

**RWS 5316 CRN 27354****Graduate Writing Workshop**

Mondays 6:00 pm - 8:50 pm, Hudspeth Hall 313

Spring 2023

**Instructor Information**

Dr. Soyeon Lee (she/her/hers)

Office: Hudspeth Hall Room 309

E-mail: [slee15@utep.edu](mailto:slee15@utep.edu) (expect a response within 24-48 hours M-F; emails beyond Friday 5 pm and over the weekend will be answered on Monday)

Office Hours: Mon. 3-5:50 pm & Wed. 12:30-1:20, Hudspeth Hall 309

Schedule an appointment: <https://calendly.com/slee15>

Zoom link: <https://utep-edu.zoom.us/j/8309009811?pwd=bUMvT09jYUpuUjFrdFFDVHhWUUV4Zz09>

**Course Description**

The purpose of this course is to help students transition to scholarly writing and effectively achieve their writing goals. The instructor will facilitate students to 1) set up their writing goal (e.g., research articles, conference papers, portfolios, research or grant proposals, theses, dissertation prospectuses, and dissertations), 2) understand discipline-specific audiences and disciplinary writing knowledge, 3) build their writerly ethos, and 4) transform scholarly inquiries into writing. Students may complete the course project required in this class as part of their larger project they are already working on (e.g., a MA thesis, PhD dissertation) or may execute their course project solely for this class.

Students completing RWS 5316 should be able to do:

- prepare for or write a thesis or a dissertation prospectus or a dissertation chapter or a portfolio or any other formal writing projects
- transform a seminar paper into a research article
- write up a research project
- build a scholarly identity by writing
- navigate writing strategies to be an effective communicator
- enhance writing productivity

Each class will be based on discussions of reading materials and peer workshops for promoting students' writing progress. The instructor's materials and lectures will be focused on the contexts of multilingual writers and science majors and will be provided to enhance students' writing knowledge and rhetorical awareness of how genres work at the graduate level across disciplines.

**Course Materials**

Readings include parts of the books and articles, which are available online through UTEP Libraries and Blackboard.

**Main Textbooks**

Each class will be based on discussions of reading materials and peer workshops for boosting students'

writing progress. The instructor's materials and lectures will be focused on the contexts of multilingual writers and science majors and will be provided to promote students' writing at the graduate level across genres. The required readings will include:

- Casanave, C. P., & Vandrick, S. (2003). *Writing for scholarly publication behind the scenes in language education*. L. Erlbaum Associates (e-book accessible through UTEP Library);
- Matsuda, P. K., Snyder, S. E., & O'Meara, K. D. (Eds.) (2017). *Professionalizing second language writing* (available at UTEP Bookstore);
- Mogull, S. A. (2017). *Scientific and medical communication: A guide for effective practice* (e-book accessible through UTEP Library); and
- Multimedia sources, articles, book chapters accessible through UTEP Library and Blackboard

## Assignments

### 1. Reading Response

You will write a 250-500 word summary and response to weekly reading materials. The response is encouraged to synthesize what you selected from the texts you read. You will create 3 reading response posts throughout the semester. In your response, you are encouraged to build on the ideas in your selected article/chapter to present an argument or pose a question, identify a question that emerges from the texts. Late work relevant to reading response assignments will not be accepted. Please consult the instructor if you have concerns or questions.

### 2. Course Facilitation (Discussion questions post required)

To facilitate our course discussion, I will ask you to sign up for one class meeting and present an overview of your response to the reading materials at the beginning of the course meeting. Then, lead a 30- or 40-minute class discussion based on your reading. Share your discussion questions. Make sure to upload your course facilitation discussion questions (2-3 questions) on Blackboard. In your facilitation, you may include short in-class writing sessions in your course facilitation section, draw our attention to specific keywords or themes, and assign us to discuss with 2 or 3 specific discussion questions.

### 3. Writing Proposal (+500 words)

You will create your own writing goal and submit your proposal for this workshop, based on your goal. Write what writing product(s) you will create during the semester in a memo format. Once the instructor approves your proposal, it will be shared with other class members for workshopping.

### 4. Writing Collaborative Journal

To document your workshop process and enrich reflection practices on your writing, you will collectively work on Writing Collaborative Journal. This WCJ is a growing document, and your weekly writing (+250 words) is required. In this journal (Google Docs), you can include content including but not limited to:

- Your daily writing routine;
- Your semester plan;
- Your long-term plan;
- Your plan for each writing product;
- Your weekly workshop reflection;
- Your application/experiment of writing strategies from readings; and
- Your writing strengths, challenges, and strategies

Using the Comment function of Google Docs, you will share your peer insights as well. The point of this

assignment is to exercise meta-level reflections on your writing process, develop project management skills, and build writing group practices.

### 5. Writing Products

You will produce 3 writing products. Your writing products should be more than 3,000-4,000 words (not including reference pages) in total throughout the semester. You will create a project that builds on current research in your field and will add important knowledge to the field. You can create three independent writing products or three parts of your larger writing product for three modules.

### 6. Group Review Work

Your feedback on other workshop members will be submitted. You will post your feedback on Blackboard. Review guidelines will be distributed. Your professional participation and feedback will be essential parts that can contribute to our workshop productivity.

## Grading

### Grade Breakdown

Assignments	Points
Attendance, Participation, & Professionalism	10 pts
1. Reading Response (3 posts * 2 pts)	6 pts
2. Course Facilitation and Discussion Questions	4 pts
3. Writing Proposal	5 pts
4. Writing Collaborative Journal	10 pts
5. Writing Products Writing Product 1: 15 pts Writing Product 2: 20 pts Writing Product 3: 20 pts	55 pts
6. Group Review Work	10 pts
Total	100 pts = 100%

\*All assignments will use APA style. Please include your last name and the title of your assignment in the file name.

### Course Grade

A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 0-60%
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## General Course and University Policies

### **Attendance, Participation, & Professionalism**

I expect you to come ready to ask questions and discuss ideas. Our class sessions rely on your participation and engagement including arriving on time and staying for the full class, coming prepared (complete reading and assignments before class; bring reading materials and your notes for discussion), and participate actively in discussion and class activities.

It is your responsibility to manage your time in the classroom and to participate appropriately to be successful in this course. One absence will not affect your attendance points. Two absences will result in one-point deduction. Three absences will result in two-point deduction. Four absences and beyond will result in zero point in your attendance grades.

If you need to take course remotely due to health issues or miss class, let me know via email or in person ahead of time via email. In case you miss class, I ask you to be still responsible for the work or presentation materials due that day. If absences are related to health or other safety issues, let me know for alternative plans. University policy allows two kinds of absences: university-recognized activities and observances of Religious Holy Day. Please refer to [UTEP's Attendance & Grading](#) policies.

Respect the views of others. Maintain and promote a civil environment for learning. If your behavior seems distracting/harmful toward others, I will ask you to leave. Submit your work on time (as indicated on the course schedule). Late work will result in a point deduction. I reserve the right to not provide a grade to late work. Communicate your progress with me. If you have questions regarding any lesson, let me know. If you are unable to meet due dates, work with me to set up plans.

Make-up work for time missed from the course activities will be allowed if you have a university excused absence or health-related issues. If you miss a deadline due to an emergency or illness, or if you have a university-approved excuse ahead of time, you must notify me as soon as possible to make any necessary arrangements. Note that if you will miss the major assignment deadline, I expect you to contact me immediately of your emergency situation in order to make arrangement.

### **Communication**

I will have office hours for your questions and comments about the course. If you'd like to meet me virtually, please use the link to my calendar at <https://calendly.com/slee15> and sign up for a time slot. Please email me if you'd like to make an appointment for some other times.

### **Academic Integrity Statement & Professionalism**

As a scholar and member of intellectual communities, you will abide by the standards of academic honesty and responsibility. Academic integrity is to take responsibility of their own work and demonstrate intellectual honesty and ethical behavior. To achieve the learning goal by exchanging ideas and making scholarly conversations, all UTEP members have the responsibility to execute ethical behaviors and independent thought that are essential and will be rigorously evaluated.

Any violations of academic integrity and honesty will be reported to and referred to the [Office of Student Conduct and Conflict Resolution](#). All work submitted must be original. Students who plagiarize or self-plagiarize (i.e., students who submit works that were submitted to other courses) or who fabricate (deliberate create false information on a reference page) or who collude (lend work to another person to submit as their own) will receive a zero grade for the assignment and for the professionalism grade, and if academic integrity is further breached in other assignments, students automatically get a F

grade and may not be able to continue the coursework and/or UTEP coursework. Please refer to the UTEP [Academic Integrity](#) webpages and [Handbook of Operating Procedures](#)

### **COVID-19 Precautions**

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing. If you test positive for COVID, please send a note to [covidaction@utep.edu](mailto:covidaction@utep.edu) and let them know, so that case managers in Student Affairs can help and provide support.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

### **Resources for Discrimination, Harassment, and Sexual Violence**

UTEP is committed to providing an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. If I become aware that an incident of sexual misconduct has occurred, as an instructor I am required by law to report it to UTEP Title IX Coordinators. Faculty and staff at UTEP are committed to connecting you to resources on campus. Some of these available sources are the following:

- Counseling and Psychological Services: <https://www.utep.edu/student-affairs/counsel/>
- On Call Crisis services: Please refer to our [Crisis & Emergency](#) page to learn what is considered a mental health crisis.
- Our Miners Talk: Crisis Line will also remain in operation for after-hours services. After hours, please call 915.747.5302.

### **ADA Statement**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact the Center for Accommodations and Support Services (CASS) at <http://sa.utep.edu/cass/> or call the CASS at 915-747-5148 or email them at [cass@utep.edu](mailto:cass@utep.edu)