

2012-2013 LONG SIGNATURE SHEET



Proposal Number: GRAD 9-3-13

Proposal Title: Graduate-Level Writing for International Students

Originating Department: Center for Graduate Life, Graduate School

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/10	9/11	9/11/13	Approved	<u>DEPARTMENT CHAIR</u> Katherine Hall-Hertel [print name here:]
9/18/13	9/18/13	9/18/13	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Susan Sew [print name here:]
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
9/18/13	9/18/13	9/19/13	Approved	<u>COLLEGE DEAN</u> Tom Reynolds [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)</u>
9-20-13	11-5-13	11-5-13	Approved	<u>GRADUATE COUNCIL CHAIR (for graduate courses only)</u> Alan R. Freitag ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)</u>
				<u>FACULTY EXECUTIVE COMMITTEE (if decision is appealed)</u>



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Dr. Katherine Hall-Hertel

Date: 9/11/2013

Re: GRAD 9-3-13 "*Graduate-Level Writing for International Students*"

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

Revised 07/31/13
OAA/mjw

I. **Long Form Course Proposal**

University of North Carolina at Charlotte

New Graduate Course

Proposal from the Graduate School

Title: GRAD 6010/8010—Graduate-Level Writing for International Students

II. **Content of Proposal**

- a. **Summary:** The Graduate School proposes this course, Graduate-Level Writing for International Students (GRAD 6010/8010), be offered to English as a second language (ESL) students enrolled in graduate-level programs. This course serves as an introduction to concepts central to graduate-level writing and is designed to benefit graduate students for whom English is not a native language. The focus is on improving students' academic writing by increasing their awareness and use of common academic genres and part-genres (Swales and Feak, 2012), rhetorical concepts, writing strategies, library-based research skills, discipline-specific vocabulary and grammatical features common in academic writing; attention is also given to demystifying norms and practices associated with the U.S. notion of academic integrity (Abasi and Graves, 2008). The course takes a socioliterate approach (Johns, 1997) in that it positions graduate students as apprentice scholars within their respective fields and accords them with both the privileges and responsibilities of such as they become members of their respective academic discourse communities.
- b. **Proposed Catalog Copy:** (3 credits) GRAD 6010/8010 is designed to benefit English as a second language (ESL) graduate students and serves as an introduction to concepts central to graduate-level writing in the United States, such as academic integrity, audience awareness, discipline-specific variation in writing norms and culture, and rhetorical purpose. Spring Semester - Wednesday afternoons.

III. **Justification**

- a. This course responds to needs of international graduate students who do not speak English as a primary language. The number of international students enrolled graduate-level programs in the U.S. has continued to increase over the past decade, and the vast majority of these students are from countries where English is not spoken as a first language (Institute of International Education, 2012). While ESL graduate students must meet institutional language requirements to gain entrance into their degree

programs, they often still face language challenges once in these programs and can benefit from language support, particularly with respect to their academic writing (Waye, 2012). The Center for Graduate Life has been responding to this need through a multi-pronged approach, including one-on-one writing consultations and writing-based orientation sessions and workshops. However, some ESL graduate students need a more sustained approach, with more time to synthesize information and integrate it into their own writing practices; this is especially true for ESL graduate students in STEM disciplines, who typically are not used to writing as much as students in other fields and therefore often have fewer academic-based writing experiences from which to draw. The proposed course will give ESL graduate students the opportunity to continue to develop their writing skills over a semester and introduce them to important writing-related concepts and strategies.

- b. **Impact** - This course will be an elective course for ESL graduate students and open to those students regardless of discipline. The intent is to ensure that these students have a better understanding of graduate-level academic writing in English so that they can begin applying concepts to their own discipline-specific writing. Also, because understanding of issues related to academic integrity, especially plagiarism, can be affected by a writer's cultural background (cf. Abasi, 2008; Abasi & Graves, 2008), the course will help learners contextualize U.S. notions of plagiarism, so that they can then apply these conceptualizations to their own writing.
- c. **Other courses** – While some courses offered on campus address academic writing, there are none that specifically address the needs of graduate students who do not speak English as a native language.

IV. **Resources Required**

- a. **Personnel** – Dr. Lisa Russell-Pinson, Faculty Associate for Writing in the Center for Graduate Life, will teach the course. She earned a B.A. in English from the University of South Carolina-Columbia, and a M.S. and Ph.D. in applied linguistics from Georgetown University. She has taught non-native English speakers in a variety of contexts, including the university and community-college settings in the U.S. Her areas of expertise include English for academic purposes (especially academic writing), curriculum and materials design and corpus linguistics.
- b. Faculty committed to teaching in this course include:
Dr. Lisa Russell-Pinson, Faculty Associate for Writing, Center for Graduate Life

- c. The course will be taught in a small classroom with moveable chairs/desks.
- d. A smart podium would be needed, but no other computer support is required.
- e. No A/V support is needed.
- f. Additional costs are expected to be minimal. (For example, some copying may be necessary.)
- g. The Center for Graduate Life budget will absorb reasonable costs associated with this course.

V. Consultations

- a. Library consultation (attached)
- b. List other departments consulted in the writing of this proposal and dates of consultation
 - 1. A survey of graduate program directors was conducted in 2012. The 10 completed surveys included collective responses from faculty in a given program. Most indicated that more structured writing support would be useful for their graduate students and especially useful to non-native speakers.
 - 2. A proposed syllabus was shared and feedback solicited from seven different program faculty in August 2013. Response was minimal, but the attached email indicates some interest in a credit bearing course.

VI. Initiation of the Proposal

- a. The Graduate School is initiating this proposal after consultation with the English Language Training Institute, the Writing Resource Center, the English Department and faculty from other programs. No other department on campus is currently offering this level of writing support to graduate students.

VII. Attachments

- a. Letters of support
- b. Survey of Doctoral Program Directors

GRADUATE-LEVEL WRITING FOR INTERNATIONAL STUDENTS

Spring 2014

COURSE INFORMATION:

Course Numbers: GRAD 6010/8010

Credit Hours: 3

Class Time: TBD

Class Location: TBD

INSTRUCTOR INFORMATION:

Instructor: Lisa Russell-Pinson, Ph.D.

Email: lpinson@uncc.edu

XXXX

Office Hours: TBD; by appointment

Office: Cone 268

Phone Number: 704-687-

Mailbox: Cone 268

PRE-/CO-REQUISITES:

- Students must be currently enrolled in a graduate program terminating in a Master's degree or a doctorate.
- This course is designed to meet the writing needs of non-native English speakers, so only those who do not speak English as a first language should enroll in it.

REQUIRED TEXTBOOK/MATERIALS:

- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills, Third Edition*. Ann Arbor, MI: University of Michigan Press.

NB: Please make sure that you purchase the third edition of the textbook, which was published in 2012.

- Readings and materials identified by the instructor and made available through Aktins Library and/or the Moodle page for GRAD 6010/8010.

COURSE DESCRIPTION:

This course serves as an introduction to concepts central to graduate-level writing and is designed to benefit graduate students for whom English is not a native language. The focus is on improving students' academic writing by increasing their awareness and use of common academic genres and part-genres (Swales and Feak, 2012), rhetorical concepts, writing strategies, library-based research skills, discipline-specific vocabulary and grammatical features common in academic writing; attention is also given to demystifying norms and practices associated with the U.S. notion of academic integrity (Abasi and Graves, 2008). The course takes a socioliterate approach (Johns, 1997) in that it positions graduate students as apprentice scholars within their respective fields and accords them with both the privileges and responsibilities of such as they become members of their respective academic discourse communities.

COURSE OBJECTIVES:

By the end of this course, students should be able to:

- Identify the purposes and features of common academic genres (research article, review article, book review, etc.);
- Analyze common academic sub-genres (introductions, literature reviews, methodology sections, etc.) in their respective fields;
- Define rhetorical concepts, such as audience, purpose and organization, and utilize these concepts appropriately in their own writing;
- Employ strategies to develop ideas, produce drafts and revise and edit their work;
- Use grammatical features common in academic texts and discipline-specific vocabulary more effectively;
- Have better control over tasks fundamental to academic writing, such as defining, describing procedures and processes, presenting and commenting on data and making claims;
- Locate writing-related resources on campus and online;
- Identify and use discipline-specific databases and other resources for library-based research;
- Use computer-based tools, such as corpora and concordances, to determine vocabulary and grammatical features relevant to their disciplines;
- Understand the U.S. definition of plagiarism, the reasons why U.S. academics and other professionals cite sources, and the consequences of violating academic integrity policies.

INSTRUCTIONAL METHODS:

A variety of instructional methods, including lectures, class discussions, group work and individual practice, will be used in the course.

COURSE REQUIREMENTS:

The following criteria must be met in order for a student to pass the course:

- **Homework**

20%

You will have homework assignments each week. These assignments will be related to the topics covered in class and the readings in your textbook. Your homework grade will be based on how many assignments you complete, as well as how thorough your work is. No late homework will be accepted.

- **Classwork**

20%

You will complete classwork—independently and as a part of a group—each week. Your classwork grade will be determined by how many assignments you complete. Missed classwork cannot be made up.

- **Writing Conferences**

20%

You will attend two one-on-one writing conferences with me. You will lead these conferences by presenting one piece of writing that you have produced in your field of study; then, I will give you feedback to improve that piece of writing. These conferences will be held before mid-term and again towards the end of the semester. You will be given specific guidelines for conducting the conference, as well as the rubric that I will use for grading, prior to mid-term.

- **Participation**

20%

Active participation in class discussions and group work is expected, encouraged and rewarded. You are expected:

- To be prepared for each class, which requires you to do all of the assignments and readings completely and on time.
- To contribute thoughtful comments and questions to class discussions.
- To collaborate effectively with your classmates during group work.
- To give to your classmates, as well as to receive from them, constructive criticism.
- To show respect to your classmates, instructor and guest speakers.

- **Course Portfolio**

20%

You will assemble a portfolio that allows you to reflect on the work you have produced in, as well as what you have learned from, this course. You will be given specific guidelines for creating the portfolio, as well as a grading rubric, after mid-term.

Grading: This course is pass/unsatisfactory. You must achieve a 70% or higher on the course requirements in order to pass the course.

MAKE-UP WORK:

Assignments due on a specified day will not be accepted after that class is over. However, *with my permission*, you may turn in assignments ahead of the due date. You may place such assignments in my mailbox (located in Cone 268) before the due date.

ATTENDANCE POLICY:

Attendance is required. Missing more than 4 classes may result in a failing grade.

OTHER COURSE POLICIES:

- Your participation is vital to the success of this course. Our classroom is a community and in order to function as a community, it is important that each student be present at and on time for every class; if you are absent or late, you will not only miss important material covered in class, but you will also lessen

your opportunities to contribute to and participate in class discussions and activities.

- In the event that you must miss a class, it is your responsibility to get class notes, assignments, etc. You should have at least one classmate's phone number/e-mail address in order to get information on missed classes.
- I understand that many of you may use your phones and/or other electronic devices to access English-learner dictionaries and other related applications. Accessing such information during class is fine, as long as the sound is turned off and the devices do not pose a distraction for you, your classmates or instructor. However, you may use these devices in class ONLY for educational purposes related to the topics we are currently working on. This means that you may NOT use these devices (or classroom computers) for any other purposes, such as texting, tweeting, accessing websites (such as Facebook) or talking on the phone, during class time.
- Please silence your phones upon entering the classroom.
- All homework and classwork assignments must be done completely in order for you to receive credit.
- All assignments must be completed on time.
- The best way to reach me is via email: lpinson@uncc.edu
- You are required to follow the university's guidelines on academic integrity (see below).
- Please leave any paper-based assignments, correspondences, etc. in my mailbox and not shoved under my office door – housekeeping sometimes throws away stray papers left on the floor, and I want to make sure that you receive credit for what you do!

TENTATIVE WEEKLY SCHEDULE:

Week 1 (January 6-10): Introduction to the Course

- Topics: Syllabus; introduction to academic writing

Week 2 (January 13-17): Audience, Purpose and Organization

- Topics: Academic genres and part-genres
- Language Foci: Vocabulary; structure of texts

Week 3 (January 20-24): Writing Process and Strategies

- Topics: Pre-writing, drafting, revising, editing
- Language Foci: Overview of verb tense, aspect, agreement and voice
- Guest speaker: XXXX from the Writing Resource Center

Week 4 (January 27-31): Academic Style

- Topics: Stylistic language features; introduction to MICUSP
- Language Foci: Vocabulary; personal pronouns
- Assignment: Begin preparation for conferences

Week 5 (February 3-7): Academic Integrity and Academic Writing

- Topics: Academic integrity and U.S. culture; plagiarism; citation strategies

- Language Focus: Paraphrasing
- Guest speaker: XXXX from the Writing Resource Center

Week 6 (February 10-14): Writing Conferences

- No Classes

Week 7 (February 17-21): Flow

- Topics: Connecting ideas; making transitions
- Language Foci: Pronoun reference; punctuation; linking words

Week 8 (February 24-28): General-Specific and Specific-General Texts

- Topics: Opening statements; generalizations
- Language Foci: Definite and indefinite articles

Week 9 (March 3-7): Spring Break

- No Classes

Week 10 (March 10-14): Definitions (Part I)

- Topic: Formal sentence definitions
- Language Foci: Verbs and articles in definitions

Week 11 (March 17-21): Definitions (Part II)

- Topic: Extended definitions
- Language Foci: Regular and reduced relative clauses in definitions

Week 12 (March 24-28): AAAL/TESOL

- Class meets in library (room TBD)
- Topic: Library-based research skills, including online databases
- Guest Speaker(s): XXX from the Atkins Library
- Language Foci: Academic English and Latin phrases; nominalizations
- Assignments: Begin preparation for conferences

Week 13 (March 31-April 4): Problem-Solution Texts

- Topics: Cause-and-effect; describing procedures
- Language Foci: Adverbs; present participles; passive voice

Week 14 (April 7-11): Conferences

- No Classes

Week 15 (April 14-18): Processes

- Topics: Describing processes; introducing solutions
- Language Foci: Time adverbials; past participles; indirect questions
- Assignment: Begin preparation for course portfolio

Week 16 (April 21-25): Writing about Data (Part I)

- Topics: Making claims; commenting on data
- Language Foci: Location statements; softening and strengthening claims

Week 17 (April 28-May 2): Writing about Data (Part II); Wrap-Up

- Topics: Presenting and comparing data; concluding commentary
- Language Foci: Comparisons; prepositions of time
- Due on Exam Day: Course Portfolio

APPLICABLE UNIVERSITY POLICIES

1. Academic Integrity

Academic honesty and integrity are essential to the existence and growth of an academic community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty; and this responsibility is shared by all members of the academic community.

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity (see the Catalog). This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "U." If you do not have a copy of the Code, you can obtain one from the Dean of Students Office or access it online at <http://www.legal.uncc.edu/policies/ps-105.html> Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

2. Disability Services

Students with documented disabilities are eligible to receive assistance from the Office of Disability Services located in Fretwell 230.

3. Diversity

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

4. IT Needs

UNC Charlotte students may utilize the computer labs at various sites across campus. For information on locations of computer labs and equipment availability, call 547-3100 and select option one (1) or check UNC Charlotte on the World Wide Web: <http://www.uncc.edu/lis>.

5. Code of Student Responsibility

The primary purposes for the imposition of discipline in the University setting are to protect the campus community and to maintain an environment conducive to learning. Consistent with those purposes, efforts also will be made to foster the personal and social development of those students who are held accountable for violations of University regulations. The complete code is available at: <http://legal.uncc.edu/policies/ps-104.html>



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Lisa Russell-Pinson, Center for Graduate Life
From: Judy Walker, Education/Psychology Librarian
Date: 9/6/13
Subject: GRAD 6010/8010: Graduate level writing for International Student

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: 9/6/13

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

I am assuming this course will be using examples of academic writing of which the library has a vast amount in both print and electronic format.

Evaluator's Signature

September 6, 2013
Date

From: angeladavies99@gmail.com [mailto:angeladavies99@gmail.com] **On Behalf Of**
Angela Davies
Sent: Friday, August 30, 2013 9:23 AM
To: Hall-Hertel, Katherine
Cc: Boreman, Glenn; Clayton, Mark
Subject: Re: Graduate Writing

Hi Katherine,

Thanks for yesterdays discussion about technical writing challenges we face with our graduate students. It is a significant barrier not only to delivering quality dissertations and theses, but also journal publications. It is an opportunity to put into place something that would have a significant impact.

The syllabus for the writing class looks good. I would certainly ask my graduate students to take the course. I can better give feedback after I have a student take the course.

A course will help, and my intuition and experience tells me an important followup is something like a workshop-type environment. I imagine something where students practice on actual documents they are in the process of writing. Maybe the experience includes editing the documents in progress (by fellow students?) with a grammar discussion and feedback. Let me know what Lisa thinks about some sort of technical writing workshop over on this side of campus. I know I could populate it with many students. Have a good weekend.

Angela

On Thu, Aug 29, 2013 at 3:12 PM, Hall-Hertel, Katherine <KHall-Hertel@uncc.edu> wrote:
Hi Angela,

Here is the syllabus we discussed. I welcome your thoughts.

I'll get back to you as to whether or not we can offer a weekly workshop this fall.

Thanks,

Katherine

Dr. Katherine Hall-Hertel | Assistant Dean/Associate Graduate Faculty
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Phone: [704-687-5661](tel:704-687-5661) or 7251 | Fax: [704-687-2286](tel:704-687-2286)
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Revised 10/29/08
OAA jdp

this transmission in error, please notify me immediately by reply email or by telephone at [704-687-7251](tel:704-687-7251). Thank you.

Survey of Graduate Students' Writing Needs

Please consider the graduate students with whom you work. Your assessment of the ways in which your students could benefit from writing assistance will help us as we develop programs and workshops for graduate students. Thanks.

1. Briefly describe the type of writing assigned in your program or course, other than theses and dissertations:

2. What is the single biggest problem with writing exhibited by students in your program:

3. To what extent does "English as a second language" affect student writing in your program?
(5 – *greatly* to 1- *not at all*)

4. Would you be interested in strategies to improve student writing, provided they could be incorporated in your existing courses?

5. Have you referred students to the existing resources on campus (i.e. WRC, Atkins Library, CTL, CGL?)

6. What type of assistance from a writing consultant would be most useful to you, as a faculty member, in order to improve the quality of theses and dissertations?