

ENG 693: Writing in the Profession

Section 1: Tuesdays 6:30-9:10 PM
RB 286

Instructor

Dr. Jennifer Grouling (she/her)
jgrouling@bsu.edu
RB 295B
Office Hours: TBA

Research Group

Course Description

Writing in the Profession is designed to help graduate students learn to write in the profession of academia. You will learn to write abstracts, conference papers, journal articles, and proposals. You will work with a current project, such as a seminar paper or thesis, and actively pursue the next step toward publication in your field. We will also develop strategies to balance scholarship with academic life and maintain productivity. Finally, we will build communities of support for writing and research--within this class and your field.

This particular section of ENG 693 is designed for rhetoric and composition or literature students.

What Makes this Course Different

This course is different from your typical graduate seminar in that it is not focused on a topic within a particular field, rather it is about engaging as an academic in your field of study. It is about learning the habits of mind, processes, and genres of academia. It is **hands-on**, meaning that you will have a series of tasks to complete each week and much of in-class time will be spent workshopping your materials. It is also **labor-based**. You get out what you put in, and rather than master content, you are expected to commit approximately 8-10 hours (out of class) per week to furthering your goals and academic career. You will keep a labor log showing what you accomplished each week and what challenges you faced. The instructor is meant to be a mentor: more experienced in publication and academic life, but not an expert in your subject matter. Your peers are meant to be allies to help you achieve your goals not competitors.

Course Goals

By the end of this class, I hope you will:

- Feel more comfortable with the methods, genres, and stylistic considerations needed for publishing writing in your field of study

- Learn the process of proposing scholarly work for conferences, journals, grants
- Submit writing to an academic conference and/or journal in your field
- Create habits that maximize your productivity and positivity to avoid burnout
- Build a network of support among your peers in this class and in your field
- Respond to others with thoughtful and productive feedback
- Prepare job materials

By the end of the class, what is one thing you hope to accomplish?

Course Content

Readings

We will be using the following books, including completing some of the exercises:

- *Abstracts and the Writing of Abstracts*
- *Explanation Points: Publishing in Rhetoric and Composition*
- *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job*
- *Rewriting: How to Do Things with Texts, Second Edition*
- *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success*

We will also have some additional readings, podcasts, or videos as listed on Canvas.

You will also share additional readings/resources on the Canvas discussion board. You will likely follow an academic blog or podcast over the course of the semester.

Daily Tasks/Workshops

In addition to doing the reading for class, you will be asked to do a series of tasks each week. These tasks may be to prepare for a workshop that we will have in-class. They may be to work through exercises in our books, especially *Writing Your Journal Article*. **Being prepared for workshops by completing tasks is essential to participating in our classroom community.**

Packages

Rather than have larger project due throughout the semester, you will be continually working on a series of packages. These packages have different levels (platinum, gold, & silver) so that you can customize your own plan of study and decide where to put your energy, as appropriate for your goals and your academic career. More details about each package can be found on Canvas.

Journal Article Package

The purpose of this package is to take something you have written from seminar paper to submission for publication (or close!). It is designed to help you build up your CV and gain knowledge of academic publishing.

Conference Presentation Package

The purpose of this package is to take a previous or new project from initial research to a conference presentation.

Job Market Package

The purpose of this package is to learn the genres you will need for the academic job market. Depending on how close you are to the market, you will likely decide to focus more or less heavily on this package.

Online Presence Package

The purpose of this package is to build up contacts in your field and get your ideas out there in a less formal way than publication. This package acknowledges the complex intellectual work of building these connections and is appropriate for all students, but especially those newer to academia.

Grading

This course is graded on a **labor-based** grading contract. The contract will be posted on Canvas after the first day of class. A contract grading system encourages you to set goals up front and determine what grade matches those goals. If you meet the minimum requirements for the course, you will earn a **B**.

A contract grading system is particularly useful for this course as you are not meant to master particular material but rather to build your academic portfolio. This is something you have already begun (whether you know it or not) and something that will continue well beyond this course. Since I am not an expert in your particular research subject, I am not grading you on the quality of your final projects---only on the labor produced and the drafting and revision course.

Voucher: You will be provided one voucher during the semester that can be used only for circumstances listed in the grading contract. For example, you may use a voucher for missing a class workshop.

Rights and Responsibilities

I invite you to become familiar with the Ball State [Code of Student Rights and Responsibilities](#) document in its entirety. Below, I outline some specific policies as they relate to our classroom.

Beneficence Pledge

As a part of the Ball State Community, we all agree to respect our students, our classmates, our teachers, and our community, both inside the classroom and outside (including on social media). If I feel that your actions are not in keeping with these community standards, I will meet to discuss them with you and may refer you to the Dean of Students for [Disruption of an Academic Setting](#). If you ever believe my actions are not in keeping with these standards or feel discriminated against by a classmate or student, I invite you to discuss this with me as well. [Bias Incident Response service](#) can also be used to report such instances.

Attendance

I invite you to collaborate with and learn from your classmates by attending every class period, arriving on time and staying until the end. I recognize, however, that there may be times when

this is not possible due to emergency circumstances. Please feel free to contact me within 24 hours of such situations so that we can work together to ensure that you can make up work. Should you need leave for bereavement or a medical condition, please consult the university [Student Leave](#) policy.

Plagiarism/Academic Misconduct

As scholars, we all get ideas from one another. We will gain valuable feedback from each other in this class in particular. I promise not to use your ideas without your permission or without giving you credit. I expect that you will do the same for your classmates, the authors of our readings, and anyone else whose work you use in your own. If you are concerned about how and when to credit others, please see me for assistance. Use proper citations on all formal documents. Also, please familiarize yourself with the [Student Academic Ethics Policy](#).

Photos/Videos/Social Media

I love to share the positive things my students are doing, including on social media using the #bsuenglish hashtag. If you are uncomfortable with a picture or video of your likeness being taken or shared, please let me know so that I can respect that. Also, please respect each other by asking first!

Additional Rights

An evening class can bring with it certain challenges, which I am happy to work with you to accommodate. Feel free to bring food or drink as needed. In addition, should you have child care challenges, I invite you to bring your child to class rather than miss the day. We will take a brief break in the middle, but should you need to step out briefly at another point, feel free.

Resources

We all need help sometimes, even graduate students and professors. Here is some information on campus resources.

Disability Services

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to discuss these issues with me as soon as possible. [Ball State's Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at [765-285-5293](tel:765-285-5293) or dsd@bsu.edu.

Counseling Center

Every year, hundreds of students use the services of the [Counseling Center](#), which provides free and confidential psychological and career resources. To make your first appointment with the Counseling Center, call their office at **(765) 285-1736** or stop into **Lucina Hall, Room 320**.

Writing Center

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. It is located in Robert Bell 295. They have both online and face-to-face appointments. To make an appointment go to ballstate.mywconline.com. The Digital Writing Studio can also help with projects that involve technology. It is located in RB116 and open from 11am-1 pm.

They also provide time for writing just for graduate students:

Just Write, Fridays 3:00 - 5:00 p.m.

Just Write is a time for graduate students to get some writing done. The Writing Center is closed to all others during this time. Interested? Contact us for more details.

Bracken Library

In addition to offering a wealth of research materials, our library has [Interlibrary Loan Services](#) (), study space, including [reserved carrels](#) and customizable research help from librarians. They also offer [workshops](#) on topics such as researching a thesis project and publishing as a graduate student.

Sponsored Programs Office

The [sponsored programs office](#), located at 2100 W. Riverside, is the office on campus that deals with grants. While opportunities for graduate students are limited, they offer workshops on finding and applying for grants. They also offer some travel funding for conferences.

Office of Research Integrity

Should you be conducting human subjects research, you will need Institutional Review Board (IRB) approval for publication. You will need to complete [CITI training](#) and an application on [IRBNet](#). Since you will be working from already existing projects, I will not go over this in class. However, if you realize that you need IRB-approval and have not already obtained it, I am happy to work with you on this. The [office](#) can also answer any questions about whether approval is needed and how to go about the steps to obtain it.

Schedule

The full schedule is available on Canvas modules, please check for updates.

1/7: Introduction
What is Deep Work?
Negotiating the Contract
Setting Your Goals

Play: <https://src-online.ca/index.php/src/article/view/333>

Listen: <https://www.npr.org/2017/07/25/539092670/you-2-0-the-value-of-deep-work-in-an-age-of-distraction>

1/14: Planning your work
Read: *Explanation Points* Ch. 2, 11, 12, 14, 15, 16, 17, 23
Complete Workbook

Academic Twitter: <https://hub.jhu.edu/magazine/2019/spring/more-academics-turn-to-twitter/>,
<https://www.theatlantic.com/education/archive/2017/05/the-young-academics-twitter-conundrum/525924/>, <https://www.timeshighereducation.com/blog/weird-and-wonderful-world-academic-twitter>, <https://www.insidehighered.com/advice/2016/10/19/how-academics-can-use-twitter-most-effectively-essay>, <https://www.chronicle.com/blogs/profhacker/getting-started-on-academic-twitter-v2-0/63451>

Professor is In Part 1

1/21: Advancing your Argument
Readings: Rewriting Intro& Coming to Terms
Workbook (Week 2)
Exercise p. 33 of Rewriting
Job Market: Part 2: Getting Your Head in the Game
Explanation Points: Ch. 24, 25, 31, 32, 36
On Academic Blogging: <https://www.chronicle.com/article/3-Rules-of-Academic-Blogging/234139>, <https://www.exordo.com/blog/the-best-academic-blogs/>,

Tasks:

Read a journal article: using Coming to Terms with it
Read partner's piece w/ Rewriting

In-Class: Peer Review, help with revision plan
Lecture, workshop on Part 2 of Job Market book

1/28: Abstracts

Book on Abstracts

Workbook Week 3

Prof is In 19 & 20, 29

<https://blogs.lse.ac.uk/lsereviewofbooks/2014/04/09/the-simple-guide-to-academic-podcasting/>

Task:

Conference Abstract and/or Abstract of the paper you are revising

Read abstracts from 3 journal articles in at least two different journals in your field

In-Class: Abstract Review

2/4: Finding A Publication/Conference

Workbook Week 4

Explanation Points Section 3 Ch. 37-46

Tasks: Journal Review

2/11: WORKING WITH SOURCES

Week 5 Workbook

Revising Ch. 2-4

Prof is In: Advisors & Letters of Rec: 18 & Part IX

Task: Revised literature review and/or annotated bib

In-class: Exercises from Rewriting?

2/18: Claims & Arguments

Rewriting Ch 5

Week 6 Day 1-2

Arguments in Cover Letters: *Prof is In* Ch. 21, 22, 23,

Tasks: General Cover Letter

Read your partner's paper

In-Class: Cover Letter Workshop

So-What Exercise

2/25:

Week 6 (Days 3-5)

CV 14, 24

Academic Websites: <https://www.insidehighered.com/blogs/gradhacker/where-begin-building-website>, <https://theleveragedphd.com/personal-academic-website/>,
<https://www.insidehighered.com/blogs/gradhacker/where-begin-building-website>

3/3: Spring Break

3/10: Week 7

Prof is In: 25, 26, 27, 28, 29

Explanation Points: Ch. 50 & 51

In-Class: Workshop one statement

3/17: Week 8

Presentation of Evidence

Rewriting: Remixing (Skype with EB?)

Explanation Points 47-49

3/24: CCCCs

Week 9: Structure

Explanation Points: Section 4, Ch. 57-66

Grants & Proposals

3/31: Week 10: Opening & Concluding Articles

Swales CARS model

Prof is In: Academic Interviews, Part 5

4/7: Week 11: Editing

Explanation Points Ch. 52, 53, 67

Prof is In: Campus Visits

4/14 Week 12: Sending Your Article

What to expect: Revise & Resubmit

Explanation Points 54-56, 68, 70-77

4/21 Week 12: Jobs & Alt-Ac

Negotiating a Job in Ac, Part VII

Leaving the Cult, Part X

Explore <https://www.imaginephd.com/>

FINAL 4/28 7:00-9:00 pm—Presentations