Graduate Council Report
(Originally submitted 7 December 2006)

New Course Request

LBAR 698   Writing for Publication (3-0) Credit 3. Writing in academic disciplines and settings. Writing for different audiences and purposes. Style; planning and development of journal articles; grant proposals; correspondence; oral presentations; technical reports. Permission of departmental/college graduate advisor. Prerequisite(s): advanced standing in master’s/doctoral programs.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of English

2. Course prefix, number and complete title: LBAR 698: Writing for Publication

3. Course description (not more than 50 words): Writing in academic disciplines and settings. Writing for different audiences and purposes. Style; planning and development of journal articles; grant proposals; correspondence; oral presentations; technical reports. Permission of departmental/college graduate advisor.

4. Prerequisite(s): Advanced standing in master's doctoral programs Cross-listed with VMID 698

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. 26

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) LBAR 698 WRITING FOR PUBLICATION
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 2 3 1 1 0 1 0 0 0 1 7 3 5 0 6 8 0 7 0 3 6 3 2
    Level G

Approval recommended by:

[Signatures and dates]

Head of Department
Chair, College Review Committee
Dean of College

Submitted to Coordinating Board by:

[Signatures and dates]

Director of Academic Support Services
Dean of College

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
VMID 698/LBAR 698: Writing for Publication

Instructor:

Elizabeth Tebeaux
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243E Blocker

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Office hours: TBA

Resource website: [http://www.tamu.edu/ode/graduatewritingproject](http://www.tamu.edu/ode/graduatewritingproject)
Reading assignments are located on this URL and in the required texts.

Enrollment Prerequisites

The course targets graduate students working on their theses or dissertations and/or students actively planning and writing an article for publication. Students beginning their graduate work should not enroll because of the level of writing projects required. Students who enroll should be focusing on completing their academic work and committed to improving their writing. This course is NOT about grades but having focused time to learn how to improve your writing.

Course Objectives

- Practice elements of communication needed by graduate students in an academic work context.
- Apply principles of design as these apply to sentences, paragraphs, and complete documents.
- Practice developing types of academic writing.
- Review principles of usage and punctuation—essentials of Standard English.
- Develop expertise in writing needed beyond school. Students who enroll are encouraged to focus on an article they may wish to publish or their thesis or dissertation.

Outcomes

- Students will prepare a variety of documents related to their graduate work and writing in the workplace.
- These documents will allow students to practice application of development principles needed for each kind of document.
- Students will improve their command and application of principles of writing as determined by pre-/post-assessment.

Course Description

3 SCH credit. Class sessions will have discussion, lecture, and practice time for students to work on writing projects. Course will focus on principles for developing sentences, paragraphs, scientific papers and presentations. Other topics: understanding the elements of clarity, developing grant proposals, avoiding plagiarism, understanding the perspectives of journal editors, developing effective oral presentations and PowerPoint slides, developing the CV. Students will work in teams to discuss/evaluate some assignments. Students will complete a writing assessment assignment at the beginning and the end of the course to determine improvement. Design of subsequent sections of this course will use assessment results. Course topics/assignments may vary depending on needs of the individual class.
689: Writing for Publication—2

Course Assignments – will vary with needs of each class

Writing assessment assignment—beginning and end of the term

Analysis of journal publication requirements—memorandum

Effective paragraph development
  - Short paragraph abstracts based on short articles
  - Revisions of two of your paragraphs.

Introduction— for an article or your thesis/dissertation
Abstracts—descriptive and informative of an article
Developing effective correspondence
  - Query letter to an editor of a journal
  - Proposal letter (for an article or a presentation)
Two articles:
  - Article for publication; or short article summarizing your research findings
  - Revision of this article for a general audience.

Effective conference presentations

Review of grammar and usage as needed; in-class practice; avoiding plagiarism

Course Requirements

- Attend class regularly. Complete all assigned readings. Participate in team assignments. Ask questions. Do all assignments. All assignments must be submitted to pass the course.

Evaluation

- Each assignment will be evaluated according to the development principles for each document assigned.
- Evaluations will use rubric to evaluate how well students understand principles of planning, writing, revising, and editing. Grading for the course will be pass/fail.

Academic Integrity

Aggies do not lie, cheat, or steal or tolerate those who do.

Each student is expected to do his/her own work. This course is NOT about grades but about learning how to plan, write, and revise documents important in an academic environment. Any violation of the honor code will be reported to the Honor Code Office and to the Office of Graduate Studies.

Required Books (Available at the university book store under Graduate Writing Project)
These books should be useful to you long after you have completed this course.


Wanda Van Goor and Diana Hacker, Developmental Exercises to Accompany Rules for Writers. 5th edition.
Course and Assignment Sequence

- Knowing what your field expects/requires in terms of style and presentation.
- Writing an effective thesis/dissertation: Barbara McGuirk, Thesis Clerk
- Effective paragraphing, clear sentence structure, document design, and concepts of organization
- Documentation: How to avoid plagiarism. Speaker: Candace Shafer, University Writing Center
- Presentation by two journal editors—Writing requirements for article acceptance
- Effective writing and proposal acceptance—Dr. Phyllis McBride. Office of Proposal Development, VPR

✓ Assignment 1: Summarize your discipline's guide to publication. Focus on writing and style requirements for articles. Or, assess a journal in which you would like to publish. Describe kinds of articles published, focus of articles, targeted readers, length, format, sentence style, documentation, visuals, abstract type used. Prepare a memo reporting your findings. Attach several pages of an article from this journal.

- Analyzing Audiences: What do academic editors of journals expect in articles submitted for publication? Speakers: two editors from professional/academic journals currently housed at TAMU.

- Principles of Design for technical reports, articles, proposals, and correspondence

- Analyzing Paragraph Development

✓ Assignment 2: Submit two paragraphs you have written along with revisions of these paragraphs based on the elements of good paragraphs.

- Developing Abstracts: Discussion of different types of abstracts—form and content

✓ Assignment 3: Write a one-paragraph informative abstract of the article on the website (assignment readings). Write a short descriptive abstract of the same article.

- Developing Introductions: Analyze introductions of articles in journals in which you would like to publish. Analyze introductions to theses and dissertations.

✓ Assignment 4: Prepare an introduction to an article. Or, work on the introduction to your thesis/dissertation.
689: Writing for Publication—4

- Review of Sentence Structure: How to write a clear, concise sentence. Sentence analysis will be studied regularly.

  Short essay to study and edit. Goal: improve readability and clarity. In-class project.

- Review of punctuation, usage, and grammar—will occur regularly, as needed. Focus: problems that occur in students' papers.

- Designing Effective Memoranda and Letters

  ✓ Assignment 5: Memoranda/letters written in response to case situations. Write a letter of inquiry to a journal editor.

- Designing Proposals—Dr. Phyllis McBride, Office of Proposal Development, VPR

  ✓ Assignment 6: Prepare a proposal for an article or a conference presentation.

  Scenario: A colleague in your discipline is planning a special issue on a topic. Graduate students are invited to submit one/two-page proposals for articles/presentations. Write the proposal and attach it to a letter to the person who is soliciting proposals for the special issue/conference.

- Planning/writing the academic article and the popular article

  ✓ Assignments 7A: Write an article about a topic in your field of research. Article 7B: Target audience: general readers. Goal: Learn to explain your research to non-technical readers.

- How to read an article at a conference; effective use of PowerPoint.

- Developing the effective CV and application letter.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
TO:  Mark Clayton, CARS
     Emily Davidson, LBAR
     Skip Landis, VMID
     Walter Haisler, ENGR
     Robert Popp, GEOS
     Buster E. Pruitt, CEHD
     David Reed, COALS
     Bala Shetty, BUAD
     Mark Zoran, SCEN

DATE:  September 7, 2006

THROUGH:  Paul Parrish

FROM:  Elizabeth Tebeaux
cdt

SUBJECT:  Proposal to Establish Writing for Publication, a New Graduate Course as
          AGLS 698, CARC 698, BUAD 698, CEHD 698, ENGR 698, GEOS 698,
          LBAR 698, SCEN 698, and VMID 698

PC:  J. R. Giardino
     Valerie Balester

Summary

During Spring 2005, Valerie Balester and I began working with Ms. Barbara McQuirk from OGS
and Jamie Rae Walker, President of the Graduate Student Council, about the need to offer writing
instruction for graduate students. Our efforts emerged from concerns we saw in many theses and
dissertations. Graduate students currently do not pay the University Writing Center fee and do
not have access to UWC services.

In assessing the need for a communication course for graduate students, we sent a request, via
OGS, to the Graduate Council and asked for comments from graduate faculty about (1)
problems they encountered most frequently in their graduate students’ writing and (2) suggestions
for the content for a course that helps prepare graduate students to write for publication. We also
interviewed graduate students and faculty who wished to meet with us to discuss graduate student
communication needs.

Two results emerged from this collaborative effort: (1) Under the leadership of Jamie Rea
Walker and Rebecca White, Graduate students voted to add the UWC fee that will allow them to
use the writing center; (2) I launched a course, Writing for Publication, as a 689 during Summer
2006. These efforts, which we decided to call The Graduate Writing Project would provide
financial and pedagogical resources designed specifically to help graduate students interested in
improving their writing competencies. We found that a few departments provide writing
seminars and courses for their students but more support is needed for students whose
departments do not provide communication help.
OGS created nine college-level 689’s—one for each college that indicated interest in enrolling graduate students—for a 10-week course offered during Summer 2006. Twenty-five students enrolled for the course, which was offered as S/U. Six more students audited the course.

Assessment showed that 24 of the 25 students improved their writing (clarity, organization, correctness). Students were also asked to recommend changes to the curriculum.

Current Activities

1. The fee proposal to add the University Writing Center fee ($8/student/semester) has been prepared by OGS for submission to the Provost.

2. During Spring 2007, Writing for Publication will again be offered as a 689—students in each college will be able to enroll in the 689.300 established for their college. I will again teach the course.

3. Attached is the proposal to create a new course for your college. Each of you is receiving the same proposal with a different college prefix. Linda Lacey has suggested that the 698 course number be used. By signing this course request, you can create a college-level 698 for your college.

4. My plan is to offer one section of this course every semester—course limit 30. Then, beginning Fall 2007, if the UWC fee proposal passes, graduate students will be able to begin using the services of the University Writing Center. The fee money generated will enable Valerie Balester to hire an expert in teaching English as a Second Language in addition to four consultants who will focus on helping graduate students through workshops and tutorials at the University Writing Center.

5. This new course, 698, will be similar to English 660, Writing for Publication, taught by the English Department for more than 30 years. I taught that course for 10 years and believe such a course can be valuable to graduate students planning for a career that requires sustained academic publication. However, many of the assignments included on the attached syllabus were requested by students enrolled this past summer. Please note that the syllabus will always be adjusted to serve the needs of students taking the course.

6. Also please note that each college will be responsible for selecting students to enroll in 698. Because the new 698, Writing for Publication, is designed to target students nearing the end of their student careers and preparing for employment in academic departments or research organizations, I am asking that only advanced graduate students who have active writing projects be allowed to enroll. 698 will not be a course in advanced remedial English! Once the writing center fee is enacted, targeted workshops for students in the early stages of their graduate work will be created.

If you have comments or questions, please contact me at e-tebeaux@tamu.edu

Attachments (2): Request for a New Course
698 Syllabus