In this class, you will learn several basic principles for writing clearly, completely, and cohesively: topic stringing, establishing agency by using active verbs, avoiding nominalization, and reducing wordiness and complexity. In addition to working on common non-native writing errors such as articles and punctuation, you will learn to recognize and edit other grammar and writing structures that you frequently misuse and that many advanced writers in general find difficult. These structures include (but are not limited to) all types of conjunctions, adjective clauses, phrasal modifiers, and parallel structures. Examples of these structures will come directly from your writing samples (with your permission, of course), and you will be expected to edit your own documents with my guidance. Therefore, to take this course, you must have a work in progress, which could include a proposal, a course or journal paper, a thesis, or a dissertation chapter. You will also have several extra assignments, including linking assignments, a short and long bio, a resume, a cover letter, and a written version of a Power Point presentation. You will receive one-on-one assistance with your writing throughout the course.

Course Syllabus

Since this course is only a one-credit course, it will not meet on all the days of the semester. Note that classes will not meet during weeks 6, 9, and 11. In weeks 6 and 11, I will set up individual meetings at your request. I expect the course to follow the dates and order of information below.

Week 1: (1/12, 1/14)
Writing: Syllabus and overview of course; discussion of current difficulties in writing; “truisms”; verbs for academic study pp. 5-6 writing; paragraph development
Grammar: Grammar pitfall #1 - article use
Assignment: Turn in a working document (mandatory)

Week 2: (1/19, 1/21)
Grammar: Grammar pitfall #2: Punctuation and mechanics
Writing: Continue paragraph development; reader needs
Assignment: Editing for punctuation and mechanics (in class)

Week 3: (1/26, 1/28)
Grammar: Grammar pitfall #3 (S-V agreement); grammar pitfall #4 (there)
Writing: Creating sentence to sentence “flow” (topic strings) (student samples)
**Week 4: (2/2, 2/4)**

Grammar: Grammar pitfall #5 (active-passive); Grammar pitfall #6 (nominalization)
Writing: Creating sentence to sentence “flow” (student samples)

**Working documents will be returned this week.** Summary of writing and grammar notations on working documents.

**Week 5: (2/9, 2/11)**

Grammar: Grammar pitfall #7 (adverb placement)
Writing: Creating “flow” with connectors/conjunctions

**Week 6: (2/16, 2/18)**

No classes this week. Schedule individual meetings.

**Week 7: (2/23, 2/25)**

Grammar: Grammar pitfall #8 (adjective clauses)
Writing: Writing an abstract. Creating paragraph to paragraph flow.

**Week 8: (3/2, 3/4)**

Grammar: Grammar pitfall #9 (phrasal modifiers)
Writing: Biodata (long and short bios)

**Week 9: (3/9, 3/11)**

No classes.

**Week 10: (3/16, 3/18)**

Grammar: Grammar Pitfall #10 – Parallel structure, consistency, and repetition
Writing: Documentation and plagiarism

**Week 11: (3/23, 3/25)**

No classes this week. Georgia Tech spring break—Student may schedule individual appointments.

**Week 12: (3/30, 4/1)**

Grammar: Grammar Pitfall #10 – Parallel structure, consistency, and repetition
Writing: Resumes and cover letters

**Week 13: (4/6, 4/8)**

Grammar: Grammar Pitfall #10 – Parallel structure, consistency, and repetition
Writing: Resume and cover letters

**Week 14: (4/13, 4/15)**

Writing: PowerPoint presentations (written, not verbal)
Letter/e-mail correspondence
Teaching statements; research statements.
Optional: Preparing for a job interview.
Weeks 15-17

Individual appointments; reviews of final documents.

Attendance

If you miss MORE than 20% of the classes, you will receive a U for this class. Since there are 22 class meetings (two classes per week/ten weeks of class), you cannot miss more than five and a half hours of class meetings, which equals between two and three days of classes. Class attendance is imperative because much of what we do in class is hands-on learning, which means that you cannot necessarily review the class material outside of class. Thus, if you think that you will miss more than this number (e.g., you will attend several conferences or departmental seminars, or you will travel to your home country), then you should drop the class and take it at a later date.

Homework/Assignments

You need to submit to me a “working” document, that is, a document that you are currently working on and that needs to be completed some time this semester, you must turn it in by Friday of the first week of class (unless other arrangements have been approved by me). This document could be a proposal, a report, a paper for a class, a literature review, a chapter of your dissertation, or a journal article. When you send or give me the document, double-spaced, please tell me your deadline for submission of the document. Ideally, I’d like to see at least five to ten pages of double-spaced written work, but no more than 20 pages. This is the most important requirement for this course, so if you do not have such a document, you should take this course in a future semester.

Assignments for this course will include the following:

- Editing/revisions of your own document (required)
- Grammar assignments (optional)
- A few (2-3) short writing assignments (required).
- A research or teaching statement (or both) (optional)
- A resume (required)
- A cover letter for employment (optional)
- A critique of your own PowerPoint presentation (written form only) (required)

Failure to miss more than five and a half class hours and to turn in the above required assignments will result in a U grade.

Later on in the semester, you can submit other work that you produce during the semester for my review. However, please remember that I am not an editor for your dissertation or journal paper—and that I have limited time. Although I would like to help you as much as possible, my job is to facilitate and monitor your writing and revisions.