

## ENC 5319 – Scholarly Writing for Publication – Writing for Intersectional and Social Justice Research (Section 1A74)

**When & Where:** Fall 2015, Thursdays,  
Periods 8 – 10 (3:00 pm – 6:00 pm) in  
237 Little Hall

**With:** Dr. Carolyn Kelley, Lecturer,  
University Writing Program



### Details:

This workshop-style seminar is perfect for any graduate students who stress about completing their writing projects. By focusing on increasing their consciousness of and confidence in their writing voices, students will be better able to negotiate the cognitive and rhetorical demands of the dissertation, master's thesis, or any other academic writing project that they want to accomplish this semester.

This class combines theory and practice. Students will study principles drawn from critical composition as well as feminist, queer, intersectional, and critical race theories and apply these theories to the practice of writing in various academic discourses. Note: Because this class is not discipline specific, it does not address research design.

### Students will:

- Complete a project of their own design – based on their own individual writing goals (Examples: literature review, chapter of thesis or dissertation, proposal, prospectus)
- Set up a schedule with marked goals for accomplishing that project
- Compose smaller writing assignments:
  - Writing journal that discusses their process as they continue through the semester
  - Small essay for non-scholarly source/website/blog
  - Various in-class writing assignments
- Discuss different genres of academic writing (literature reviews, research reports, essays, etc.) and review good and “needs improvement” examples
- Read essays on intersectionality and modes of literary theory and discuss how intersectionality affects us all as writers
- Explore writing as process, finding their “author”ity, and telling the story of their research
- Work in groups that will
  - Serve as semester-long writing communities that will puzzle through issues of writing anxiety
  - Provide essential peer review

### Your instructor will:

- Review students’ writing and provide feedback on structure, organization, style, and grammar
- Provide strategies for effective and successful scholarly writing
- Lead discussions on course readings
- Give moral support (Writing is Hard!)

Students should leave this class with a workable draft of a large writing project, a sense of confidence in their abilities as writers, and an understanding of the intersectionalities that affect them as scholars.