New York University  
Department of Media, Culture, and Communication  
Professional Writing and Research Applications  

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E58.2174  

COURSE DESCRIPTION  
This course is meant to integrate skills and knowledge acquired during the master’s program to achieve a professional level of competency in several areas: writing for professional journals or websites; developing survey or other instruments for data production; surveying the scholarly literature; writing scholarly abstracts; understanding the processes of self-editing and peer reviewing; and giving polished oral presentations of final writing and/or web-based projects.  

Students will arrive in this course with a project already in development (growing out of a previous semester’s research papers/projects). The goal of this course is for the students to produce a polished project worthy of submission to an academic or popular journal, or for presentation at an academic conference, or for submission to a website or some other forum for presenting academic-level media and cultural research and analysis.  

The student will also develop and present a polished oral presentation of the research project, with an audience of students and faculty.  

LEARNING OUTCOMES  
As a culminating course for advanced Master’s students, this course will expect students to perform most of the following:  

-- to identify, summarize, and evaluate the literature relevant to the student’s research inquiry;  
--to review and consider useful methods of data collection, sampling, measurement and analysis, specific to subfield of study.  
--to generate and analyze data;  
--to apply and explain relevant methodological choices and evaluate the effectiveness of those methods with respect to the particular project;  
-- to integrate the student’s findings into the literature in the field;  
--to present the findings in a format/forum appropriate to the research findings and the field of inquiry;  
-- To identify a venue for publishing, or for presenting work at a scholarly conference  

--to present the findings orally to an audience.
REQUIRED TEXTS

Research/writing guides:

Style manuals: (Each student should also acquire an appropriate guide to scholarly publication and/or an appropriate style manual. The following are recommended):

ASSIGNMENTS
All assignments must be typed, double spaced, and free of spelling and grammatical errors.

1. Paper #1 – “Plan of Action,” 5-7 pp: As the students move ahead on developing and polishing their final articles, websites or other artifacts, they should submit an initial paper explaining their project, and plan of action. Paper should include these four parts:

   a) The statement of the problem: What is the subject of your study? Why is it important? What makes it original?
   b) The review of literature: What scholarly literature supports this study? How will this project contribute to that literature?
   c) Theory and Method: How will you approach the problem theoretically? What theories help you conceive your problem? How do they provide warrants for your study? What methodological strategies will you employ to collect and analyze your data? What special skills or tools will you need to employ to do your research?
   d) Overall plan: How will you organize this project and make it do-able as a semester’s project?
2. Identify the appropriate journal or other forum as a venue and model for the final project. Identify the submission instructions for the journal/website.

3. Engage in sustained peer review work with classmates.

4. Final oral presentation of project, 10 minutes: The presentation is your opportunity to present research to Department faculty and peers. Use your 10 minutes wisely. Remember that many in the audience will be unfamiliar with your project or area of interest. You must successfully teach us your topic in 10 minutes. To achieve this you need to quickly summarize your project, and cite specific supporting examples. You obviously cannot share your entire project with the class, so choose your selections carefully. Use any aids that might be helpful: slides overheads, handouts, music, video, Power Point, photographs, etc.

5. Final Research Paper/Project: Submitted at semester’s end final written project in format appropriate for submission as article, website, or other agreed upon form of academic presentation. The paper (15-20 pages) should include multiple types of sources, notes, illustrations, a bibliography, and possibly (depending on venue), other illustrative materials, including photographs, web links, audio or video clips, film clips, or some other material artifacts.

Final paper/project must include a copy of the selected journal’s submission instructions, and the form of the final paper must adhere to those submission guidelines.

**Grading Criteria**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation: peer review discussions and attendance</td>
<td>30%</td>
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<tr>
<td>Preliminary assignments (plan of action, peer reviews notes, etc)</td>
<td>20%</td>
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<tr>
<td>Research paper/project and presentation</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Evaluation Rubric**

A= Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C= Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F=Failed
This grade indicates a failure to participate and/or incomplete assignments

A = 94-100
A- = 90-93
B+ = 87-89
B  = 84-86
B- = 80-83
C+ = 77-79
C  = 74-76
C- = 70-73
D+ = 65-69
D  = 60-64
F  = 0-59

COURSE POLICIES
Absences and Lateness
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling deadlines. There are no extra credit assignments for this class.

Format
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for the professor to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please use it consistently throughout your writing. If sending a document electronically, please name the file in the following format Yourlastname Coursenumber Assignment1.doc

Grade Appeals
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on the assignment assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this
paragraph the professor will review the question and either augment your grade or refine the explanation for the lost points.

**General Decorum**
Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

**Academic Dishonesty and Plagiarism**
http://steinhardt.nyu.edu/policies/academic_integrity
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you
- cheat on an exam,
- submit the same work for two different courses without prior permission from your professors,
- receive help on a take-home examination that calls for independent work, or
- plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- copy verbatim from a book, an article, or other media;
- download documents from the Internet;
- purchase documents;
- report from other’s oral work;
- paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
- copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own
thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

**STUDENT RESOURCES**

- Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

- Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

**SCHEDULE OF CLASSES, READINGS AND ASSIGNMENTS**

**Week 1: Introduction to class; overview of the syllabus and requirements**
What makes a good article? Elements of successful writing
Professor’s Handout:  List of media studies & cultural studies journals
**Week 2: Research Topics and Questions; Planning the Project**
Submit to me prior to class a copy of the research paper you will be working on this semester. (Provide previous professor’s comments as well).

Reading: Mason, Julia. *Qualitative Researching*, chs 1-4.
Assignment: Write “Plan of Action” paper: 5-7 pp

**Week 3: Peer Review #1**
Submit copy of “Plan of Action” paper to Blackboard prior to class.
Work with classmates/peers discussing Plan of Action papers

**Week 4: Writer’s Workshop**
At outset of class your papers will be returned with the professor’s comments. We will have both one-on-one discussions about these comments, and a general conversation about papers and revisions.
Assignment: Work on revisions, integrating professor’s suggestions.

**Week 5: Editing and Peer Review Session**
Submit to blackboard prior to class your revised paper. Also two (2) copies of your revised paper to work on for partner peer review session. You will exchange papers with two other class members. Class time will be spent reading and discussing each others’ papers.

**Week 6: No class, work on your projects; edit your partners’ papers**

**Week 7: Editing and Peer Review Session**
Assignment: Return carefully edited versions of peers’ papers (bring in 2 copies of both of the two peer-reviewed papers (one for the author, one for the professor) with your comments.

Discuss peer review comments.

**Week 8: Individual Meetings with Professor**
Schedule an individual meeting with me to discuss my comments on your paper, the peer review comments, your progress revising your paper, and your plan of action.

**Week 9: Writing Week**
Use the time to continue revisions of paper.
Mid-term revision due the following week.

**Week 10: Polishing your thesis/Peer Review**
Assignment: midterm revision due. Submit to blackboard the mid-term revision of your paper.
In class peer review will focus on introductory paragraphs and thesis statements.

**Week 11: Power Point and Oral Presentations**
Assignment: Bring in Power Point slides, and prepare a 5-minute presentation. This should be a draft of your final oral presentation.

Revised papers with the professor’s comments will be returned.
Assignment: Continue revising paper.

**Week 12: Peer Review Workshop/Abstracts**
Assignment: Bring in a one or two paragraph abstract of your nearly completed research paper. (Bring enough copies of the entire class).
Handouts: Various abstracts demonstrating the conventions of abstract writing.
We will spend class time reading and evaluating abstracts.

**Week 13: Research Presentations (Practice)**
Students will give 8 minute practice runs of final presentations
Continue revising papers

**Week 14: Research Presentations (Practice)**
Students will give 8 minute practice runs of final presentations
Continue revising papers

**Week 15: Final Research Presentation to Faculty and Students**
Students will give final, highly polished, 10 minute research presentations

**Final Research Papers Due First Day of Finals**
Final Research Papers, or websites, formatted to specifications, due by the first day of finals. Provided as hard copy to professor.