Instructor: Elizabeth Norman  PhD, Professor
Email: Elizabeth.Norman@nyu.edu
Telephone info: (212) 998-5412
Time: Tuesday 4:55-6:35
Location: 246 Greene St Room 301
Office hours: By appointment 246 Greene St, 3R. Tuesdays 10:30 – 1:00PM

Co-requisites: E10.2002 (Statistics for the Behavioral and Social Sciences), E10.2132 (Principles of Empirical Research) and E10.2180 (Approaches to Qualitative Inquiry) or equivalent.

COURSE DESCRIPTION:
This course will help students strengthen the writing competencies they need to produce quantitative and qualitative method dissertations that will convey research findings in a clear, objective style. Course content will position students to begin contributing writings in their scholarly communities. Sequenced assignments will address various writing forms and allow students feedback on their work.

COURSE OBJECTIVES:
By the end of the semester, students will:

1. Learn how-to read their writing, as others will.
2. Recognize the importance of editing, rewriting.
3. Compose arguments and articulate ideas at the sentence and paragraph level.
4. Understand why writing often fails to convey research findings.
5. Use effective prose to convey empirical evidence.

COURSE FORMAT:
The course includes discussions, in-class workshops, out-of-class reading and writing assignments. Students are expected to complete all assignments on time and to attend all class sessions.

REQUIRED TEXTS:
A thesaurus and dictionary of your choice.


A recent Steinhardt dissertation will provide the basis for weekly readings, explications and discussions. See link on NYU classes. “Seeing the Person Within Visual Culture and Alzheimer’s Disease,” Scott Selberg, MCC, 2013.

**RECOMMENDED TEXTS:**


**RECOMMENDED WEBSITES:**

http://writingcenter.unc.edu/handouts/dissertations/
http://writingcenter.unc.edu/dissertation-boot-camp-resources/
http://andromeda.rutgers.edu/~jlynch/Writing/
http://owl.english.purdue.edu/

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Abstract</td>
<td>15%</td>
</tr>
<tr>
<td>Thesis/Question/Lit</td>
<td>20%</td>
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<tr>
<td>Empiric summary</td>
<td>25%</td>
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<tr>
<td>Conclusion Essay</td>
<td>30%</td>
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</tbody>
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**WEEKLY STUDENT LEADERS:**

Each student will be responsible for a 10-minute grammar presentation and leading the class in explicating the weekly dissertation readings. Student leaders need to contact me the Friday before class to let me know how they will organize their presentations. I am available anytime on email to answer questions. Keep this presentation focused on the main issues—don’t get involved in the obscure grammar points.

*Keep it simple and be creative. Keep to the time limit. Make sure you engage the class during your presentation.*
WRITING ASSIGNMENTS:

We will workshop all student papers. These papers are draft assignments that you will rewrite for the following week. You must post your work on the Forum on the due date. You will be responsible for reading and commenting on your classmate’s. Students are expected to read and post their comments on other papers on the Forum. I hope for lively discussions, and for each student to receive a lot of feedback on his/her work. I will read and comment on every paper.

*Double space all assignments.

*See “Workshopping Papers” on NYU Classes “Assignment tab

* We need line numbers to edit (line 1 line 2 etc).
  1. If you have a MAC: choose "document" in the "format" menu; choose the "layout" tab; click "line numbers"; click the "add line numbering" box
  2. If you use Word: Go to Page Layout and click the line numbers tab.

During the workshops, one student from each writing group will be responsible for leading the discussion on student papers from his/her group.

There are three phases to each assignment: A posted draft, the in-class workshop, and a final copy.

Assignments:
1. Assignment #1 Write a 250 word abstract based on your own research or writing, or re-write an abstract from someone in your field. Be prepared to justify your content and writing.
Draft: Sept 16, We will workshop on Sept. 23, Your final version to be posted for me to grade on: September 30
See Abstract exemplars on NYU Classes, Assignment tab “Assignment #1 folder.” “Writing the Abstract”, “The Abstract” under Assignments tab Assignment #1 folder. And, under Assignments tab, “Workshopping Papers” folder. Please read all these documents before submitting your draft work.


Assignment #2a NOT GRADED. Complete the statement of purpose on the NYUClasses Forums. Due September 30th.

3. Assignment #2 Construct a working thesis statement or research question followed by a review of four published or unpublished studies-- two supporting and two differing from your statement or question. Make sure you synthesize this review (do not write Study #1 and summarize it.) 400-600 words
Required reading: Booth, Craft, p. 49-67; 77-80; 87-100.
Suggested reading: http://writingcenter.unc.edu/handouts/literature-reviews/
http://writingcenter.unc.edu/handouts/thesis-statements/

3. Assignment #3 Use statistical tables or qualitative data set from your own research or from a dissertation or published article in your field. Tell us the research question/hypothesis (or anything else we need to know to put the data in context) then, write a summary of these research findings. Quantitative summaries need to include the table or chart, qualitative summaries need a table or brief information on the nature of the data. 400-600 words

Draft: November 11, Workshop: November 18, Final: November 25
Required reading: Booth, Craft, p. 213-231.
Suggested reading: http://writingcenter.unc.edu/handouts/figures-and-charts/

4. Assignment #4 Write a conclusion essay based on a previous paper(s) you have written during your doctoral coursework. Approximately 1000 words.
Draft: December 2; Workshop: December 9, Final: December 19 (Post paper on NYU Classes forum)
Required reading: Booth, Craft, p. 244-247.

CLASS SCHEDULE

Writing competency: The canon of the sentence.
Reading:
1. “Becoming a prolific writer” in Resources Tab, Weekly reading folder.
2. “Editing, reading and writing” in Resources Tab, Weekly reading folder.

Writing competency: phrases and clauses.
Syntax: Nouns and pronouns

Reading:
1. Under Assignment Tab, Assignment #1 folder:
"Abstract exemplars"
"Writing the Abstract"
"The Abstract"
2. Under Assignment Tab, Workshopping Papers folder
   “Workshopping Papers”
4. Booth, Craft, “Connecting with your Reader” p. 16-24; "Planning" 177-186; 
5. Williams Style, Lesson Three “Characters, p. 20-34; Lesson Seven “Shape”, p. 
   69-89; Lesson Eight “Elegance”, p. 91-106.

No writing assignment BUT
Bring a 500 -1000 word paper that you consider your best-written work next 
week. This assignment will not be graded, but will provide a starting point to 
measure your writing competency.

Week 3. September 16. Writing concise, clear research questions and 
statements of purpose.
Writing competency: proofreading, active and passive voice.
Syntax: Verbs (Tense, agreement).

Reading:
1. Assignment Tab.
   “Workshopping Papers” subfolder (review)
2. Dissertation Chapter 1 Introduction.
3. Booth, Craft, “From Topics to Questions” p. 35-48, “From Questions to 
   Problems” p. 51-65; "Choosing Between Active and Passive", p. 262-264
4.Williams, Style, Lesson Four “Cohesion and Coherence” p.35-44.

Writing assignment #1 due: Draft of an abstract. Post on NYU Classes Forum. 
Read and comment on the other student’s postings—one NYU Classes.

Student Leaders: Gina Grandi, Ronald Keller

Week 5. September 30. Writing sound, convincing arguments.
Writing competency: compound, complex sentences.
Syntax: Participles,Conjunctions

Reading:
2. Williams Style, Lesson Five “Emphasis” p. 66-78
3. Dissertation. Chapter II Origin Myths

1. Final writing assignment #1 due: Abstract. Post on NYU Classes Forum
2. NYU Classes: Complete the statement of purpose posted on NYUForum

New York University
The Steinhardt School of Culture, Education and Human Development
Department of Humanities and Social Sciences

Writing competency: **constructing time and place in a sentence.**
Syntax: Commas (comma splices)

**Reading:**
2. Dissertation  Chapter III The Histological Gaze

**Week 7  October 14. No Class. Fall break**

**Week 8: October 21. Writing: Presenting quantitative/qualitative data**

*Writing competency: metaphors, similes.*
Syntax: Adjectives (use and position in sentence)

**Reading:**
2. Williams Style, Lessons Six “Concision” p. 57-68.
3. Dissertation: Chapter IV The New Normal

**Writing assignment #2 : Draft of Thesis/Question and literature review. Post on NYU Classes Forum**

**Week 9: October 28  Work shopping Thesis/Question and literature review.**
**Student Leaders: Eglal Ali, Praven Kuntmala**

**Week 10 : November 4 Outlining and Revising.**

*Writing competency: transitions, “opening attack” sentences, Clichés, Idiomatic expressions.*
Syntax: Adverbs (use and position in sentences)

**Reading:**
1. "Revising Your Dissertation” and “Final Draft checklist” in Reading,Writing, Editing etc tab
3. Williams Style, Lessons Seven “Shape” p. 69-89. (review)

**Final writing assignment #2 due: Thesis/Question and literature review**
Week 11: November 11 The Ethics of Writing

2. Williams Style, Lessons Ten “The Ethics of Style” p. 124-143
   “Plagiarism 2011AJPH.pdf”

Writing assignment #3 due: Draft summary of research findings.

Week 12: November 18th. Work shopping summary of research findings
Student Leaders: Adam Devitt, Gabriel Robles

Building the sections of a paper: organization, constructing the end of an essay.

Reading:
3. Dissertation Chapter V MOMA Meetings
Final writing assignment #3 due: Summary of research findings


Writing assignment #4 due: Draft of conclusion essay

Week 15. December 9th Work shopping conclusion essay
Student Leaders: Nakia Gray, Aisha Haynes

Final Assignment Due: December 19th. Post on NYU Classes Forum

9/14: EN