EDG 6017: Writing for Academic Purposes (Fall, 2023)

Instructor: Zhihui Fang, Ph.D.   Classroom: Norman 1033
Class Hours: Tuesday (periods 4-6, 10:40-1:40)   Office: 2815 Norman Hall
Office Hours: by appointment   Contact: zfang@coe.ufl.edu
Canvas Website (for assignment uploads):
Zoom Link (as needed): https://ufl.zoom.us/s/2107698575

Course Description

This course is designed to enhance the capacity of graduate students from all disciplines to write for academic purposes. It discusses key genres of academic writing, common rhetorical moves associated with each genre, essential skills needed to write these genres, and linguistic resources and strategies that are functional and effective for performing these moves and skills. A key focus of the course is on exploring how language can be used, across genres and disciplines, as a creative/powerful resource for presenting information, organizing text, engineering discursive flow, improving clarity, sharpening focus, infusing points of view, developing argument, incorporating other people's ideas/voices, and engaging readers. The course also provides tips for, as well as an insider's perspective on, building a successful career in academic writing and scholarly publishing.

Course Objectives

Students will develop knowledge about and expertise in the following areas:

- Nature and importance of academic writing
- Linguistic features of academic writing
- Different types of academic writing and rhetorical moves associated with each type
- Process of writing an academic paper
- Process of publishing an academic paper
- Grammar as an interlocking system and a creative/powerful resource for making meaning
- How to summarize, quote, source, and evaluate others' work
- How to define a concept, elaborate on a statement, make comparison/contrast, describe a thing or process, express surprise, explain a phenomenon, agree/disagree with a point of view, integrate visuals, and acknowledge and respond to an alternative view
- How to write with precision and clarity
- How to construct paragraphs that contribute to discursive flow
- How to use punctuations effectively to enhance clarity
- How to incorporate different voices in academic writing
- Skills and strategies for effectively entering into conversation with other authors and intended audience
- Tips for maximizing success in academic writing and scholarly publishing
- Capacity for metalinguistic awareness, self analysis, critical reflection, and continuous development

Course Textbooks

Fang, Z. (2021). *Demystifying academic writing: Genres, moves, skills, and strategies*. New York: Routledge.

Caplan, N. A. (2019). *Grammar choices for graduate and professional writers* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Course Assignments

Class Participation (**CP**) (15%): Each week, you are required to attend class, read all assigned materials, and complete all tasks associated with the readings. Come to class prepared to discuss the readings by sharing your thoughts, comments, questions, and wonderings.

Short Essays (**SE**) (20%): Choose two of the following six tasks to complete, each in roughly 300 words: (1) provide an extended definition of a key concept in your discipline, (2) explain the causes and effects of a phenomenon in your field, (3) compare/contrast two similar concepts in your discipline using the point-by-point structure, (4) summarize an article/book/book chapter in an angle that connects with and bolsters a point you are trying to argue, (5) argue for or against a point of view in a logical way, and (6) describe an object or a process in a way that is clear and detailed. Be sure to use the linguistic resources that are functional and effective for accomplishing these tasks. **(due 9/26)**

Academic Language Inventory (**ALI**) (20%): This assignment is to be completed in pairs. Each pair will compile a list of language items that are found in a variety of academic writing in their disciplines (e.g., journal articles, textbooks, grant proposals, technical reports). You will collect at least 4 different examples of academic language used for each of the following 15 functions:
- establishing a research territory
- identifying research/knowledge gap
- stating research purpose
- showing use of cautious language (hedging and boosting)
- defining concepts, terms, or objects
- classifying and categorizing
- providing examples
- establishing cause and effect
- describing a thing or a process
- expressing surprise or counter-expectation
- comparing and contrasting
- referencing visuals (e.g., charts, diagrams, tables, figures) in the text
- incorporating sources
- signaling transition between paragraphs or links between sentences
- stating limitations and/or making recommendations

For each academic language item collected, be sure to write down the complete sentence(s) or paragraph(s) that contain(s) the language item and highlight (in bold) the target word(s), phrase(s), clause(s), or sentence(s) that exemplify the target function. **(due 10/24)**

Self-Analysis Paper (**SAP**) (20%): Examine several pieces of your past and/or recent academic writing and write a paper (5 pages, double space) discussing

- what you see as the strengths and weaknesses in your academic writing based on what we have discussed in this course;
- how you can improve your writing using the information you've learned from this course; and
- your thoughts about your experience in the course and about your own development as a writer over the course of the semester.

Be sure to provide examples/elaborations to support whatever claims you are making about your own writing or your course experience. **(due 11/14)**

Final Paper (**FP**) (25%): Select a genre of academic writing (e.g., literary response, book review, literature review/synthesis, argumentative essay, grant proposal, empirical research article) on a topic of personal interest and write a paper (8-10 pages, double space) that demonstrates your understanding of and facility with academic writing in that genre. Alternatively, you can write a critical review of a scholarly article in your field by addressing the seven key elements of academic writing discussed in Chapter 11 of Fang (2021)—audience, purpose, organization, style, clarity, flow, and appearance. It is hoped that through this assignment you will develop a deeper understanding of what it takes to write academically and an enhanced appreciation for language as a creative/powerful resource for making meaning. You are encouraged to make this paper relevant and meaningful to you and your graduate study. However, please do NOT send me a paper you co-authored (with either your advisor or peers) in the past. Nor do I expect a final product that is significantly longer than the page limit. Although this assignment is not due until the end of the semester, the process for completing it should commence much earlier. **(due 12/12)**

Course Policy

Attendance and Make-Up Exams and Assignments: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. You are required to attend class each week. Two points will be deducted for each unexcused absence. Excused absence requires prior approval from the instructor. In case of an emergency, written documentation must be furnished at the time you return to class. Assignments submitted past the due dates will not be evaluated.

Preparation of Assignments: All written submissions must be saved and uploaded as a Microsoft **Word** document. Substance is the primary criterion for evaluating all written work in this course. That is, what you say (its clarity, depth, insights, etc.) is the most important factor. However, how you say it (e.g., writing style) is also an important consideration in evaluating your projects. In other words, qualities such as grammar, punctuation, spelling, neatness, and adherence to assignment guidelines will also affect your grade. Ask your instructor for assistance and resources if written composition is a challenging area for you.

Online Delivery: Our class sessions may be audio and/or visually recorded for students in the class to refer back and for enrolled students who are unable to attend live, primarily due to

health-related concerns. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Integrity: All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines (see http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site (http://www.counseling.ufl.edu/) for more information. Also, crisis intervention is always available 24/7 from Alachua County Crisis Center (352-264-6789).

Grade Determination

A = 93-100	A- =90-92	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- = 60-62	E = 59 and below

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at http://www.registrar.ufl.edu/staff/grades.html.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via *GatorEvals*. Guidance on how to give feedback in a professional and respectful manner is available at *https://gatorevals.aa.ufl.edu/students/*. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from *GatorEvals*, in their Canvas course menu under *GatorEvals*, or via *https://gatorevals.aa.ufl.edu/*. Summaries of course evaluation results are available to students at *https://gatorevals.aa.ufl.edu/public-results/*.