

**MMC 6936: Academic Writing**  
**Spring 2024**

*(Last time edited: December 15;  
the syllabus is subject to change, always refer to the Canvas' modules for the most  
recent version)*

**Instructor:** Dr. Celeste Wagner

**Office:** #3115, College of Journalism and Communications

**Email:** [wagner.m@ufl.edu](mailto:wagner.m@ufl.edu)

**Office Hours:** We can meet in person in my office or over Zoom. For either case, please sign up at least 30 minutes in advance here: <https://calendly.com/celeste-wagner/office-hours>

**Class Time:** Tuesdays 10:40 AM - 1:40 PM

**Course Description and Goals**

MMC 6936 is designed to provide graduate students with practical knowledge and skills in various academic writing formats, with the aim of improving their abilities to write for publication and achieve career goals. It is a hands-on, interactive course that focuses on helping students succeed in the academic writing process.

The primary objective of this course is to introduce students to various academic writing formats and assist them in developing the skills and confidence necessary to produce clear, concise, and effective academic writing. To this end, the class will provide students with the knowledge, resources, and tools they need to succeed in academic writing.

The course will focus on three types of academic writing products: 1) research writing, 2) other publication writing, and 3) career/professional development materials, including but not limited to social science research papers, extended abstracts, conference presentations, letters to journal editors, responses to reviewers, personal statements, CVs, cover letters, and IRB protocols.

Due to the interactive and personalized nature of this seminar, assignments and class materials may be tailored to the individual backgrounds, interests, and career goals of each student. As such, the syllabus is subject to modification in order to maximize its relevance to the specific student cohort.

**Course Learning Goals**

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

- Develop a deeper understanding of the conventions of academic writing in the social sciences, with a particular focus on research papers.
- Improve overall writing skills, including clarity, concision, and organization.

- Learn how to effectively incorporate and cite sources in written work.
- Practice writing for different genres and audiences
- Create a strategy for identifying and addressing personal obstacles to productive writing.
- Get to know yourself better as a writer.
- Understand the distinctions between strong quantitative and qualitative writing
- Become aware of how the peer review process operates
- Practice how to give honest and helpful feedback to peers and effectively respond to feedback received
- Communicate research findings clearly and concisely
- Compose important written documents for academic careers, such as personal statements, cover letters, or CVs.

### **Class Values Around Diversity and Inclusion**

The University of Florida's College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along several dimensions, including ideas, gender identity, race, ethnicity, nationality, sexuality, class, and religion.

It is very important for me that together we create an inclusive learning environment that makes everyone feel comfortable and welcome in class. Many times, learning something new entails feeling uncomfortable and challenging preconceived notions. This is a desired outcome of any learning environment because it encourages us to think with rigor, fairness, and creativity.

The goal is not to agree or find consensus as a class, but to educate ourselves rigorously, and to respectfully engage in discussions about different topics. Thus, curiosity and respect towards different viewpoints, experiences, and ideas will not only be a necessary path to success in class but also for both personal and intellectual growth. For this, it is essential that we all exercise respect, courtesy, civil dialogue, and empathy toward one another. I am convinced that the diversity that we all bring as a group is a strength and I am committed to making efforts to include class material that reflects a diversity of ideas, experiences, contexts, and identities.

Remember that the material that we will read in this class has been written by specific individuals with their own viewpoints. I would like for everyone to feel comfortable sharing their observations and critiques about the material.

Feel free to reach out to me if there is anything that is making you feel uncomfortable in any way or if you have any suggestions on how to build this communal space for all of us to learn together. I look forward to working with all of you to achieve this.

## Course Requirements

### Course materials:

- As much as possible, the class will be tailored to the individual needs, career stages, and research interests of each student. As such, the reading material will be partially chosen by the students themselves, in addition to being suggested by me after getting to know one another during the first few weeks of the semester.
- The required material will be available through Canvas, either linked or attached as a PDF.
- To be able to access the material through the provided links, you will have to be connected to UF Wi-Fi or the UF network via our **VPN** software if you are off campus. Refer to this [video instruction about how to connect to the VPN](#).
- We will be using a combination of textbook chapters, academic journal articles, book chapters, and nonacademic sources (news articles, videos, documentaries, etc.).

### Assignments:

- This is a hands-on course focused on the practice of academic writing. Therefore, there will be frequent assignments geared towards improving skills and knowledge about different academic writing formats.
- Students will read, analyze and critique published academic papers. Some of these assignments will require students to select their own material to analyze, depending on their interests.
- Students will practice writing different sections of a research paper. If students are already working on a research project, it is convenient to work on that material, unless it is a finished draft ready to submit to a conference or journal.
- Students will practice different forms of academic writing related to publishing. For example, letters to journal editors, writing peer reviews, writing responses to reviewers, etc.
- Students will also get familiarized with different forms of career writing, depending on their career goals and stages. For example, cover letters for academic job applications, etc.
- Although the concept of "good writing" is subjective, this course will focus on mastering the most standardized formats of academic writing in the social sciences, with an emphasis on producing clear, concise, and succinct written work.
- In academic settings, meeting deadlines is crucial to the success of any project, and this class is no exception. It is expected that students will adhere to all deadlines set forth in the course syllabus. Failing to meet deadlines is not only detrimental to your own progress, but it can also be unfair to your fellow classmates. If you foresee any issues with meeting a deadline, it is imperative that you inform me as soon as possible to plan ahead.

### Class attendance and participation:

- Students should come to class having read/listened/watched all class material for that class.
- Students are allowed to miss 1 class without medical justification but are expected to notify me as soon as possible.
- This is a small class, and we will do activities in class, so your engagement and participation are crucial for the class' success.
- If you are attending a conference in person and must miss class, please let me know as soon as possible.
- Class participation won't be graded, but it is highly encouraged.

### Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### Course Evaluation

At the end of the class, you will have to complete a course evaluation online via GatorEvals. Course evaluations are very important, as they will help me plan and adjust the syllabus for the next iterations of this class. They are also important for future students who will indirectly benefit from your feedback. It is expected that students will offer professional and respectful feedback on the quality of instruction in this course. [Guidance on how to give feedback in a professional and respectful manner is available](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or [online](#). [Summaries of course evaluation results](#) are available to students online.

### Academic Honesty

It is expected that all students will respect the [UF student honor code and conduct code](#). The following are some of the potential issues that are particularly pertinent when writing academic texts:

- Misrepresentation: any practice that aims at deceiving in relation to academic practices. For example, lying about data collection processes.
- Fabrication: Cases of falsification of original or third-party data.
- Plagiarism: Plagiarism is the act of using someone else's work or ideas as your own, without proper attribution or citation. This can take the form of copying and pasting text from a source, paraphrasing a source without giving credit, or using someone else's ideas or research in your work without acknowledging the original source. When in doubt, please review the plagiarism guide by UF's Library: <https://guides.uflib.ufl.edu/copyright/plagiarism>

This class is designed to help you strengthen your academic writing skills. Therefore, it is particularly important that you do not rely on artificial intelligence tools to create any written assignment. We will discuss in class what are the responsible and useful ways of using AI as an assistant, as opposed to as a replacement of your own ideas, creativity and effort.

## Assignments

In the class, we will do the following assignments. For each one of them, students will receive specific and clear instructions on Canvas, as well as resources and/or examples that they can draw from.

### Research writing:

1. **Summary of existing research project:** students are required to submit a summary of a research project that they intend to work on throughout the semester. This may be a paper for which data has already been collected but has not yet been written, a research proposal for a future paper, or a paper that could potentially be included in their MA/PhD dissertation. It is important to note that the project summary should not be a fully completed manuscript ready for submission. The purpose of this assignment is to allow students to consider a project at the beginning of the class that can be used for various assignments throughout the semester. It is recommended that students choose an existing project in order to make meaningful progress on a topic that will be valuable for their academic advancement. In the event that a student is unsure about how to select an appropriate project, office hours will be available for discussion and guidance. (~200-400 words)
2. **Analysis of published research papers:** Based on shared interests between students in the class, we will select papers to analyze individually before the class and collectively during the class. We will read qualitative and quantitative papers in the social sciences. Students will have to hand in a one-page analysis based on guiding questions about the writing style and structure of the paper. The goal of these assignments is to identify the standardized format of academic writing when it comes to social science research papers. (~500-600 words each)
3. **Writing abstract of existing paper:** Students will have to read a paper I will select, but without reading the abstract. Then, they will have to write the abstract themselves. Students make a commitment \*not\* to google the abstract in advance. The goal of this assignment is to become more proficient in the reading of academic papers and in the writing of abstracts. (200 words)
4. **Writing a literature review:** Students will write a literature review for a social science research paper. Ideally, they work on their selected project from assignment #1. Students should discuss with me in advance during office hours

the literature they will be reading, sources they are including, etc. Students will use the examples analyzed in assignment #2 to work on their own project. The goal of this assignment is to become more proficient in the reading and writing of literature reviews for social science papers. (~1000 words).

5. **Writing a methods section:** Students will write a methods section for a manuscript of a social science research paper. Ideally, they work on their selected project from assignment #1. Students will use the examples analyzed in assignment #2 to work on their own project. The goal of this assignment is to become more proficient in the reading and writing of methods sections of social science research papers. Word count will vary whether it is a quantitative or qualitative project.
6. **Writing an introduction:** Students will write the introduction section for a manuscript of a social science research paper. Ideally, they work on their selected project from assignment #1. The goal of this assignment is to become more proficient in the reading and writing of introduction sections of social science research papers. (~500 words)

**Other publication writing:**

7. **Writing a cover letter to a journal editor for the first and R1 submissions:** Students will write a letter to a journal editor for the first submission of a manuscript, and for the submission of a revised version of the manuscript, after receiving a “revise and resubmit.” The goal of this activity is to become familiar with and develop your own personal template on how to communicate with a journal editor.
8. **Writing a referee report for journal submission and responding to one:** Students will write an alleged anonymous peer review about an unpublished manuscript. Ideally, students will review a classmate’s work submitted for assignments #4 to #6. Students will then write a letter to respond to their peer review as if they had addressed the changes suggested by the reviewer after an “R&R.”

**Career/professional development writing:**

9. **CV:** Students will write their own CVs depending on their career goals and stages and will review a classmate’s CV.
10. **Cover letter for job application OR public scholarship:** Students can choose between writing a cover letter for a job application in the academic job market OR

write a research-based piece for a media publication (for e.g., something that could be published at *The Conversation*.)

## Grading

### Deadlines and grades

Assignment	Deadlines	Final grade percentage
#1 Summary of existing research project	January 15	5%
#2 Analysis of published research papers	January 22 (paper #2.1; 5 points) January 30 (paper #2.2; 5 points) February 6 (paper #2.3; 5 points)	15%
#3 Writing abstract of existing paper	February 20	10%
#4 Writing a literature review	#4.1: February 9 (reference list; 3 points) #4.2: February 27 (full lit review; 12 points)	15%
#5 Writing a methods section	March 5	10%
#6 Writing an introduction	March 19	10%
#7 Submission of a research project for peer review	March 26	5%
#8 The peer review process	#8.1.a: April 2 (cover letter to journal editor; 2 points) #8.1.b: April 2 (referee report; 8 points) #8.2: April 9 (letter to editor after R1 + letter to reviewers; 5 points)	15%
#9 CV	April 16	5%
#10 Conference presentation	April 23	10%

### Grading Scale

Letter grade	Percent	Letter grade	Percent	Letter grade	Percent	Letter grade	Percent
		B+	89-87%	C+	79-77%	D+	69-67%
A	100-93%	B	86-83%	C	76-73%	D	66-63%
A-	92-90%	B-	82-80%	C-	72-70%	D-	62-60%

### Academic Writing General Resources

- Writing for the academic job market:
  - [Kelsky, K. \(2015\). \*The professor is in: The essential guide to turning your Ph.D. into a job\*. Three Rivers Press.](#)
  - [Purdue Online Writing Lab resource on preparing application materials.](#)
- Academic writing as a practice/craft:
  - [Sword, H. \(2018\). \*Air & light & time & space\*. In \*Air & Light & Time & Space\*. Harvard University Press.](#)
  - [Gaipa, M. \(2004\). "Breaking into the Conversation: How Students Can Acquire Authority for their Writing." \*Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture\*. 4\(3\), 419-437.](#)
- Citation practices:
  - [Purdue's Online Writing Lab for different citation styles.](#)
- Dissertations, theses, proposals:
  - [Purdue's Online Writing Lab resource on Thesis and Dissertation Writing.](#)
- Grammar and writing style:
  - [Sword, H. \(2012\). \*Stylish academic writing\*. Harvard University Press.](#)
  - [Yale's Poorvu Center for Teaching and Learning Writing Handouts](#)

### Class Schedule

#### Class 1: January 9: Introduction + Writing as Practice

- **Content:**
  - Introduction to the class.
  - Overview of genres in academic writing.
  - Writing as a practice: Challenges and what works.
- **Readings:**
  - [Sword, H. \(2018\). \*Air & Light & Time & Space\*. Harvard University Press.](#)  
[selected]
- **In-class activity:**
  - Reflection on one's own writing practices – Your BASE (Sword, 2017)
  - Students schedule office hours' time to discuss research project ideas between Jan. 10 - Jan. 16.
- **Assignment due:** none
- **Other resources:**
  - [Sword, H. \(2012\). \*Stylish academic writing\*. Harvard University Press.](#)



**Class 2: January 16: The Social Science Research Paper + Writing in Communication**

- **Content:**
  - Writing in Communication Studies: Different genres and expectations.
  - The social science research paper: structure and writing style.
- **Readings:**
  - [Boczkowski, P. J., & Delli Carpini, M. X. \(2020\). On writing in communication and media studies. \*International Journal of Communication\*, 14, 7.](#) [For discussion]
  - [Tully, M. \(2022\). Everyday news use and misinformation in Kenya. \*Digital Journalism\*, 10\(1\), 109-127.](#)
- **In-class activity:**
  - Student feedback on the syllabus.
  - Sword's BASE reflection – week 1
  - Each student shares their research project ideas for the semester.
  - Discussion of Boczkowski & Delli Carpini (2020).
  - In-class analysis of a paper's structure and writing style in preparation for next week's assignment (Tully, 2022).
- **Assignment due:**
  - #1 Summary of student's research project to work on throughout the semester (midnight).
- **Other resources:**
  - Productivity: Pomodoro method and apps.
  - Writing: Grammarly.

**Class 3: January 22: The Quantitative Research Paper + Writing Flow**

- **Content:**
  - Making your writing flow: old-to-new technique; topic sentence and paragraph cohesion; transitional words.
  - The social science research paper: structure and writing style of the quantitative paper.
  - Focus on the abstract and the introduction sections.
- **Readings:**
  - ["Making Your Writing Flow: How to add clarity to your sentences and paragraphs," The University of Arizona's Global Campus' Writing Center.](#)
  - ["Transitional Words and Phrases," The University of Wisconsin-Madison's Writing Center.](#)
  - [Valenzuela, S., Halpern, D., Katz, J. E., & Miranda, J. P. \(2019\). The paradox of participation versus misinformation: Social media, political engagement, and the spread of misinformation. \*Digital Journalism\*, 7\(6\), 802-823.](#)
- **In-class activity:**
  - Making your writing flow exercise.
  - In-class discussion of published paper #2.1. (Valenzuela et al., 2019)
- **Assignment due:**

- Assignment #2.1: Analysis of published research paper #2.1 (Valenzuela et al., 2019)
- **Other resources:**
  - Productivity: To-do lists apps.

#### **Class 4: January 30: The Qualitative Research Paper + Publication Metrics**

- **Content:**
  - Journal and article metrics: journal's impact factor, article's altmetrics, etc.
  - The social science research paper: structure and writing style of the qualitative paper
  - Paragraph development.
- **Readings:**
  - [Measuring Your Impact: Impact Factor, Citation Analysis, and other Metrics: Measuring Your Impact," University of Illinois Chicago's University Library.](#)
  - ["Research metrics: a simple guide," Taylor & Francis Group.](#)
  - [Wang, H., & Sparks, C. \(2019\). Chinese newspaper groups in the digital era: The resurgence of the party press. \*Journal of Communication\*, 69\(1\), 94-119.](#)
  - [Douglas, S. J. \(2020\). Challenges to Writing as a Humanities-Based Media Studies Scholar. \*International Journal of Communication\*, 14, 2.](#)
- **In-class activity:**
  - In-class discussion of published paper #2.2 (Wang & Sparks, 2019).
  - Discussion of Douglas (2020)
  - [Paragraph development tip sheet, Center for Teaching and Learning, Berea College.](#)
    - In-class exercises.
- **Assignment due:**
  - Assignment #2.2: Analysis of published paper #2.2 (Wang & Sparks, 2019)
- **Other resources:**

#### **Class 5: February 6: The Mixed Methods Research Paper + Quotations**

- **Content:**
  - The social science research paper: writing style and structure of the mixed methods paper
  - Quotations in academic writing: how to introduce them and when to analyze them
- **Readings:**
  - [Gonzales, A. L. \(2016\). Improving health in low-income communities with group texting. \*Journal of Communication\*, 66\(1\), 82-101.](#)
  - [Yale's Writing Center "Working with Quotations 1: The Lead-In" handout](#)
  - [Yale's Writing Center "Working with Quotations: Analysis" handout](#)
- **In-class activity:**
  - In-class discussion of published paper #2.3 (Gonzales, 2016)

- Working with quotations: Ways of introducing quotes in academic writing.
- **Assignment due:**
  - Assignment #2.3: Analysis of published paper #2.3 (Gonzales, 2016) [submit by Friday, Feb 10]
  - Submit list of 10-12 references in preparation for Assignment #4: Literature Review. [submit by Friday, Feb 9]
- **Other resources:**

### **Class 6: February 13: The Literature Review and The Theoretical Framework**

- **Content:**
  - The literature review v. the theoretical framework
- **Readings:**
  - [Rocco, T. S., & Plakhotnik, M. S. \(2009\). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. \*Human Resource Development Review\*, 8\(1\), 120-130.](#)
  - ["Writing a Literature Review," The Writing Center, George Mason University](#)
  - ["Learn how to write a review of literature," The Writing Center, University of Wisconsin-Madison](#)
  - ["How to write a literature review," Writing Center, San José State University](#)
- **In-class activity:**
  - Writing an intro paragraph to a literature review
- **Assignment due:**
- **Other resources:**

### **Class 7: February 20: Citation Practices: Plagiarism and Bias**

- **Content:**
  - Citation practices, avoiding plagiarism, and citation styles.
  - Revision of the literature review section in preparation for assignment #4.
  - Writing an abstract.
- **Readings:**
  - Anonymized paper for assignment #3
  - [Citation Practices and Avoiding Plagiarism, Penn Libraries. Read sections "Examples of quotations," "Examples of paraphrase," "Strategies for avoiding plagiarism"](#)
  - [Wang, X., Dworkin, J. D., Zhou, D., Stiso, J., Falk, E. B., Bassett, D. S., & Lydon-Staley, D. M. \(2021\). Gendered citation practices in the field of communication. \*Annals of the International Communication Association\*, 45\(2\), 134-153.](#)
  - [Chakravarty, P., Kuo, R., Grubbs, V., & McIlwain, C. \(2018\). #CommunicationSoWhite. \*Journal of Communication\*, 68\(2\), 254-266.](#)
- **In-class activity:**
  - Discussion of Wang et al. (2021) and Chakravarty et al. (2018)
  - Plagiarism exercises.

- Reading abstracts everyone wrote for Assignment #3
- **Assignment due:**
  - Assignment #3: Writing abstract of an existing paper
- **Other resources:**
  - [Citation management tools: Zotero, Mendeley, etc.](#)

### **Class 8: February 27: On Coauthoring + Writing Good Titles + The Method Section**

- **Content:**
  - Best and diverse practices for successful coauthoring.
  - Focus on the discussion section of a research paper.
  - Writing good manuscript titles
- **Readings:**
  - [Welles, B. F. \(2020\). On Writing, Surviving, and Thriving in Communication and Media Studies. \*International Journal of Communication\*, 14, 2.](#)
  - [“How do I write a great title?” University of Michigan’s Center for Writing](#)
  - [“Writing Titles.” University of Connecticut Writing Center.](#)
- **In-class activity:**
  - Discussion of Welles (2020).
  - Writing titles exercise
- **Assignment due:**
  - Assignment #4.2: Writing a literature review for your research proposal/manuscript
- **Other resources:**
  - [Sword, H. \(2018\). Chapter 8: Writing with Others. In \*Air & Light & Time & Space\*. Harvard University Press.](#)

### **Class 9: March 5: March 21: The Research Proposal + The Introduction Section**

- **Content:**
  - How to write a research proposal
  - Review of the introduction section
- **Readings:**
  - [Prospectus Guidelines by Dr. Kenneth Scheve](#) (Yale University)
  - [Przeworski, A. & Salomon, F. On the Art of Writing Proposals. SSRC.](#)
  - [“Writing A Research Proposal: Structure And Writing Style” sections USC Libraries](#)
  - [“Writing the Introduction Section for a Research Paper,” San José State University’s Writing Center](#)
- **In-class activity:**
  - Analyzing the structures of introduction sections
- **Assignment due:**
  - Assignment #5: Writing a methods section
- **Other resources:**

*March 12 – Spring Break*

**Class 10: March 19: The Peer Review Process - Part 1**

- **Content:**
  - The peer review process. Good and bad practices. How to write a cover letter to a journal editor for a first submission of a manuscript and after obtaining a referee report.
  - How to write a referee report
- **Readings:**
  - [Berk, J., Harvey, C. R., & Hirshleifer, D. A. \(2016\). Preparing a referee report: guidelines and perspectives. \*http://ssrn.com/abstract=2547191\*.](http://ssrn.com/abstract=2547191)
  - [Berk, J.B., Harvey, C. R., Hirshleifer, D. \(2017\). How to Write an Effective Referee Report and Improve the Scientific Review Process. \*Journal of Economic Perspectives\*, 31\(1\), pp. 231-255.](#)
  - [Spicer, A. & Roulet, T. “Explainer: What is Peer Review? \*The Conversation\*”](#)
- **In-class activity:**
  - Writing the cover letter for a journal submission
- **Assignment due:**
  - Assignment #6: Writing an introduction section for each student’s research proposal
- **Other resources:**

**Class 11: March 26: The Peer Review Process - Part 2 + Oral Presentations**

- **Content:**
  - How to write and respond to a referee report.
  - Oral presentations: best practices.
- **Readings:**
  - [Noble W. S. \(2017\) Ten simple rules for writing a response to reviewers. \*PLoS Comput Biol\*, 13\(10\).](#)
  - [“Revising and responding,” Springer.](#)
  - [“Using slides to your advantage” Stanford’s Center for Writing and Speaking.](#)
  - [“An Overview of Effective Speaking,” Stanford’s Center for Writing and Speaking.](#)
- **In-class activity:**
- **Assignment due:**
  - Assignment #7: Submission of research project for peer review (Introduction, literature review, and method sections). Students review each subsection based on my previous feedback and submit it as a new document. Each student has to review a classmates’ submission for the following week.
- **Other resources:**

**Class 12: April 2: The Curriculum Vitae + Sentence Structures**

- **Content:**
  - The curriculum vitae in academia. Good and bad practices.
  - Improving and varying sentence structures.
- **Readings:**
  - [Dr. Karen's Rules of the Academic CV, The Professor is In.](#)
  - [The Curriculum Vitae, University of Washington's Career Center](#)
  - ["Sentence structure," Northern Illinois University.](#)
- **In-class activity:**
  - [Sentence structure exercises](#)
  - Analyzing CVs
- **Assignment due:**
  - Assignment #8.1 (a) a cover letter to a journal editor for the first submission.
  - Assignment #8.1: (b) Writing a referee report for a journal. Each student reviews the submission #7 of a classmate and writes it as a formal referee report.
- **Other resources:**

**Class 13: April 9: Career Writing + Punctuation & Sentence Structure**

- **Content:**
  - Career writing (resume + cover letter for job application)
  - Comma splice, sentence structure, and sentence fragments.
- **Readings:**
  - [Gallo, A. "How to write a cover letter." Harvard Business Review.](#)
  - [Yale's Writing Center – Writing Personal Statement for Graduate SchoolLinks to an external site.](#)
  - [Comma splice, Northern Illinois University.](#)
  - [Sentence fragments, Northern Illinois University.](#)
  - ["Sentence structure," Northern Illinois University.](#)
- **In-class activity:**
  - [Comma splice exercise.](#)
  - [Sentence fragment exercise.](#)
  - [Sentence structure exercises.](#)
- **Assignment due:**
  - Assignment #8.2: Writing (a) a letter to the editor after an R&R and (b) writing the anonymous letter to the reviewers, which is a response to a referee report addressing the changes made. (If you haven't been able to make all the changes yet, then say how you are going to address them.)
- **Other resources:**

**Class 14: April 16 - TBD – defined based on students' needs and interests**

- **Content:**
- **Readings:**
- **In-class activity:**

- Assignment due:
  - Assignment #9: CV
- Other resources:

**Class 15: April 23: Oral presentations + Moving your Projects Forward**

- Content:
  - Practicing oral presentations
- Readings:
- In-class activity:
  - Short oral presentations of the students' research proposals.
  - Feedback on oral presentation + projects.
- Assignment due:
  - Assignment #10: Oral presentation of research proposal
- Other resources: