USC University of Southern California

ALI 275 *SYLLABUS*

Writing for Publication and Dissertations

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Course Description:

ALI 275 Writing for Publication and Dissertations is for graduate students who are non-native speakers of English and who are working or beginning to work on theses or dissertations, or who are beginning to write for publication. The course will cover conventions of advanced academic writing, and will address problems in syntax, vocabulary, and register more common to written than to spoken English. Students will work within the guidelines of the style manuals of their respective fields. Classroom instruction will be conducted in a workshop style and will be supplemented weekly through individualized tutorial sessions in which participants receive specific feedback and suggestions on their writing.

Recommended Course Materials:

1. Collins resources in applied linguistics available at:

http://www.collinslanguage.com/language-resources/

2. Articles and exercises downloadable from the class Blackboard site, which you can enter by using your USC username and password. The URL is: <http://blackboard.usc.edu/>

3. Field-specific style manuals. See:

http://pitt.libguides.com/citationhelp

http://www.ieee.org/documents/ieeecitationref.pdf

http://www.library.cornell.edu/resrch/citmanage/apa

http://owl.english.purdue.edu/owl/resource/560/01/

http://owl.english.purdue.edu/owl/section/2/

4. The *Chicago Manual of Style*

5. Bryan A. Garner, *The Chicago Guide to Grammar, Usage, and Punctuation* (Chicago: University of Chicago Press, 2016)

Course Guidelines:

Students will work with the instructor during the first week of class to establish a convenient timetable for individual consultations and together with the instructor will set semester goals appropriate to the student's writing project. Individual students will be expected to move through different phases of their projects at different rates. They will be expected to turn in work on a weekly basis or according to a schedule arranged with the instructor.

PLAGIARISM — presenting someone else's ideas as your own, either verbatim or recast in your own words — is an extremely serious academic offense with very serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards:

https://studentaffairs.usc.edu/files/2015/11/SCampus-Final-112015_v8.pdf

Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct:

http://policy.usc.edu/scientific-misconduct

Students who plagiarize any section of any written work will automatically receive a NO PASS grade. In addition, a NEGATIVE REPORT will be sent to the office of Judicial Affairs.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity:

http://equity.usc.edu

or to the Department of Public Safety:

http://dps.usc.edu/contact

This is important for the safety of the entire USC community. Another member of the university community — such as a friend, classmate, advisor, or faculty member — can help initiate the report, or can initiate the repot on behalf of another person.

The Center for Women and Men:

http://engemannshc.usc.edu/cwm

provides 24/7 confidential support, and the Sexual Assault Resource Center webpage:

https://sarc.usc.edu

describes reporting options and other resources.

Support Systems:

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, http://ali.usc.edu/, which sponsors courses and workshops specifically for international students.

The Office of Disability Services and Programs:

http://dsp.usc.edu

provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information:

http://emergency.usc.edu

will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Style manuals

http://pitt.libguides.com/citationhelp

http://www.ieee.org/documents/ieeecitationref.pdf

http://www.library.cornell.edu/resrch/citmanage/apa

http://owl.english.purdue.edu/owl/resource/560/01/

http://owl.english.purdue.edu/owl/section/2/

STUDENTS WHO ARE ENROLLED FOR THE FIRST TIME in this course are expected to attend all in-class sessions until the major structural components and language conventions of the research paper have been covered. Students may submit written work for editing at any time during the duration of the course, but no later than eight days prior to the last day of classes.

CONTENT

Lexicogrammatical / pragmatic aspects of academic register / hedging devices

Organization and language conventions of the Introduction / Proper referencing versus plagiarism

The Literature Review in detail

Language conventions of the Methods and Results sections

The Discussion / Conclusion in detail

The Abstract in detail + tips on editing out fluff / verbiage

Content Specifics:

Weeks 1 + 2:

Focus A: Academic versus non-academic register and usage conventions; lexical choice; punctuation; flow; citation styles and referencing

Focus B:: Although often not separately labeled, the INTRODUCTION section of research papers has a very important function in providing the reader with a coherent background / context which clearly stipulates the nature of the problem being studied. Even excellent students frequently struggle with the conventions of the obligatory literature review and especially with accepted language conventions that guide this important section of the publication. Students will be asked to access the specific formatting guidelines from their respective departments / journals. Students will also be required to submit a certificate of completion of USC's online tutorial on academic integrity and plagiarism.

Focus C: Although the METHODS / MATERIALS section of a research paper / dissertation is most likely the easiest component to write in terms of the required language skills of non-native speakers of English, this element is critical in terms of legitimizing the content of the research. Sample METHODS sections from a wide spectrum of fields will be provided as guides for current students. This lecture will focus on the essential elements of the quantitative research study, their organization and function, and will also highlight variations in conventions for studies derived from the humanities and philosophy. Work pertaining to the RESULTS section will highlight the importance of verb tenses/form in the LOCATOR sentences; succinct statements of essential FINDINGS; and types/functions of COMMENTARIES, as well as the sequencing of these elements.

Week 3:

Focus A: Non-native speakers of English are often challenged by several elements within the DISCUSSION / CONCLUSION sections of research papers. We will examine the role of the most conventional elements contained in these sections and explore the language used in terms of conditionality, hedging, and clarity. Papers with a practical focus will be asked to open up the findings for a more theoretical view; those with a primary theoretical purpose will be asked to explore possible practical implications. Students will be required to discuss the placement of their studies in a somewhat broader field-specific context and to provide concrete suggestions for follow-up research.

Focus B: Elements, language conventions (verb tenses and form), and organization of the ABSTRACT. Sample abstracts with concise key words will be provided.

FROM WEEK 4 ON THE COURSE WILL HAVE AN INDIVIDUAL TUTORIAL FORMAT.

Students will work with the instructor on an individual basis with the goal of:

- perfecting manuscripts in preparation for publication

- preparing dissertation proposals

- preparing job application packages (including teaching portfolios, statements of purpose, statements on teaching philosophy, CVs, cover letters)

- organizing chapters / units of the dissertation and correcting these for logistical / syntactic / usage errors

All students are strongly advised to work closely in conjunction with their research field-specific advisers on content-related problems with manuscripts and dissertations.