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ENG 605: Third Year Writing Workshop

Tuesday 2:30-5:30

Herring 238

Fall 2014

Course Description

The third year writing workshop is an opportunity for doctoral students to:

- generate and complete sustained original scholarship
- refine their critical abilities as readers of their own and their peer's writing,
- understand, evaluate, and respond to critique of their work from peers and others
- integrate theoretical and critical perspectives into their scholarship
- revise their own work and submit it to outside referees for publication and/or presentation
- become familiar with journal protocols and practices
- practice selected professional writing genres and presentation skills

Workshop Procedure

Paper Work Sessions:

Each student presents her or his paper three times during the semester.

Each draft presentation for a particular day is circulated to the members of the workshop.

Each paper is presented first by a "first responder." The draft should be emailed to the respondent by 5:00 pm the previous Friday in a file with your name and draft number indicated.

All workshop participants should bring to class an electronic version or hard copy of each paper under consideration.

For each draft presentation the assigned first responder will open the discussion with **no more than 10 minutes** of commentary on the draft. Respondent comments should aim to adhere to the general focus for the workshop that day and address the following:

- At least **one** feature of the essay that you find to be well executed or to advance knowledge
- At least one feature of the draft related to the topic for the day
- **No more than two** areas where the essay's aims could be more effectively presented, developed
- **One** question provoked by the essay

A summary of the above [no more than 350 words or one page, single space] should be submitted in class to the author and to me.

After the respondent opens discussion by presenting her comments other participants join in. The author refrains from speaking and tries not to be defensive but to ask clarifying questions and indicate what has been helpful.

Journal Roundtable Protocol

Roundtables are an academic presentation genre in which participants are given equal time to debate and discuss. Our journal roundtable focuses on recently published scholarship in journal publications relevant to your fields.

Each student will choose one journal from her or his field. It may be [but does not have to be] the journal to which you anticipate submitting your work. Your assignment is **to read a year's run of this journal** over the course of the semester in order to get a sense of the kinds of essays it publishes and to present over the course of the workshop three articles from it. Choose a recent year--I suggest within the past three-four years.

Each of you will present ONE article per roundtable--you get to do three roundtables--from the year's run you have selected.

If the journal is one that Fondren owns in its electronic collection, all you have to do is let workshop participants know what article you will be presenting **IN CLASS THE WEEK BEFORE YOUR PRESENTATION**. If it is not available in Fondren ejournals then you will have to distribute pdfs to the group no later than the previous Friday at 5:00 PM.

All workshop participants will read the two assigned articles for each roundtable and bring them to class.

Each roundtable presenter will have **10-15 minutes to present her or his article** followed by 10-15 minutes for open discussion of each article by the rest of us.

What to present?

The articles you select are tutor texts for all of us--opportunities to consider features of writing you are focusing on in revising your papers as well as others. **Presenters should not spend time summarizing the article** but rather focus on a few of its rhetorical, analytical, structural, methodological or writerly/stylistic features. **Choose no more than two or three of these features to focus on** and discuss their effects.

Remember: The roundtable is a pedagogic moment for all participants. We all can consider what that means both in planning a presentation and in framing our discussion/commentary.

Evaluation

Final grades will be based on your participation as presenters and respondents and in your roundtables in each class and on the revision of your essay for publication. A final grade of A indicates you came prepared and participated in every class, conducted your journal presentations and readings of your colleagues' essays and your own revisions and presentations

responsibly and well, completed your last draft on time, and committed to submit your essay to a journal by mid-January.

Disabilities

If you have a documented disability that will impact your work in this class, please contact me to discuss your needs. Additionally, you will need to register with the Disability Support Services Office in the Ley Student Center.

Suggested Useful Resources

MLA Directory of Periodicals (New York: Modern Language Association, 2009) and online for members at <http://www.mla.org/dop>

William Strunk and E.B. White, *The Elements of Style*, 4th edn. (New York: Longman, 2000).

The Chicago Manual of Style (Chicago: U of Chicago P, 2015) and online at <http://www.chicagomanualofstyle.org/home.html>

Council of Editors of Learned Journals – includes a list of member journals and specs on them as well as tips for getting your article published. <http://www.celj.org>

Beth Luey, *Handbook for Academic Authors*, 4th edn. (New York: Cambridge University Press, 2002).

Class Schedule

8/26 Introductions and setting tasks

In class writing: Your writing strengths and challenges

One-sentence statement of your project and its contribution to the field

Review syllabus

Set up Snack Share

Set up Paper Work and Journal Roundtable groups

Choose tentative professional writing genres topics

For next time:

- Contact your faculty advisor and confirm with her or him your essay choice and possible journals to submit to
- Choose journal for your roundtable and **send me your choice by Sunday 5:00 pm**
- Prepare Timeline and Research Plan
- Read Wilder essay
- **Bring to class six copies of your Research Plan and Timeline.**
- **Everyone in Groups B & C email ALL workshop participants no later than Friday 5:00 pm a paragraph from your essay that indicates its intervention. Label with your name.**
- **Paper Work Round group A email your essays**

- 9/2 **What makes an intervention; timelines and research plans; rhetorical protocols of the field**
- Paper Work Round 1 A** [focus: identifying interventions]
Groups B&C share intervention paragraphs
- Report in on research time lines
 Confirm Journal Roundtables
- Discuss: Laura Wilder. "The Rhetoric of Literary Criticism Revisited" *PMLA* 22.1 (2005): 76- 119.
- 9/9 **NO CLASS**
Work on: research for paper; researching journal specs for chart; revising paper with eye to overall line of argument
- 9/15 **Overall line of argument**
Email group Sunday night
- your journal chart
 - a one page diagram of the sequence of your argument from initial propositions/thesis through background, middle, conclusion—as far as you can see it now. Indicate key texts you are reading.
- Journal Roundtable: 1A
 Paper Work: 1B
- 9/23 **Presenting the thesis and opening moves**
 Journal Roundtable: 1 B
 Paper Work: 1C
- 9/30 **Mapping paragraph/Situating thesis in relation to critics**
 Journal Roundtable 1C
 Paper Work: 2A
- 10/7 **Implementing the line of argument/Citing the critics**
 Journal Roundtable: 2A
 Paper Work: 2B
- 10/14 **Topic:**
 Journal Roundtable: 2B
 Paper Work: 2C
- 10/21 **INTERLUDE**
Professional Genres:
- 10/28 **Transitions/Giving the essay coherence**

Journal Roundtable: 2C

Professional Genres:

11/4 **Conclusions**

Journal Roundtable: 3A

Paper Work: 3A

11/11 **Voice, Style**

Journal Roundtable: 3B

Paper Work 3B

11/18 **Titles**

Journal Roundtable: 3C

Paper work 3C

11/25 **Writing an abstract**

Email abstract to group by Sunday night

Professional Genres: Writing an Abstract

12/2 **Submit final papers**