

**GR 555 Academic Writing for Fass Graduate Students**  
**Spring 2022 Syllabus**  
**Instructor: Gülru Gözaçan**  
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**Course Schedule:**

**Section A (Mondays): 17:40 – 18:30 Section B (Mondays): 9:40 – 10:30 Section C (Tuesdays): 9:40 – 10:30**

The dates are not subject to change except for university closure (for example, snow days) or instructor illness. There will be no make-up classes.

**Overview:**

This course provides students an opportunity to develop professionally through an investigation of academic writing in English at the graduate level. Students are grounded in systematic approaches to process writing and revising text as well as to using sources and communicating their claims appropriately and ethically. Touch points for transferring these concepts to scholarly communications such as theses, proposals, literature reviews, journal articles, and presentations are highlighted.

**Structure:**

Classes will be comprised of a combination of lecture (led by the instructor), discussion, and in-class activities, most of which involve either in-class writing or analyzing text. Additionally, each student must complete several short assignments and 2 consultations. In the consultations (1 with the instructor, 1 with a peer), students will receive feedback on their own academic writing and provide feedback to a peer. Details about the consultations and other assignments will be posted on SUCourse+. The course is 0 credits, pass/fail. A majority of the coursework is to be done in class.

**Topics to cover are the following:**

**Claims & Arguments**

**Drafting & Organizing**

**Revision Skills: Emphasis, Clarity, Concision, Completeness, Structural Integrity, Cohesion**

**Reviewing a Text**

**Using Sources: Quotation; Paraphrasing; Plagiarism; Summarizing**

**Part-genres of Research Papers: Abstracts & Introductions**

**Writing a Literature Review**

**Delivery:**

The course will be delivered with a combination of synchronous and asynchronous components. Each week will include a lecture component delivered in a synchronous Zoom meeting. All Zoom links will be announced via SUCourse+. Some weeks will also have a brief Weekly Activity which is intended to be completed immediately (during class hours) and submitted to SUCourse+. Some weeks will also utilize Zoom breakout rooms for synchronous activities.

## Grading:

Student work for this class has five main components: 1) class participation (please refer to the participation policy announced in SUCourse+); (2) completing a writing consultation with the instructor; (3) completing a highly structured writing consultation with a peer (which will be considered a take-home exam); 4) helping out with a course or other assignment to the satisfaction of the supervisor; and 5) completing several short homework assignments.

To receive a passing grade, the student must satisfy each of the five components stated above. To help assess how successfully the student is helping out with a course, each student may be observed at least once a semester.

## Aims:

As a result of this course, students should be able to better do the following:

- Identify and produce components of effective academic writing in English.
- Make confident writing decisions within the various genres of academic writing at the graduate level.
- Utilize collaboration as an effective strategy for improving written output and for improving as writers.
- Identify and negotiate issues relevant to ethical standards and practices, including but not limited to avoiding plagiarism and issues in the submissions process.
- Analyze and understand published work in their disciplines and find relevant examples from this work to enlighten their own writing.
- Plan and manage a systematic drafting, organizing, revision, and submissions process.
- Understand their own strengths and weaknesses as communicators of academic English.

## Course Policies:

**Participation:** As a pass-fail course, participation in GR 555 S is mandatory. Students cannot pass GR 555 S without sufficient participation. Students with two (2) absences/incomplete participation, regardless of reason, are subject to extensive make-up work at the discretion of the instructor. Showing up to class on time is vital. Please refer to the participation policy as posted in the SUCourse+ announcements.

**Videos:** Lecture videos will be posted on SUCourse+. However, participation cannot be satisfied by watching a video outside of class. Instead, the videos are posted for the benefit of students who wish to review part of the lecture a second time.

**Consultations:** The consultations are a chance to review communications (at whatever stage of the drafting or submission process) about work that is personal to you with the instructor or a peer. Examples of appropriate topics include:

1. Manuscripts (completed or in progress)
2. Thesis excerpts (completed or in progress)
3. Abstracts (instructor consultation only)
4. Presentations for a conference or meeting (instructor consultation only: completed or upcoming/ can review slides or practice the presentation)
5. Proposals

**6. Research statements/statements of purpose (if you are applying this year only, and only for the instructor consultation - documents must be current)**

**7. Graduate course papers**

**8. Literature Reviews**

The intended outcomes of these consultations are that you are reminded of the value of showing your work to others, perhaps gaining a short-term benefit on a specific piece of writing, and that you gain the perspective of a reviewer, thus developing your habits of collaboration in your writing. Specific details about your peer consultation, which will be considered a take-home exam and has due dates for the three parts it consists of on May 29, June 1 and June 3, will be posted on SUCourse+.

**Assignments:** All assignments must be uploaded to SUCourse+ and are required.

**Multi-tasking policy:** It is expected that unneeded devices are closed and away during class.

**Camera policy:** Students are encouraged, but not required, to turn their cameras on for class. They are especially encouraged to turn them on at least for the breakout room discussions to facilitate communication.