

Comm 701 Intro to Communication Graduate Studies

Fall 2019: Tuesdays 5:30-8 p.m., CAC 227

Professor Elizabeth Fakazis, CAC 327

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About this course

I decided, with the support of the Division of Communication, to offer this course as a writing workshop after hearing several of you express a desire and need for more guidance in producing academic papers and theses in general, and literature reviews in particular. To meet this need, this course will offer a semester-long research and writing workshop for you to develop your abilities to formulate and refine research questions, identify and review relevant sources, develop arguments, and work through complex ideas in writing. During class, I will share with you what I have learned about the process, we will discuss your experiences and challenges, and we will write. Outside of class, you will conduct research, think, write, and continue discussion with your peers. I will ask you to pick a project to work on, whether that's a paper for a class in which you are currently enrolled, your thesis, or an altogether different project that you wish to explore. The goal is that by the end of the semester, you will have both a strong draft of a literature review and increased confidence in your abilities as a researcher and writer.

Assignments and Grading

While I will provide the broad structure for this course, we will work together to formulate specific goals and assignments for each week. Out-of-class assignments may include research, reading, writing, analysis, critique and on-line discussions; in-class work may include guided discussions, presentations, and – again – writing! Sometimes you may wish to bring a laptop to class, other times you might find that writing by hand stimulates new ideas and connections (we will discuss and practice distinctions between “writing for analysis” and “writing for publication” – or between writing to think through ideas and writing drafts for submission to a professor, thesis committee, or conference and journal editors).

Your grade for this course will be based on the successful completion of FOUR assignments, each of which will be broken down into several manageable steps:

- Laying the Groundwork 25 points
- Clustering, Outlining & Finding the Gaps 25 points
- Literature Review First Draft 25 points
- Literature Review Revised Draft 25 points

Detailed guidelines for weekly and major assignments will be discussed in class (see schedule of major assignments below).

Letter grades will be assigned as follows:

A 94-100%	B 84-86%	C 74-78%	D 64-66%
A- 90-93%	B- 80-83%	C- 70-73%	D- 60-63%
B+ 87-89%	C+ 77-79%	D+ 67-69%	F Below 60%

Texts

- Articles and books that you will select that are relevant to your research project. This will make up the bulk of required reading for this class.
- Excerpts from Graff, G. & Birkenstein, C. (2018). *They Say/I Say: The moves that matter in academic writing*. (New York: W.W. Norton & Company).
- Additional readings that we discover along the way that we will share with the class

Below is a list of texts you may find useful as a researcher and writer. We can collaborate to expand this list as the semester progresses.

- Wayne, B. (2016). *The Craft of Research*. (Chicago: University of Chicago Press).
- Galvan, J. & Galvan, M. (2017). *Writing Literature Reviews*. (New York: Routledge).
- Strunk, W. & White, E.B. (2019). *Elements of Style*. (New York: Pearson).
- Zinsser, W. (2016). *On Writing Well: The classic guide to writing nonfiction*. (New York: Harper Perennial).
- Truss, L. (2006). *Eats, Shoots & Leaves: The Zero tolerance approach to punctuation*, (New York: Averly).
- O'Connor, P. (2019). *Woe is I: The grammarphobe's guide to better English in plain English*. (New York: Riverhead Books).

Working Schedule

Unit One: Conceptualizing Academic Writing and Literature Reviews

Sept. 3, 10, 17

Readings: *They Say/I Say*, Introduction, Chapters 1 & 2

Major Assignments: "Laying the Groundwork." Each week, we will set goals for this multi-step assignment. **The final assignment will be due Sept. 17th.**

Unit Two: Developing Your Ideas

Sept. 24; Oct. 1, 8

Readings: *They Say/I Say*, Chapters 4, 5, 6, 7

Major Assignments: "Clustering, Outlining & Finding the Gaps." Each week, we will set goals for this multi-step assignment. **The final assignment will be due Oct. 8th.**

Unit Three: Summarizing, Analyzing & Interpreting Your Sources

Oct. 15, 22, 29; Nov. 5, 12, 19

Readings: *They Say/I Say*, Chapters 17, 11

Major Assignments: "Literature Review First Draft." Each week, we will set goals for this multi-step assignment. **The final "first draft" of your literature review will be due Nov. 19th.**

Unit Four: Revising Your Work

Nov. 26; Dec. 3, 10

Major Assignments: "Literature Review Revised Draft." Each week, we will set goals for this multi-step assignment. **The final "revised draft" will be due Dec. 10th.**

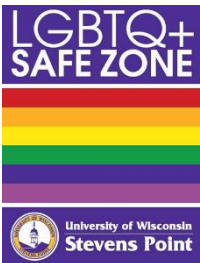
Policies

The Americans with Disabilities Act is a federal law designed to help ensure that students with disabilities have equal access to education in part by requiring educational institutions to offer reasonable accommodations. Please visit the UWSP [Disability and Assistive Technology Center](#) if you need accommodations, and please talk with me during the first week of class, if possible, about what I can do to ensure you have equal access and opportunity in my classroom.

UWSP Disability and Assistive Technology Center
609 Albertson Hall
715.246.3365, datctr@uwsp.edu, www.uwsp.edu/datc

Academic Integrity. You will be producing new, original work for this class. Whenever you incorporate the work of others into your writing, you must cite that work properly using the format required by specific style manuals (we will discuss this in class). This requirement applies to print and digital sources, and published and unpublished material. For more information, consult [Academic Integrity: A Guide for Students](#).

Technology. Please use laptops, tablets, cell phones and other technology in the classroom only to conduct classroom business when needed. Please email me with questions or concerns in between scheduled class meetings. I check my email twice a day, Monday through Friday, and will respond within 24 hours during regular business hours.



Safety and Respect. Please treat others with respect. If you feel uncomfortable, threatened or silenced because of your race, gender, religion, or sexual orientation, please let me know. You can find links to resources on UWSP's Diversity and Inclusion page, including Gender and Sexuality Resource Center, International Students and Scholars, Multicultural Resource Center, among others.