Spring 2024

21W.225 (graduate students) **21W.226 (undergraduates)**

Advanced Workshop in Writing for Science & Engineering (ELS)

M/W 12-1:30 **Office: 14N-236**
Rm. 26-142 ph. 253-2647
Instructor: Eric Grunwald **Office hrs.**: **T 1:30-2:30, R 11-12**
Email: **egrunwal@mit.edu** or by appointment.

(NOTE: I do not use Canvas's email system and usually don't even notice messages there for days or weeks.)

Key dates: Add Date (change to/from P/D/F): **Fri., 3/8**
Drop Date: **W, 4/24**
Last class: **M, 5/12**; *no assignments will be accepted (even for partial credit) after this date.*

Who this subject is designed for

If you are a junior, senior, or graduate student in the sciences or engineering at MIT, *and* if your general English skills are advanced but you want to build confidence, fluency, and accuracy in academic/disciplinary writing, 21W.225/226 is the right place for you. Grounded in current applied linguistics and genre research, this course provides you the opportunity to analyze, practice, and receive feedback on many of the types of professional and academic documents that you will write in your engineering or science studies and careers. *You will find the workshop most productive if you are already engaged in a research project; you can then use the literature and data related to your own research in the course assignments*.

Learning to write in the age of generative AI

Why improve your writing and knowledge of English if such tools as ChatGPT are available? Firstly, large language models (LLMs), the engines upon which generative AI (GenAI) systems run, do not think or know language; they only predict, based on a review of billions of documents, what word "should" likely come next, given your input. As the great writing teacher William Zinsser put it, "Writing and thinking and learning are the same process." You think and clarify your own ideas while writing.

Secondly, while using ChatGPT to fix or polish your writing is especially tempting for non-native speakers, it introduces—as I will show you—as many errors as it fixes! Just as with ideas, you need to be able to judge the output. We have a saying in English: "Give a starving man a fish, and you feed him for a day. Teach him to fish, and you feed him for a lifetime." The things you will learn in this class will not only enable you to judge more accurately what GenAI gives you, but it will also drastically reduce your need for it. Your confidence will increase tremendously, as will your vocabulary and your ability to wield English precisely and accurately. And that confidence will spread far beyond writing—into meetings, presentations, and all of life.

Moreover, claiming credit for text anyone else has written—even a machine—is technically **plagiarism,** a major offense in academic.

GenAI policy for this class

You will undoubtedly be asked to use GenAI in the future, and you may even want to use it in the future for specific aspects of your writing. However, it will not help you learn right now, and while you are learning, it will hamper your progress. **Thus, you should not use any generative AI beyond Grammarly or your word-processor's spell and grammar check for any assignments for this class—either for generating text or revising and editing.** I can immediately tell, from the word choice and syntax, when a student's text is not self-generated; if I see it, we will have a discussion, and it could affect your grade.

Required texts and materials

1. Class Canvas site (**CVS**): https://canvas.mit.edu/courses/24880.
2. Grunwald, E., Spring 2024 *21W.225/226* ***Course Workbook*** (CopyTech, Building 11)
3. Caplan, N. *Grammar Choices for Graduate & Professional Writers*, **2nd edition.**
4. A published journal paper, preferably not a review paper or Letter**,** written in English by top researchers in your field (maybe your advisor?) in a **refereed disciplinary academic journal** or in *Nature*. You will use this paper as your **model paper** (**MP**) throughout the semester.
   - Your **MP** *must* include the following: an abstract; subheadings; figures and/or tables, diagrams, schema, and equations appropriate to the discipline; and references. Send the link to me and keep the link handy for yourself, so you have ready access to this research paper in every class session. Your **MP** will serve as a baseline reference for discussions about disciplinary and stylistic norms.
5. A folder labeled "21W.225/226" to hold materials (e.g., extra handouts, graded assignments, and communications) that will allow you easy access throughout the semester.
6. *Strongly recommended***:** Gastel, Barbara and Robert A. Day, *How to Write and Publish a Scientific Paper,* 9th ed., ©2022.
7. Please bring a computer or tablet to every class.

What we do in class

The workshop content builds cumulatively; that is, each module, class session, or assignment builds on the one before. Class members use their own disciplinary studies and research as the content for most tasks. You are frequently the authors of the work under review and are occasionally responsible for leading group discussions and making short presentations. Regular attendance, timely completion of assignments, and constructive participation throughout the semester are crucial to the learning process and to the success of this workshop.

Attendance and punctuality

As you know, meaningful and lasting improvement in language skills and communication happens only with sustained effort (i.e., over the course of a semester) with interaction, guidance, feedback, and revision. Thus, this class is a workshop, not a lecture class, and full attendance and participation are required. If you expect to have difficulty this semester being punctual, preparing for and attending almost every class, and completing assignments on time, you should plan to take 21W.225/226 another semester. (It is offered every semester.) **Penalties will accrue for excessive absences or lateness. (See "Grading" below.)**

Homework schedule

Part II of the syllabus shows the detailed schedule of topics and homework assignments for each class session over the entire semester provides details about (1) the materials that you are expected *to study* and (2) the assignments that you need *to submit*. This schedule is posted on the

course Canvas site in the Syllabus folder, but I urge you to print out a copy and keep it near your computer so you can consult it at a glance. DO NOT ASSUME that all the assignments in Canvas are up to date or appear on the right; again, **always check Part II of the syllabus to see what is due when.** I try to have Canvas reflect all that is on the syllabus, but it may not always be up to date. (I may occasionally make slight changes for a following class, which I will add to Canvas as a reminder.) **Unless otherwise specified (such as for peer review drafts), submit all homework on paper.**

Outcomes you can expect

In 21W.225/226, you can expect to improve efficiency and fluency through drafting, revising, and sharing during the writing process. You will have the opportunity to learn how to anticipate readers' needs and meet their expectations, become familiar with appropriate genre conventions in your discipline, sharpen your editing skills to increase flexibility and accuracy in sentence structure and word choice, and develop confidence in yourself as a global professional. Constructive preparation and participation throughout the semester in the group analyses, discussions, and exercises in and outside of class are crucial to the learning process and to the success of the workshop. As a result, I expect all participants to register for grades or for P/D/F.

Grading

Twenty percent (20%) of your grade is based on punctuality, attendance, preparation (e.g., familiarity with the assigned materials), informed and constructive contributions to discussions, and **on-time** completion of assignments. Please be familiar with the course schedule, read the assigned passages in the materials *in the numbered order in which they are listed*, consider the tasks for in-class discussion that are provided in the **CW, and come to each class prepared to contribute.**

Those who do not prepare, contribute constructively to discussions, hand in assignments on time, and attend class regularly will not receive an A for the course.

Note: If you think you will have trouble meeting the course expectations, you are welcome to register P/D/F for the subject (if your department allows that).

MIT grading scale

94 & above=A	90-93=A-	86-89=B+	83-85=B	80-82=B-
76-79=C+	73-75=C	70-72=C-	60-69=D	Below 60 = F

Your grade will be calculated according to the following criteria, based on a points system:

(1) Punctuality, attendance, preparation, and participation **(20%)**

You are expected to

- come on time to (almost) every class. More than two absences or three late arrivals will begin to affect your participation grade. More than four absences will begin to affect your entire course grade. **I do not give "excused" absences, even if you ask to or tell me you will be absent; it is your decisions as to if and when you must miss class.** (We can discuss extreme situations.)
- take responsibility for any *unavoidable tardiness or absences* by notifying me in advance whenever possible, and by consulting with a classmate to learn what was covered in the

class you missed. (After class, I post in every module the slides for that class.)

- prepare for class by doing the assigned readings and exercises for informed in-class discussion. **If you do not do the assigned readings and pre-class tasks, class will be disrupted and our progress undermined.** Thus, I will give occasional reading quizzes at the beginning of class; if you have done the reading, they should be quite easy;
- contribute constructively to positive class dynamics; and
- hand in each assignment on paper on its due date unless you are absent or have made other arrangements with me in advance.

2) Short exercises (5) **(10%)**

You will prepare and hand in short assignments that provide practice in strategy (designing the best approach for your readers and purposes), retrieving and summarizing key information, and building fluency and accuracy. These exercises build on each other and are integrated into classroom practices. **They do not serve their purpose if they are submitted late.** *Always* use the spell-check tool before you share any document with any reader.

3) Open-book quizzes (5) **(10%)**

These short assessments will focus on the advanced grammar and style that we'll review.

4) Memoranda (memos) (2) **(10%)**

Memoranda are still used in many research contexts (i.e., labs) and corporations (even if they are then sent by email) to summarize research progress and other policies or vital information.

5) Short formal papers (3) **(30%)**

Each short paper will require revisions. If you receive a grade of C (7/10) or lower on any of the three shorter formal papers, you are encouraged to submit a third draft; rewrites are due the next class. Your new grade will be a combination of the original grade and the grade received for the third submitted draft.

6) Final project **(20%)**

The final project—a long paper—will give you the opportunity to showcase how your academic writing has developed over the semester. You will have no opportunity to rewrite the final project; however, each of you will have at least one scheduled appointment with me for feedback on your final project in progress. **NOTE:** *The final project is due in class on the last day of class. No late papers will be accepted.*

Total: 100%

Specifications (specs) for papers and reports

Except for the memoranda and possibly short formal paper #2, all papers and reports are expected to conform to the following conventions:

- Type-written in 12-point Times New Roman font or Calibri font; no cover page needed;
- Printed on standard 8.5" x 11" **(not A4) paper with 1.5-line spacing;**

- 1.25" top/bottom paper margins; 1" side margins,
- paginated if longer than one page,

- text left-justified (not justified on both sides), and
- **printed on one side only and unstapled; put your name in the header on every page;**

- Spell- and grammar-checked

(NOTE: Unlike your other papers, **memos should always employ 12-point *Times New Roman* font on standard 8.5" X 11" paper with single spacing**. Memo formatting conventions require the author, audience, purpose, and date information in the headings. Please include page numbers on all documents longer than one page. *Always* use the spell-check tool before you share any document with any reader.)

Why are these specifications important? Times New Roman 12-point font at 1.5 spacing is the norm for hard-copy text because it allows for easy reading and for written comments. (If we have to resort to peer reviews via Zoom this semester, you may prefer to use Calibri as a more screen-friendly font. Either of these two font types is acceptable in 21W.225/226.) The font size and line spacing are very important to reader-friendliness, as you can see in the two passages below:

Abstract in 12-point Times New Roman font with 1.5 spacing (= reader-friendly)

Recent work shows that it is possible to learn a fixed-length representation of the semantic and phonetic structure of a spoken word. The learned vectors are used to improve the performance of downstream applications such as speech recognition. In this paper, we propose a graphical model to learn at the same time the semantic and phonetic structures along with the speaker identity. Furthermore, the model is capable of embedding information at designated locations. Another favorable property of our new graphical model is that it can generate data conditionally; thus, the model and learned representations can be applied in data augmentation.

Abstract in 10-point Times New Roman font with single spacing (not reader-friendly)

Recent work shows that it is possible to learn a fixed-length representation of the semantic and phonetic structure of a spoken word. The learned vectors are used to improve performance of downstream applications such as speech recognition. In this paper, we propose a graphical model to learn at the same time the semantic and phonetic structures along with the speaker identity. Furthermore, the model is capable of embedding information at designated locations. Another favorable property of our new graphical model is that it is able to generate data conditionally. Thus, the model and learned representations can be applied in data augmentation.

Details of the short formal papers

Formal Paper #1: Writing for the public *(10 % of final grade)*

Increasingly, scientists and engineers need to educate the public about the relevance of their research and justify the funding they receive. Consider the examples of writing for this purpose that you have read on Canvas and that we have discussed in class. How can you "deconstruct" the complexity of your highly specialized research focus to demonstrate its broader importance in your field and in people's lives? Write a short article (~500-750 words) that motivates non-specialist readers to care enough about the topic to keep reading from the title through the end. Ensure that the context, content, style and tone are appropriate for the intended audience.

- *At least 18 hours before class*, you will upload on Canvas your peer-review draft—as finished and polished as you can make it—for your review group (and for me to credit you).

Formal Paper #2: Introducing your professional self in correspondence *(10% of final grade)*
Writing about research is a central task in academic and professional life. Even when we are not writing extensive reports and papers for publication, we must frequently share research information in different forms, e.g., summaries, graphic representations of data, memos (e-mail or hard copy), presentations, and correspondence. For this assignment, write one of the following:

1. A letter applying for a post-doctorate fellowship
2. A cover letter suitable for a faculty or research position in a professional environment
3. A cover letter suitable for an internship position
4. A personal statement for graduate program admission or for a fellowship.

Note: Cover letters are single-spaced. Also include the ad/job description/prompt with your best draft.

- *At least 18 hours before class*, you will upload on Canvas your peer-review draft—as finished and polished as you can make it—for your review group (and for me to credit you).

Formal Paper #3: Introducing material *(10% of final grade)*
As we have discussed in class, abstracts and introductions are common features of professional documents in science and engineering. However, the building blocks for these sections vary depending on the discipline and the genre (the document's key purpose and form). For this assignment, write an abstract (maximum one page) and an introduction (two-three pages) suitable for a technical report, proposal, research paper or short thesis to be read by an expert in your discipline. Remember: the length of these genres varies depending on the context. Be sure to include a document title, internal citations and a reference section in Paper #3.

- *At least 18 hours before class*, you will upload on Canvas your peer-review draft—as finished and polished as you can make it—for your review group (and for me to credit you).

Final Project *(20% of final grade)*
This final assignment provides the chance to combine what you have learned, practiced, and produced this semester in a final formal document that (1) is designed for an expert in your field, or in a closely related discipline and (2) can be used in a context outside of 21W.225/226. Your final project can be one of the following:

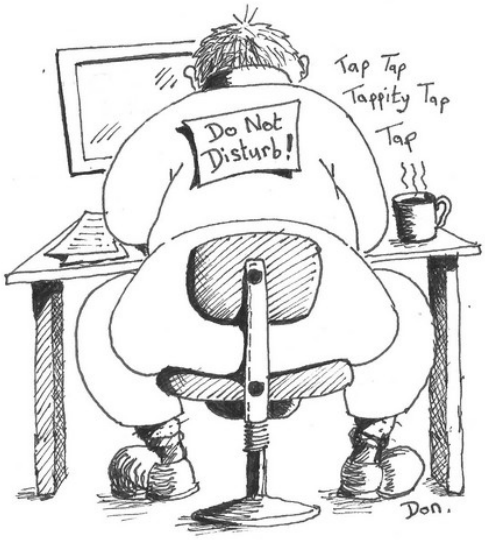
- Master's or Ph.D. thesis proposal (or part of a proposal)

- Review or research paper you are writing for another course this semester
- Literature review on an anticipated research topic
- Review or research paper for publication
- New UROP report or other substantial lab report on current/recent research
- Part of an undergraduate thesis or a master's or Ph.D. thesis to be submitted in the future
- Other projects may be approved with sufficient advance notice. See me if you are having trouble anticipating a topic for the final project. Do not wait until the end of the semester!

The final paper must be 10-20 pages long (1.5-line spacing, single column), not counting the references and appendices. A part of the paper may consist of writing you have done for class during the semester, but ***the paper must include at least 50% new material***, excluding References and Appendices. The paper must incorporate headings, figures, tables, equations and citations appropriately into the text according to the conventions in your discipline (e.g., those shown in your MP). **NOTE:** *The final project is due in class on the last day of class. No late papers will be accepted!*

Using the course workbook (CW)

The 21W.225/226 workbook is used in every class. Some practice exercises included in the **CW** will be assigned to prepare outside of class as homework and will be listed in your homework schedule in the homework column (on the right). These exercises will occasionally be submitted to me on Canvas on the dates indicated in the course schedule, but most of the tasks, exercises, and activities will be done in class time, **so bring it to every class**.



Again, the course content builds cumulatively: Each module or assignment builds on those before. We start with a focus on writing for less specialized readers and progress through the semester to genres suitable for expert readers within a particular discipline.

With a few exceptions, the Table of Contents shows the topics in the order in which we cover them. Note that the "Appendix on Language Trouble-spots" at the end of the workbook contains materials on grammar and vocabulary that we can integrate into our class activities as needed and that you can consult individually, as needed.

Read through the entire Table of Contents early in the semester so that you can use the materials out of sequence if needed in your other communication activities elsewhere at MIT.

The course Canvas site (Cvs)

The course Canvas site contains a variety of materials, some of which are assigned and numbered (as listed in your course homework schedule in the right column). Beyond the first couple, the modules on Canvas are organized according to class number and topic in the order in which we will cover them during the semester. You should also read the documents within a module in

the order I've posted them (per the syllabus).

For those with time to explore more, the Canvas folders also contain a variety of recommended (but not assigned) materials for reference. Be familiar with the topics and order of the site's folders.

Also, on the home page of the Canvas site, **please turn your course notifications on for Announcements, submission comments, and grades to "Notify immediately,**" as I sometimes send time-sensitive messages.

Course expectations and major take-aways

The workshop involves the completion of many short reading and writing tasks in addition to the longer papers, with occasional short in-class writing tasks. A commitment to preparing for class and completing all the assignments will ensure that *you will be a more flexible reader and writer by the end of the semester*, able to

1. describe your general approach to writing tasks and identify ways that you are improving efficiency;
2. define the roles that writer, audience, and purpose play in any communication strategy;
3. define "writer-responsible" cultures and how the audience expectations within these cultures differ from those of "reader-responsible" cultures;
4. understand the relationship between audience, purpose, and document style/genre;
5. read more efficiently within your discipline;
6. understand and use document features—font, space, and color--to meet reader expectations;
7. describe the difference between the "topic" and the "key message" of a document;
8. define and provide examples of "professional" style in English scientific and technical writing;
9. identify some major factors that reduce reader-friendliness in a text or presentation;
10. incorporate principles of "power proofreading" into your writing activities;
11. identify and demonstrate best practices for writing effective memos;
12. identify and explain some tips for writing effective job application letters;
13. identify and explain some tips for writing effective proposals;
14. follow the basic recipe for effective informative abstracts;
15. follow the basic recipe for effective descriptive abstracts;
16. follow the basic recipe for effective introductions;
17. construct an effective data commentary in your discipline;
18. follow the main guidelines for incorporating tables and figures into written papers and reports;
19. follow the main guidelines for incorporating equations into written papers and reports;
20. understand what constitutes, and know how to avoid, plagiarism in Anglo-American

countries;

21. practice "defensive documentation" in your writing and presentations;
22. make and respond to referee's comments on a journal paper in progress;
23. design an effective presentation for a listening audience;
24. follow the main guidelines for designing effective visual aids for presentations; and
25. understand how to handle question & answer sessions in presentations.

What you can do on your own to build writing skills

Students in this workshop are encouraged to be independent analysts and learners. In addition to the assigned tools we use for class, you are expected to do the following:

(1) **Use the spell- and grammar-check** tools in your word processor. You can find errors easily and use the find/search/replace/dictionary functions to make dedicated spell-checking an easy task. (Grammar checkers such as Grammarly can be helpful, too, but they sometimes highlight things that are not wrong or suggest things that are. *Thus, do not blindly accept suggestions from any of these tools.*)

(2) **Visit me in my office hours** to discuss class topics or particular assignments on which you want help or clarification.

(3) **Consult with peer tutors** in the Engineering CommLabs (mitcommlab.mit.edu) or with professional writers at the Writing and Communication Center (WCC; cmsw.mit.edu/writing-and-communication-center/) for help with any writing or oral communications task. NOTE that the WCC does have consultants who specialize in working with second-language writers.

(4) Take advantage of the **many "recommended" extra materials** provided for each topic covered, to be found in each Canvas class module. These materials are not (usually) assigned as homework but do provide interesting and relevant content to support our class activities or the specifics of various fields.

(5) Explore some of the **resources recommended below** (or their equivalents). For example, you can use concordance software to determine most frequent word choices in your field.

- Alley, M. *The Craft of Scientific Presentations* and *The Craft of Scientific Writing*
- Azar, B. *Chartbook: A Reference Grammar*
- Colwords vocabulary building site with quizzes: http://www.colwords.com/
- Corpus and concordance software: https://www.english-corpora.org/coca/ and http://www.lextutor.ca/concordancers/concord_e.html
- Diwan, Aysha. *Communication Skills for the Biosciences: A Graduate Guide*
- Doumont, Jean-Luc. *Trees, Maps, and Theorems*
- Duke University, Graduate School Academic Writing Resource: https://cgi.duke.edu/web/sciwriting/index.php
- EAP Foundation (English for Academic Purposes): Academic collocation list: https://www.eapfoundation.com/vocab/academic/acl/frequency/

- Fogarty, Mignon. *Grammar Girl: Quick & Dirty Tips*: http://www.quickanddirty-tips.com/grammar-girl
- Gillett, Andy, *Using English for Academic Purposes*: http://www.uefap.com/
- Grammar-Quizzes.com
- Green, Jaime (series ed.), *Best American Science and Nature Writing* (annual)
- Irish, R., *Writing in Engineering: A Brief Guide*
- MAA (Mathematical Association of America), *Collection of resources for communicating about mathematics*, https://mathcomm.org/
- MIT, *Academic Integrity*, http://integrity.mit.edu
- Perfect English Grammar: http://www.perfect-english-grammar.com/
- Pitici, M. (Ed). *Best Writing on Mathematics* (annual)
- Roland & Pardue, *Writing in Biology: A Brief Guide*
- Swales, J. & C. Feak*, Academic Writing for Graduate Students (3rd edition)*
- U. Manchester, *Academic Phrasebook*: http://www.phrasebank.manchester.ac.uk/
- U. Toronto, *Advice on Academic Writing*: https://advice.writing.utoronto.ca/
- Vocabulary.com—lists, quizzes https://www.vocabulary.com/
- William, J. *Style*: *Ten Lessons in Clarity & Grace*

Other recommended materials
See the course Canvas site at the end of Modules.

21W.225/6 Class and Homework Schedule: Spring 2024

CW = Course Workbook **Cvs** = Canvas Course Site **Caplan** = *Grammar Choices*

	Cl #	Day	Date	Topic	Homework & Assignments due <u>on by the beginning of class on that date</u>
	1	M	Feb 5	Intro to 21W.225/6 Intro to writing about research	
Week 1	2	W	Feb 7	Introduction to professional reading & writing: Strategy & process	1. Read your syllabus and skim the **Canvas** site topics. The organization of topics reflects our procession through the semester by class #. Bring general questions to class. 2. Study **CW Introductory Materials** & **Ch. 1 Writing Strategy & Process**; be prepared to discuss the content in class. 3. Do two short readings—"Write Nonlinearly" and "Efficient Reading"—and be prepared to discuss them in class. 4. *Recommended*: Gastel/Day, Chs. 1, 3, and 6; Appendix 2 5. Find a **model paper (MP)**. Upload pdf or link in Canvas; bring paper copy to EVERY class. Always have easy access to it. **Submit in class Exercise #1: Baseline Memo**: In 1-2 pages, describe your motivation for taking this workshop. Discuss the academic writing tasks that you have encountered or expect to encounter as a student and as a professional. Then describe any instruction in academic English writing that you have had in the past as well as what you perceive your strengths and weaknesses to be both in writing generally and in writing academic English. End this exercise with a clear statement of your two or three major <u>concrete goals</u> for yourself in 21W.225/6 this semester (e.g., increase efficiency or increase verb accuracy). **Note:** Your audience is your instructor. *See the sample memo on Canvas to use as a template.*

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	3	M	Feb 12	Strategy & style (1): Sentence boundaries & punctuation	1. Read B. Grant, "Right your Writing"; (2) Gopen & Swan, "The Science of Scientific Writing" 2. Study **Caplan, Unit 1: An approach to academic written grammar** & **Unit 2: Clause combination**; do tasks that have answer keys. Study **CW Chapter 2: Technical Writing Style, pp. 55-70.** Do tasks (check answers in cases where an answer key is provided) to discuss in class.
Week 2	4	W	Feb 14	Strategy & style (2): Flexibility & coherence Concisesness	1. Study **Caplan 8: Beyond the sentence**; do tasks that have answer keys posted on Cvs; bring questions to class. 2. Study **CW Chapter 2: Technical Writing Style (pp. 55-end)** Do tasks (check answers in cases where an answer key is provided) to discuss in class. **Submit in class: Exercise #2.** Notice that your Syllabus, Pt. 1 and each course Cvs module contains *Recommended Materials*. Explore some of these resources. Then choose three *recommended* (not assigned) readings or audio-visual resources and write a 1-2-page "review" of these three choices that answers the following questions: • What criteria did you use in choosing resources to explore? • How well does each resource meet the needs of MIT students? • How user-friendly is each resource? • How could the content, design, and general approach be made more user-friendly? NOTE: Be sure to use *formal academic style* for Exercise #2 as outlined in Chapter 2 of the CW. You are expected to incorporate those ideas into your writing from here on out.
		M	Feb 19	PRESIDENT'S DAY	THIS CLASS HELD ON TUESDAY (BELOW)

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Week 3	5	**T** **M o n d a y** **s c h e d u l e**	Feb 20	Writing for the public	1. Short readings: (1) "Mind the Gap"; (2) E. Mintz, "Take your ideas mainstream"; (3) S. Strogatz, "Pi Day" **Class #5 cont'd…** 2. Short videos: (1) J-L. Doumont on Communicating Science to Nonscientists; (2) "Grad student explains whale cams" **3. CW Ch. 3, Presenting Technical Information to the Public.** **4.** Prepare pp. 67-75: Read complete exercises to discuss in class. 5. *Recommended:* Gastel/Day, Chs. 24, 26, 31, 33, & 39 Submit in class**: Exercise #3: A summary (two tasks) of an author's strategy to communicate science to public readers**. Read the article by Amos Zeeberg. Complete the following two tasks: (1) print out the article and, on the hard copy, identify (highlight or underline) and label all the features of the text that show sensitivity to non-specialist readers; (2) write a one-page summary analysis of how the author's strategy is successful for public readers. Note: Be sure to provide a full citation of the article. Use the author's last name as you explain her/his strategy. **Bring both the article** with the features highlighted **and your formal written analysis**.
	6	W	Feb 21	**Quiz #1: Coherence** Peer workshop (1)	1. Watch short video "Guide to peer review in class" (**Cvs)** **2. Upload Paper #1 peer review draft at least 18 hours before class** (see Cvs for detailed assignment)**.** I will put you in peer review groups, and you will be notified and given access to your fellow group members' papers to **review before class (see Cvs for instructions!).** **Note**: Your audience for Paper #1 is MIT students, faculty, and staff who know little about your area of expertise—i.e., a general audience.
We	7	M	Feb 26	Correspondence: E-mail, memos & letters	1. Short **Cvs** readings: "Best practices with e-mail," "How to write a memorable memo," and "Requesting letters of recommendation."

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ek 4					Read **CW Ch 4, Correspondence:** Study pp. 78-85; consider exercises pp. 86-88 to discuss in class. **Submit in class:** "Best" Draft of Paper #1
	8	W	Feb 28	TBA (to be announced)	TBA
Week 5	9	M	Mar 4	Verb form review	1. Study **Caplan 4 Verb Forms**. Do tasks that have answer keys; bring questions to class. 2. Study **CW Ch. 13, Language Trouble Spots (**221-28) 3. Cvs, "Will/would/can/could" confusion; do task, check answers. 4. If needed, study other extra materials on verbs in **Cvs** Class # 8 Module. **Submit in class: Memo #1** A strategic revision of the memo to K. Murphy from R. Golen **(CW** 73**)**. Use the Checklist with rubrics on **CW** 75 to revise as needed. **NOTE:** The recipient of your memo is K. Murphy. You will be evaluated on (1) your audience and purpose strategy, (2) how well your revision reflects the conventions governing technical memos and (3) the accuracy of your sentence structure. **Note: For all your short papers and assignments from now on, use formal academic style.**
	10	W	Mar 6	Job letters & Personal Statements	1. Short **Cvs** readings: (1) Barber, "Uncovering the secrets of the cover letter," (2) Fleshman, "I want to work here because . . .," (3) "Broad Institute Guidelines, (4) GECD "MIT Career Handbook": skim to be aware of contents, and (5) Carnegie Melon U on personal statements for graduate school. 2. *Recommended*: Gastel/Day, Chs. 36 & 38 3. Read **CW Ch. 5** & prepare to discuss pp. 92-105 in class.

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					Submit in class Exercise #4: Starting with the first sentence, analyze the use of verbs in the Introduction of your MP. Choose a passage of ~100 words and (1) identify each verb form that the author uses and (2) explain why it is the best choice. Format this exercise as a table, as in Ex. #2 on **CW p. 224.** Include a copy of the passage from your Introduction with your analysis with the verbs underlined and numbered.
		F	3/8	**Add date**	**Add date & last day to convert to/from P/D/F format**
Week 6	11	M	Mar 11	Individual consultations	Bring to meeting: - **Paper #1 Final Draft + Best Draft with comments** **Draft of Paper #2:** Job letter or personal statement PLUS the job ad/prompt (See Cvs for detailed assignment).
	12	W	Mar 13	**Quiz #2: Verbs** **Peer workshop (2)**	1. Upload Paper #2 **peer review draft at least 18 hours before class** (see Cvs for detailed assignment description). **Include your job/program prompt!** 2. Critique your partners' papers before class. Refer to **CW** p. 111 for rubrics. **Note**: Your audience for Paper #2 is a potential supervisor, employer, chair of a departmental graduate admissions committee, or members of a scholarship/fellowship committee.
Week	13	M	Mar 18	• Writing about research: Composition of documents	1. Read **CW Ch. 6, Writing about Research: An Overview**, pp. 112-21. 2. Whiteside, "Writing a paper" and Trietsch, "Don't Write a Thesis Chapter . . . Write Manuscripts." 3. *Recommended*: Gastel/Day, Chs. 2 & 4 Submit in class: **Best Draft, Paper #2**

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7	**14**	**W**	**Mar 20**	• **Eric away– Class meets anyway** • Plagiarism, Summarizing, and Paraphrasing • AI and Writing	Readings and Tasks TBA (see Cvs. module) Course survey (see Cvs)
Wk		M	Mar 26	SPRING BREAK	
8		W	Mar 28	SPRING BREAK	

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
Week 7	13	M	Mar 18	• Writing about research: Composition of documents	1. Read **CW Ch. 6, Writing about Research: An Overview**, pp. 112-21. 2. Whiteside, "Writing a paper" and Trietsch, "Don't Write a Thesis Chapter . . . Write Manuscripts." 3. *Recommended*: Gastel/Day, Chs. 2 & 4 Submit in class: **Best Draft, Paper #2**
	14	W	Mar 20	**Eric away– Class meets anyway** • Writing up research: Using sources I • Plagiarism, Summarizing, and Paraphrasing II	1. Study **CW Ch. 7, Documenting Sources**, pp.128-41, and do exercises; check answer key and bring questions to class. 2. Read: (a) Harris, "Documentation quiz" (check quiz answers with key provided on **Cvs**), (b) Loui, "Seven ways to plagiarize" (c) Joye & MacDonald "Letter to the Editor" 3. Print "Paraphrasing Practice II" and bring to class. 4. Bring computer to class.
		M	Mar 25	• SPRING BREAK	
		W	Mar 27	• SPRING BREAK	
Week	15	M	Apr 1	• Writing up research: Using sources II	1. Complete the mid-semester survey. (See Canvas.) 2. Study **Caplan 7, Collocation & Corpus Searching**; do tasks that have answer keys; bring questions to class.

21W.225/6 Class and Homework Schedule: Spring 2024, Weeks 8-15

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
8	16	T	Apr 2	**2-3 Mini-class sessions online (Eric away on Wednesday)** I *will send out When2Meet poll and schedule times that fit your schedules.* • Review of indefinite/definite articles	1. Study **Caplan Ch. 5, Noun Phrases**; do tasks that have answer keys; bring questions to class. 2. Study **CW Ch. 13**, **Language Trouble Spots**, pp. 203-10 on the article system**;** do tasks on p. 210 to discuss in class. If needed, study extra materials on article use in **Cvs** folder.
		W	Apr 3	• Eric away – Mini-sessions on Tuesday	
Week 9	17	M	Apr 8	• Writing about research: Abstracts	1. Watch on **Cvs**: N. Chavan Dafle's video abstract 2. *Rec:* Gastel/Day, Ch. 9 **CW**, **Ch. 9, Writing Abstracts & Introductions,** pp. 142-46. **Submit in class Paper #2:** Final draft (+ marked best draft with rubric!)
	18	W	Apr 10	• Writing up research: Introductions	1. (1) S. Keshaw, "How to read a paper for writing a lit review" and (2) U. Toronto, "Writing a Literature Review" 2. *Rec:* Gastel/Day, Chs. 10 & 23 3. **CW Ch. 9, Writing Abstracts & Introductions,** pp. 152-56 **Submit in class Exercise #5:** Analyze the use of articles in the entire abstract of your MP. Include a copy of the whole abstract above your analysis, underlining each noun and numbering each sentence. Below, in a corresponding table, explain the authors' use of articles (*the, a/an*, or *zero* article) with each noun in the abstract. (See example in **CW** 209.)

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
		M	Apr 15	PATRIOTS' DAY	NO CLASS
Week 10	19	W	Apr 17	Peer workshop (3)	**Peer review draft of Paper #3: Abstract + Introduction** to one research document with a title and citations. (See syllabus for detailed assignment description). **Upload at least 18 hours before class and review the papers of others** in your peer review group before class. Refer to **CW** p. 163 for rubrics. **Note**: Your audience for Paper #3 is disciplinary peers with similar expertise to yours, e.g., a lab colleague or advisor.
Week 11	20	M	Apr 22	**Quiz #3: Article use** Writing about research: Proposals	**1.** Short **Cvs** readings: "Career advice: Know your audience" & "Tips for a winning research proposal." **2.** *Rec:* Gastel/Day, Chs. 11 & 39 **3.** Study **CW Ch. 9, Proposing Research Projects,** pp.164-78; prepare to discuss in class. **4.** Skim the three model student proposals on **Cvs** and be prepared to discuss the different formats, lengths, and level of detail. Check with your departmental colleagues to learn which models reflects your department's expectations. **Submit in class:** Best Draft of Paper #3
		T	Apr 23	DROP DATE	Last day to cancel full-term subjects from registration.

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
	21	W	Apr 24	Writing about research: Approach, results, discussion, & conclusions	1. Do short **Cvs** reading: Gillen, "The data suggest." 2. *Rec:* Gastel/Day, Chs. 12, 13, & 37 3. Study **Caplan 6 Hedging, Boosting, & Positioning**; do tasks that have answer keys; bring questions to class. Read **CW 10, Writing the Approach, Results, & Discussion,** pp. 182-85**.** Bring questions to class.
Week 12	22	M	Apr 29	Relative clause review Move to May 1	1. Study **Caplan 3 Embedded, Noun & Complement Clauses;** do tasks that have answer keys; bring questions to class. **Submit in class Memo #2: Data commentary**. Write a memo (1-2 pages) that (1) presents a set of your research data in an appropriate, reader-friendly form; and (2) discusses the data in a commentary that reflects the norms of your discipline. Try to incorporate some language of "hedging, boosting and positioning" into Memo #2. Your audience is a disciplinary peer, i.e., someone with expertise similar to yours in your discipline such as a lab colleague or advisor. You will be evaluated both on the reader-friendliness of your data commentary and your conformity to memo conventions. **Note**: If you have no research data, see Class #20 Cvs Module for data on perceived threats to the U.S., which you can use for Memo #2. Submit in class: **Paper #3 Final Draft (+ marked best draft with rubric!).** Proposal for final project (see Cvs)

proposal final paper

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
Week 12	23	W	May 1	**Quiz #4:** Relative clauses Publishing & professionalism	1. Read "Write a persuasive cover letter for your journal submission" (**Cvs**) 2. Do the following set of short readings and record any related questions that arise about your professional goals and possible barriers to those goals. These questions will frame our class discussion: (1) Bertamini and Munafo, "Periods of bite-size science"; (2) Reis, "Bonding in the lab"; (3) Lin, "Cracking open the scientific process"; (4) Price, "Peer review needs to expand"; (5) Flaherty, "Renewed Debate Over Whether Grad Students Should Publish." 3. *Rec:* Gastel/Day, Chs. 14, 20-23 **Prepare the worksheet on CW pp. 199-200** for the basis of discussion in class. • ~~In addition, choose **one** of the **11** recommended readings **(Cvs)** and be prepared to summarize the key message and supporting claims for your classmates.~~
Week 13	24	M	May 6	Individual consultations	Review all of your graded quizzes, exercises, drafts of formal paper, and memos from the semester. Note any patterns you notice and conclusions you can draw about your writing. Be prepared to discuss in your individual consultations your questions, problems, and goals for your final paper. Bring as much as possible of your **final paper** *in progress.*

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	Cl #	Day	Date	Topic	Homework & Assignments due on these dates
	25	W	May 8	• **Quiz #5:** Prepositions • Posters & presentations	**1.** *Rec:* Gastel/Day, Chs. 5, 19-22, 27, & 40 **2.** Read: (1) Zielinska, "Poster perfect"; (2) Kelly, "Advice for graduate students"; and (3) J. Dunphy, "Guidelines for effective research presentations"; (4) F. Mahak, "How to present effectively to an industry audience"; (5) L. Anthony, "Improving the Q & A experience" *Recommended*: M. Alley, *The Craft of Scientific Presentations*
Wk 14	26	M	May 13	• Course recap • Subject evaluations	**Submit in class your final paper.** No late papers accepted after this date