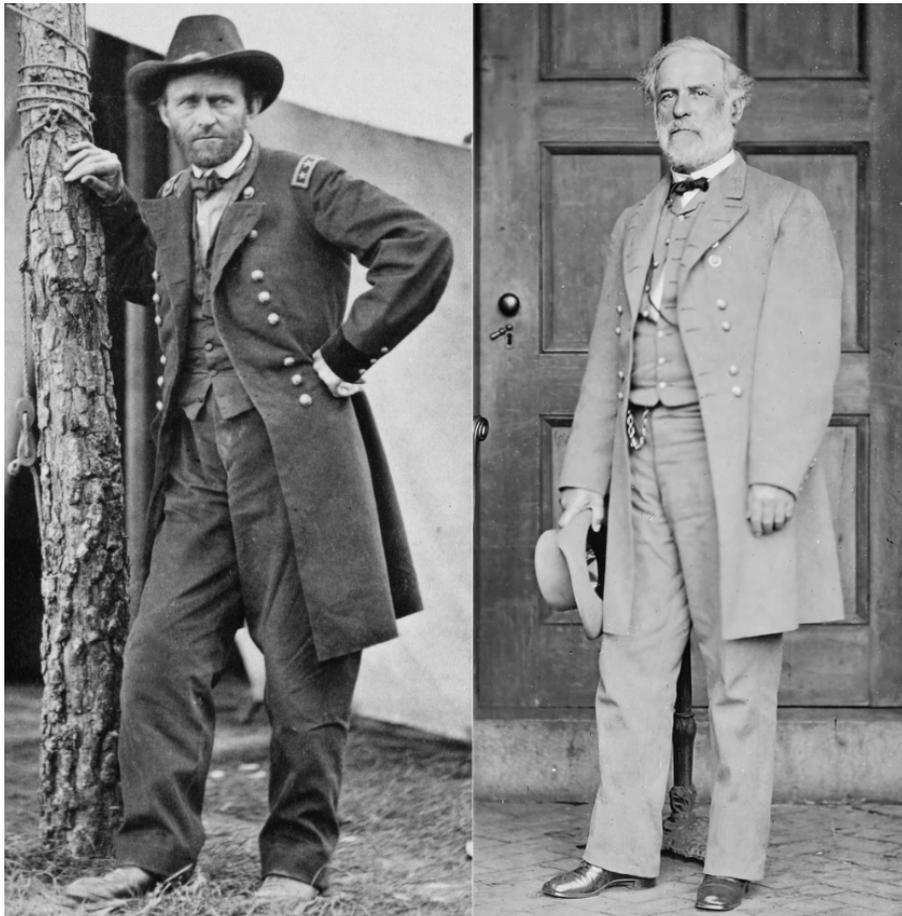


The Future of Graduate Writing Support

Christine Feak



A few words about the past



“Grant and Lee: A Study in Contrasts” was written as a chapter of *The American Story*, a collection of essays by noted historians. In this study, as in most of his other writing, Bruce Catton does more than recount the facts of history: he shows the significance within them. It is a carefully constructed essay, using contrast and comparison as the entire framework for his explanation.

1 When Ulysses S. Grant and Robert E. Lee met in the parlor of a modest house at Appomattox Court House, Virginia, on April 9, 1865, to work out the terms for the surrender of Lee’s Army of Northern Virginia, a great chapter on American life came to a close, and a great new chapter began.

2 These men were bringing the Civil War to its virtual finish. To be sure, other armies had yet to surrender, and for a few days the fugitive Confederate government would struggle desperately and vainly, trying to find some way to go on living now that its chief support was gone. But in effect it was all over when Grant and Lee signed the papers. And the little room where they wrote out the terms was the scene of one of the poignant, dramatic contrasts in American History.

3 They were two strong men, these oddly different generals, and they represented the strengths of two conflicting currents that, through them, had come into final collision.

4 Back of Robert E. Lee was the notion that the old aristocratic concept might somehow survive and be dominant in American life.



Ulysses S. Grant

A few words about the past

- ▣ Focus: rhetorical patterns
 - ▣ Compare-Contrast
 - ▣ Causal Analysis
 - ▣ Process Analysis
 - ▣ Classification
- ▣ Grammar
- ▣ Vocabulary

A few words about the past

Grammar

- ▣ Adverbs
 - ▣ Similarly, likewise, in the same way, also
- ▣ Phrases
 - ▣ Like, alike, similar, equal, comparable
- ▣ Verbs
 - ▣ Compare to, resemble, fit, match, mirror, reinforce, reflect etc.
- ▣ To express contrast, you can use the following adverbs and transitional verbs: **In contrast, on the other hand, however.**
- ▣ The conjunctions **though, although** and **but** are also possible.

A few words about the past

- ▣ Grammar

- ▣ Although Grant was from the North, Lee was from the South.
- ▣ Lee was from the South, while Grant was from the North.
- ▣ While both Grant and Lee were both generals, they did not
...

- ▣ Vocabulary

- ▣ hazy, poignant, sanctified, sinewy, obeisance, diametrically and reconciliation

A few words about the past

- ▣ Evaluation
 - ▣ Adherence to the organizational pattern
 - ▣ How well students “dumped” information into a template
 - ▣ Use of comparison and contrast language
 - ▣ Accuracy (vocabulary and grammar)
 - ▣ Content?

A few words about the past

- ▣ Student Output
 - ▣ Sticky rice and long grain rice
 - ▣ My two friends



there are people, like Walter Goodman in New York, who consider that all illegal actions including violence are wrong. According to them, all the actions are against the ethics of the society absolutely. Some people agree to the students' violence in Vietnam because police used violence to defend the government. I think that the situation should be considered.

A few words about the past

- ▣ Writing support for graduate students
 - ▣ Essay writing should be taught because
 - ▣ “in most post-graduate courses in Britain and North America, the most frequent learning assignment and the most usual method of assessment is the written essay” (McDonough 1985, p. 244).

A few words about the past

- Lack of alignment between graduate writing courses and graduate student writing needs
- Misalignment persisted well into the 1990s
- Writing instruction and writing in the actual academic context:

“completely different worlds” (Leki and Carson 1997, p. 39)

A few words about the past

- Relevant publications were emerging in the late 1970s and early 1980s
 - Data commentary and lab reports (Kroll 1979)
 - Book reviews, research papers and research proposals (Ostler 1980)

A few words about the past

- ▣ Article summaries (Behrens, 1978; Bridgeman & Carlson, 1984; Ostler, 1980)
- ▣ Engineering graduate students: technical reports (West and Byrd 1982)
- ▣ Martin (1976): a graduate student needs to “read about research in his [sic] own area and related areas; to listen to professors speak about their work or the work of colleagues; and often to write papers incorporating the research of others” (p. 91).

A few words about the past

- ▣ Support for matriculated graduate students was sparse
 - ▣ For students who used English as an International Language (EIL)
 - ▣ Only for students identified as having a low level of English proficiency, and not “ready” to handle the linguistic demands of their programs
 - ▣ The task at hand: develop general proficiency—not support students in their academic writing
 - ▣ Ready or not students were engaged with the discourses of their disciplines and seeking to understand their “textual worlds”

Has this changed
for your program?

A few words about the past

- Support for highly proficient users of English (aka “native speakers” and others) just wasn’t there—Dean Mangan (June 9, 2016)
- Attention to writing at the graduate level:
 - “a form of remediation” that did not belong in graduate education”
(Golding & Mascaro, 1985, p. 176).
- Those of us in the English for Academic Purposes community were trying to hold things together with hard work and duct tape—Steve Simpson

A few words about the present

- ▣ Graduate Writing Centers
- ▣ Courses
- ▣ Writing Groups
- ▣ Workshops
- ▣ Boot Camps
- ▣ Graduate student initiatives

If we build it—they will come—Talinn Phillips.

And if they build it—they will come.

A few words about the present

- ▣ Graduate student initiatives
- ▣ [MiSci](#)



Our Mission

Welcome to MiSciWriters! We're a group of graduate students at the University of Michigan who believe that science communication is an integral part of scientific research.

Our three missions:

1. Provide forum for graduate students to practice science writing skills with peer feedback
2. Connect interested students with writing mentors and career exploration opportunities
3. Increase awareness of (and engagement in) science communication with the public by researchers

If you are a graduate student at the University of Michigan and want to write for us, submit your topic [here!](#)

If you aren't a UofM graduate student and want to be a guest blogger, email us at MiSciWriters.leaders@umich.edu

Do you want to help mentor an aspiring writer? Learn more about it and let us know [here!](#)

Share this:



SEARCH

Tweets by @MiSciWriters

 **MiSciWriters**
@MiSciWriters

Hawaiian invasive species raise #scicomm/conservation ?'s, but what are #invasivespecies? A: misciwriters.com/2016/03/29/680/ twitter.com/edyong209/stat...



Invasive Species: An Alien Attack fro...
By Alisha John BREAKING:Planet Earth ...
misciwriters.com

25 May

The future

- ▣ MiSci
 - ▣ Blogging opportunities
 - ▣ Workshops
 - ▣ Guest speakers
 - ▣ “Write-ins”
- ▣ Different sources of support may be available
 - ▣ Sustained, Intensive, and advisor—Tallin Philips

The future

- ▣ MiSci

- ▣ “Write-ins”

MiSciWriters is hosting a **write-in** next week on **Wednesday, June 6th, 1:00-5:00pm in 5320/5330 Taubman Health Sciences Library.**

This is an awesome opportunity to sit down for a couple hours and work on whatever writing project(s) you have going on! Research manuscripts, dissertation chapters, informal science writing, blog pieces, job application materials, etc. - all projects are welcome. Come for any or all of the time. Hope to see you there!

The future

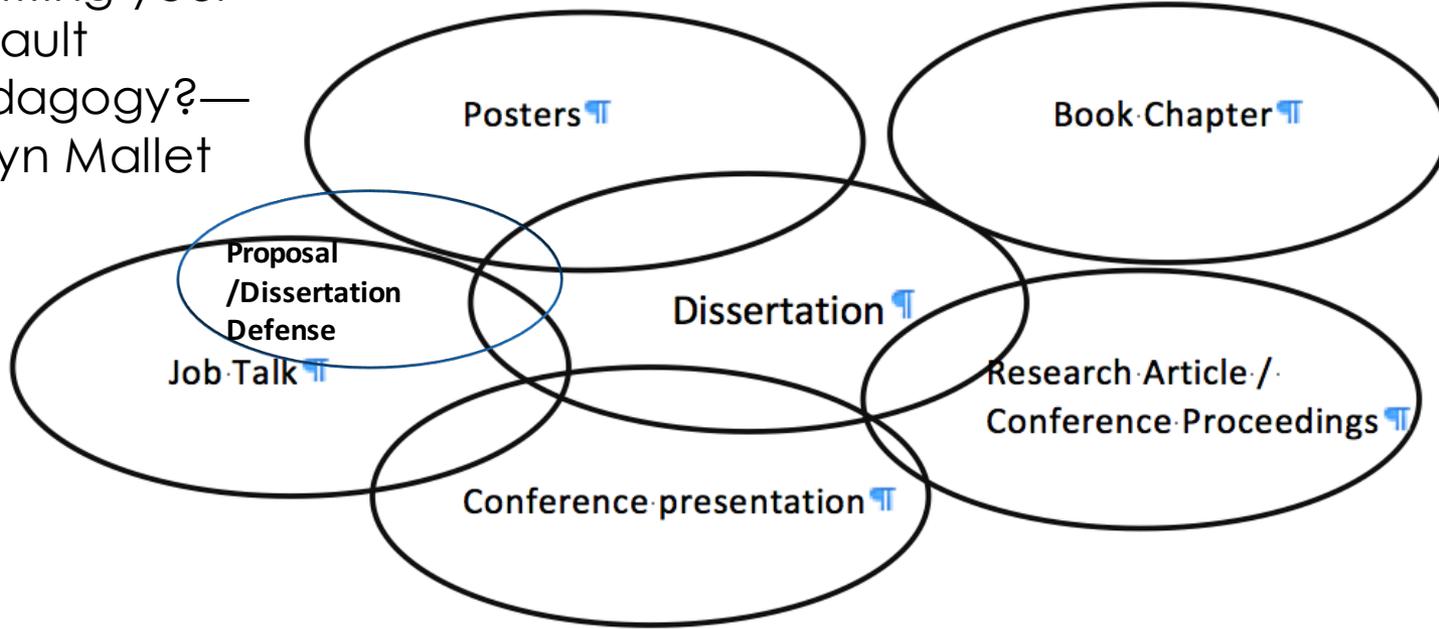
- ▣ Academic discourse happens through communication—
Mary Jane Curry
- ▣ What kinds of communication?
- ▣ Now

Open Genres

17 writing approaches?
Expressivist?
Process? WAC/WID? . . . --
Michelle Cox

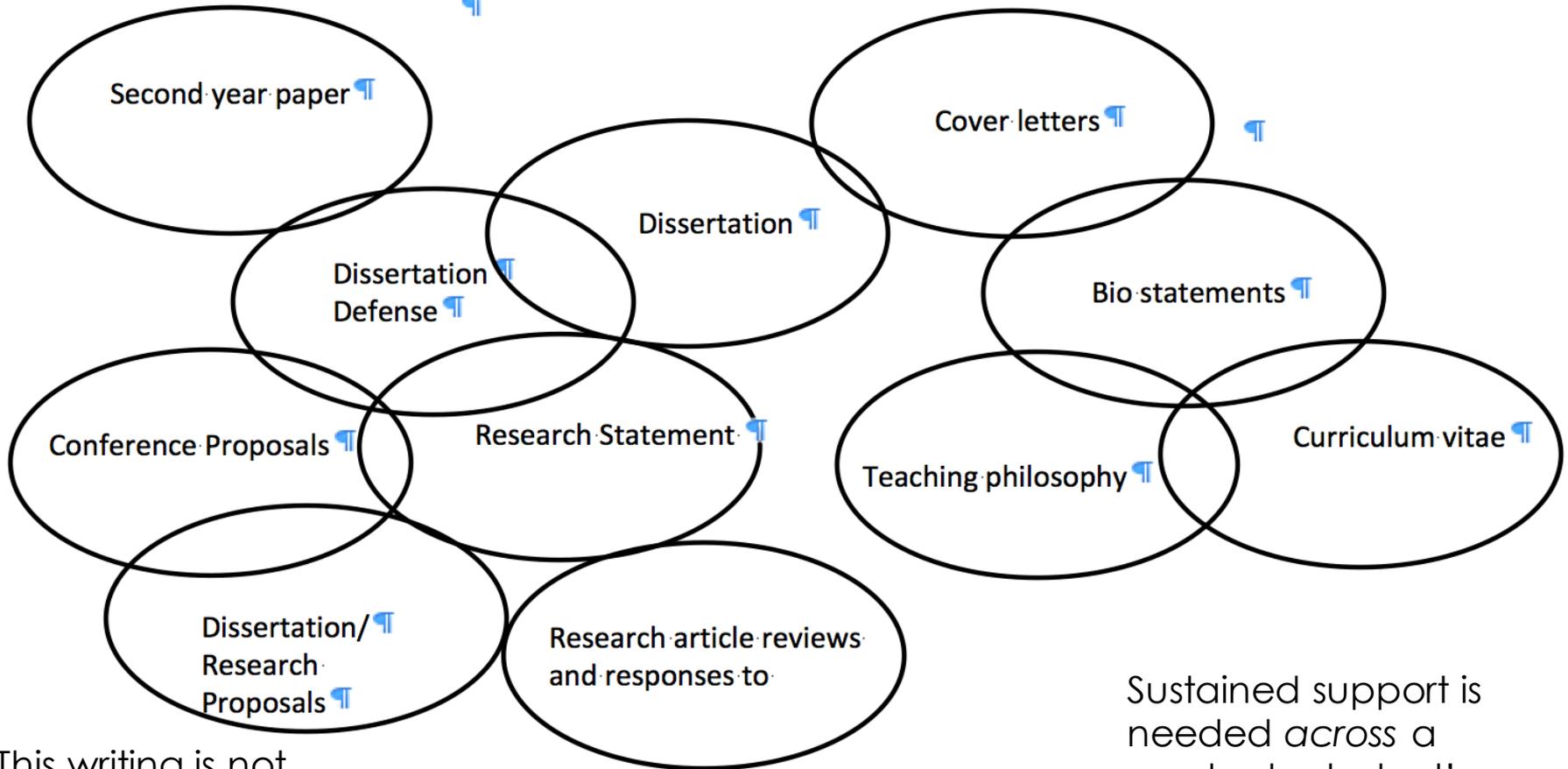
Is writing your
default
pedagogy?—
Karyn Mallet

Do they all
work
equally
well for all
students?



What do students already know?
What do students need to know?
What can they learn in one semester?
--Michelle Cox

Supporting Genres



Be authentic.
Customize—Karyn
Mallet

This writing is not
done on a
predictable
timetable—Jane
Freeman

Sustained support is
needed across a
graduate student's
career—Michelle
Cox

The future

- ▣ Blogs
- ▣ Wikis
- ▣ Twitter
- ▣ Web 2.0 writing
 - ▣ Multimodal writing support
- ▣ E-portfolios
 - ▣ [Seelio?](#)

The future

- ▣ Online self-presentations
- ▣ Establishing an identity
 - ▣ Content
 - ▣ Design
 - ▣ Reader interactivity
- ▣ Curating that identity



The future

- ▣ Academic and Professional Communication Institute
 - ▣ Business PhD students
 - ▣ Summer 2016—Writing and Identity
 - ▣ Bio statements
 - ▣ Research statements
 - ▣ Web pages
 - ▣ And some of the usual—literature reviews, creating a research space for instance

The future

- ▣ There has been a huge increase in research/writing/[publication collaborations](#)—Mary Jane Curry.

The future

- ▣ Technology
 - ▣ Supporting off-site students
 - ▣ Videoconferencing
 - ▣ [Blue Jeans](#)
 - ▣ OWI
 - ▣ New ways of teaching
 - ▣ New content
 - ▣ Students becoming corpus linguists (Lee and Swales 2006)
 - ▣ Increasingly more corpus research to inform our teaching along with ethnographic studies and studies

The future



- [The Research Writing Tutor \(RWT\) Program \(Iowa State University\)](#)
 - an automated writing evaluation program
 - analyzes drafts of academic research articles
 - generates higher-level, rhetorical and discipline-specific feedback for writers
 - helps writers develop strong scientific arguments and academically compelling texts as expected by their disciplinary community

The future

Graduate Student Enrollment

Discipline division	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
	1,840,164	787,231	1,052,933	751,751	301,575	450,176	175,038	85,104	89,934

Source: The National Center for Education Statistics (NCES)

The primary federal entity for collecting and analyzing data related to education in the U.S. and other nations.

https://nces.ed.gov/programs/digest/d14/tables/dt14_318.30.asp

We can't ignore
Master's level
students—Steve
Simpson

The future

- ▣ Master's Level Writing
 - ▣ Nursing: Patient pamphlets
 - ▣ Public Health and Social Work: Professional philosophy statements

The future

- ▣ Master's Level Writing
 - ▣ Geology
business-type reports and delivering oral presentations,
which may be based on team investigations
 - ▣ MBA
Case studies
- ▣ Natural Resources
 - ▣ Master's Projects / Practicum rather than theses

The future

- ▣ Master's Projects
 - ▣ an interdisciplinary group project
 - ▣ faculty advisor
 - ▣ analysis of and solutions to a real-world environmental problem
 - ▣ individual analysis and group reporting
 - ▣ interdisciplinary analysis

The future

[Visioning the Allen Creek Greenway: Designing a Path, Creating a Place](#)

Peter Sanderson Jordan Sebastian & Ariel Shaw

A practicum submitted in partial fulfillment of the requirements for the degree of Master of Landscape Architecture

School of Natural Resources and Environment

University of Michigan

April 2012

Faculty advisors: Assistant Professor Dr. MaryCarol Hunter Professor Dr. Jonathan Bulkeley

The future

- ▣ Journal articles
 - ▣ genre stabilized “for now”
- ▣ Article of the future
 - ▣ Hyperlinks and animation
 - ▣ Graphical abstracts
 - ▣ Cool, but no additional information
 - ▣ Researchers largely unimpressed

The future

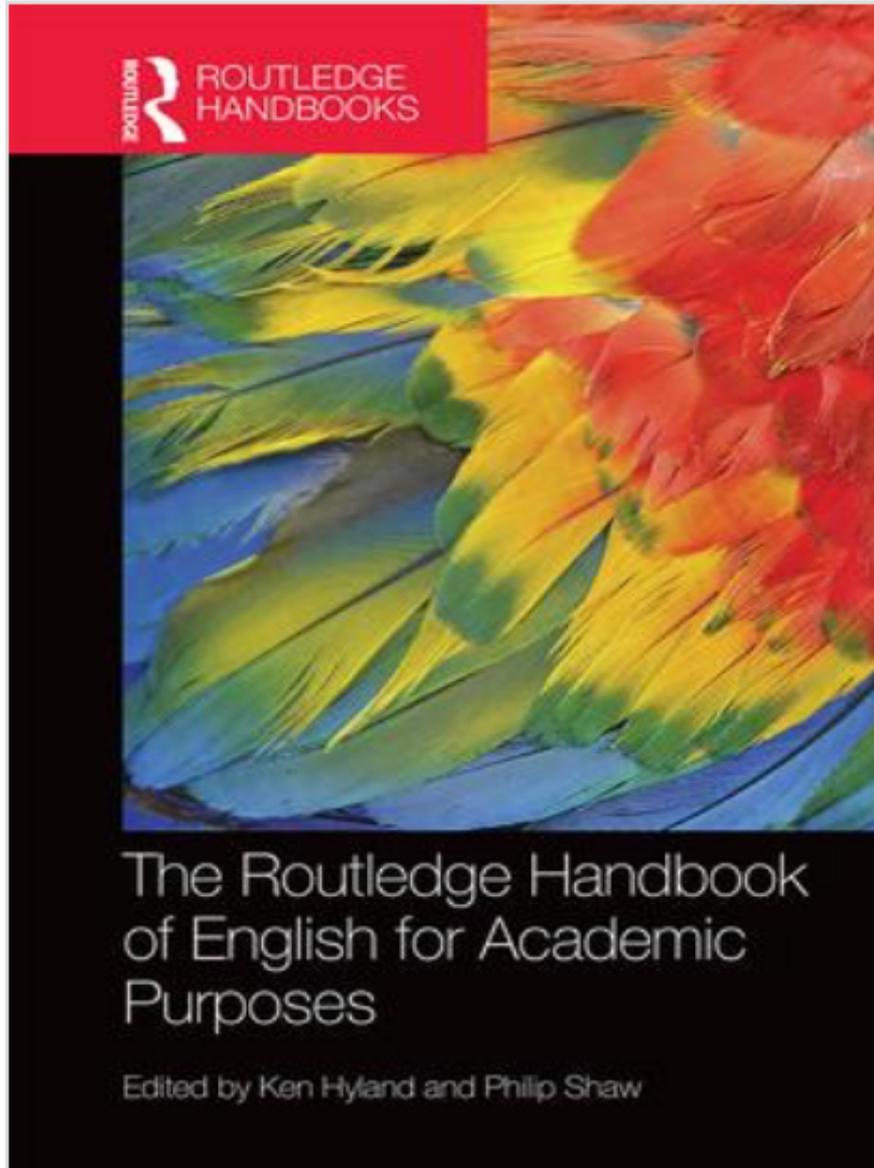
- ▣ Journal articles
 - ▣ Technology is having some impact
 - ▣ Multimedia elements
 - ▣ Author videos—expand on the article content
 - ▣ Research challenges
 - ▣ Decision making
 - ▣ [Audio Slides](#)—stand alone mini-texts structurally similar to the journal article
 - ▣ [Podcasts](#)-interviews between authors and journal editor

Final thoughts

- ▣ How to best support *all* graduate students?
 - ▣ those who are deemed in need of support due to proficiency testing
 - ▣ those who are deemed “too good” for a writing course due to proficiency
 - ▣ those who are likely going to write the traditional tenure genres
 - ▣ those who are not
- ▣ How do we support students develop other writing?
- ▣ How do we support students develop their spoken genre mastery?

Final thoughts

- ▣ How do we draw from both the writing pedagogy literature and Applied Linguistics?—Michelle Cox
- ▣ How do we mentor the next generation of scholars so that they can become advisors who know how to be writing mentors?



The Routledge Handbook of English for Academic Purposes

- Conceptions of EAP
- Contexts for EAP
- EAP and language skills
- Research perspectives
- Pedagogic genres
- Research genres
- Pedagogic contexts
- Managing learning

Final thoughts

Even though the future seems far away, it is actually beginning right now.

Mattie Stepanek

- Lee, D., & Swales, J. (2006). A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora. *English for specific purposes*, 25(1), 56-75.

The future

Blue Jeans

Features & Benefits

Getting Started

Common Tasks

Participating Units

Using Blue Jeans in Health Related Units

Service Updates

Blue Jeans Primetime

Unit Charges & Billing

Technical Specifications

Frequently Asked Questions

Features & Benefits

Standard Features

- Support for multiple platforms
- High-resolution video (720p)
- High-resolution content sharing (1080p)
- Live chat
- Basic recording (up to five hours)
- Recorded video sharing
- End-to-end encryption
- Up to 100 endpoint connections (telepresence systems, computers, tablets, smartphones, etc.)
- Microsoft Lync and Cisco Jabber client support

The future

- ▣ [Automated Writing?](#)
- ▣ Automated Insights
- ▣ We've been transforming how companies create and benefit from content since 2007. Over the past few years, we've been building a platform that everyone can use to automate writing. We call that platform Wordsmith. It lets you generate unlimited pieces of content from a single story structure and dataset that sounds like a person wrote each one of them individually.