing and proofreading skills.

Attendance and Course Work:

Attendance is crucial in this course. In order to improve your writing and pass this course, it is important that you attend every class and do all the homework and writing assignments. If you cannot attend a class, you are still responsible for the work, discussions, materials, content, and

assignments. If you are absent four class hours, your course grade will be lowered 3%, e.g. from 95% to 92%. If you have five missed class hours, your course grade will be lowered 6%. In other words, you may miss only up to three class hours without a direct penalty. These absences are for sickness or obligations for which you must miss class (for example, presenting at a conference). If you have a health problem, an emergency, or special circumstances that cause you to exceed these absences, please discuss your situation with the instructor.

It is expected that you will spend approximately 6 hours/week on homework for this class (based on the standard 2 hours of homework for every hour of graduate credit). If you find that you are spending more time than that, please let me know.

Academic Honesty:

The Ohio University Student Code of Conduct prohibits all forms of academic dishonesty, which include cheating and plagiarism (see <<http://www.ohio.edu/communitystandards/#academic>>). Also, for this class, papers that students turn in must reflect only the work of that student, and not of any proofreaders. Academic honesty will be introduced and practiced in this class. If, after the class has covered this topic, a student engages in course-related academic dishonesty in this class, the student's grade for the paper will be lowered, the student's advisor may be notified, and the Office of Community Standards and Student Responsibility may be notified.

Special Needs: Any student who suspects s/he may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss the student's specific needs and provide written documentation from the Office of Student Accessibility Services. If the student is not yet registered as a student with a disability, s/he should contact the Office of Student Accessibility Services.

Grading:

You will receive a "CR" for this course if your final grade in the course is a "B-" (80%) or better. Your grade will be based on the following:

Postings	20%
Annotated Bibliography	15%
Writing Conferences (2)	10%
Outline and Reference List	10%
Final Paper	45%

93%-100% = A	78-79% = C+	60-62% = D-
90-92% = A-	73-77% = C	59% or below = F
88-89% = B+	70-72% = C-	
83-87% = B	68-69% = D+	
80-82% = B-	63-67% = D	

Because writing assignments in this class build on one another, it is important that you turn in all assignments on time. Talk to me if you need an extension for a paper. Otherwise, a late draft of a paper will not be accepted or the grade will be lowered. See our course Blackboard (BB) site for grading sheets for the assignments.

Assignments:Online Postings

Postings are indicated on the schedule for the class. Posting topics include:

- Responding to posted critique questions
- Writing a brief summary of part of an article from your field
- Writing up your research plan/timeline
- Writing up a 1-page analysis of a thesis/dissertation/article using class discussions and readings
- Writing a 1-page proposal for a potential grant
- Writing up a brief critique of an abstract from an article in your field
- Writing up part of your paper to share with the class

The postings will be in the Discussion Board of the course BB site. Also, respond to at least one classmate's posting. Submissions are due by one hour before class time. Late assignments will not be accepted. Both your posting and your response to a classmate's posting are required to get full credit.

Annotated Bibliography

Purpose: To help you develop a list of sources with notes (annotation) to assist you in your research of your topic for your final paper.

Task:

1. To complete the assignment, focus all your sources on your final paper topic.
2. Create an annotated bibliography with at least 15 sources (e.g., articles, book chapters/sections, credible internet sites). When choosing sources, consider the author's purpose, overall findings, timeliness of publication, the article's inherent value, how the article could be used in your final paper, etc. Keep a copy of the sources for yourself as well.
3. Start each entry with the source formatted according to an accepted citation style (e.g., APA, IEEE, MLA, etc.).
4. Annotation should consist of a brief summary and a brief evaluative comment (e.g., why the article may be useful for your paper). Make sure you do not plagiarize in this assignment. Write all entries in completely your own words.
5. Submit copies of all articles (including full citation information) in BB.
6. Bring a hard copy to class and post an electronic version on the course BB site by 3:00pm on the due date.

See Blackboard for a grading rubric for the assignment.

Writing Conferences

Purpose: To provide a valuable opportunity for you to receive individual attention and discuss drafts of your writing projects for the course and any questions or problems you wish to discuss.

Task:

1. Two group writing conference times will be arranged in class for out-of-class time. They will be held as a small group discussion organized around your questions, comments, and concerns common to the group.

2. Attendance at conferences is mandatory, and students are expected to be fully prepared and to participate actively.
3. Writing conferences will be scheduled for Weeks 5 and 11.
4. Before the conference, please submit your writing by 3 days prior to the conference (to your Group Space in BB or via email) and post questions to direct feedback.
5. Then each member gives feedback by 1 hour before the writing conference.

You receive credit for this assignment by attending the writing conference, posting your portion by 3 days prior, and answering a member's questions by 1 hour prior.

Paper Outline and Reference List

Purpose: To help you organize your thoughts as you begin to write your Final Paper.

Task:

1. Write the title of your paper on your outline.
2. Write your outline so that it clearly shows the relationship between ideas (e.g., indent sub-ideas).
3. Include sufficient detail in your outline to show what your points will be.
4. Include phrases/short sentences only. Do not include paragraphs in your outline.
5. Include all your sources in the outline next to the relevant points and also create a reference list according to your chosen citation style guide.
6. Write the name of the citation style in your paper header.
7. Bring a hard copy to class and post an electronic version on the course BB site.

See the Blackboard Course for a sample outline. This assignment will be graded on organization of the outline (55%), the inclusion of sources in the outline (20%), and a correctly-formatted reference list (25%).

Final Paper

You can choose what you like for your final paper, but it must have a minimum of 10 sources and be a minimum of 15 pages, double spaced. It should follow your chosen citation style (APA, MLA, IEEE, etc.). I will try to read longer papers if you have more than the minimum to submit, but please let me know ahead of time and it will depend on other students' needs. Some papers you could choose include:

1. Part or all of your literature review (for your thesis, dissertation, or proposal)
2. The Introductory chapter of your thesis, dissertation, or proposal
3. A different portion of your thesis or dissertation (e.g., Discussion)
4. Part or all of a primary research report for publication

You will be graded on your Final Paper based on the content/organization (30%), writing/style/use of sources (40%), mechanics/proofreading/grammar (30%). Note that having serious grammatical errors in papers you submit will lower your grade. If you are concerned about your grammar or proofreading skills, please see the instructor. Also, you can seek help from the ELIP Graduate Writing and Critical Reading Labs.

ELIP Graduate Writing and Critical Reading Labs

The ELIP Graduate Writing and Critical Reading Lab wants to help you be the best writer and reader you can be by helping you with your course readings, assignments, papers, thesis,

dissertation, etc. During one-on-one live tutoring sessions, you can get help on any type of writing or reading assignment. Starting in Week 2 of the semester, the lab is open Monday through Thursday, 6-9 pm, and is located in Gordy 009. To sign up, please visit <https://ohio.mywconline.net/> and create a free account. Instructions are available on the right side of the screen if you need them. We accept walk-ins, but you may need to wait until a tutor is available. Also, if you cannot make it to your session, please cancel using the same reservation system so that others may take your place. Simply select your appointment and click the “Cancel” button at the bottom of the window.

The ELIP Graduate Writing and Critical Reading Lab also provides **face-to-face online writing tutoring** for students who are unable to attend live sessions. For the online tutoring, simply select “Yes – Meet Online” while making your appointment. The hours are the same (Monday-Thursday, 6-9 pm), but the online tutoring will allow you to work with a tutor at home via the Internet. To participate in online tutoring, you will need access to a computer and Internet, and having a camera and microphone (though not required) will allow you to see and talk to your tutor like you would during a live session. Instructions are available on the sign-up page (look at the top-center of the schedule) and please contact J. Elliott Casal, Lab Coordinator, at casal@ohio.edu if you have any questions.