

EECO 685

Faculty

Faculty of Social & Applied Sciences

School

School of environment & Sustainability

Program

MEEC: Masters in Environmental Education and Communication

Course Title

Developing Powerful Writing

Course Number

EECO685

Credits

2

Calendar Description

Provides concepts and writing skills required to generate research proposals for Masters theses and for subsequent research writing. Emphasis is on producing and editing competent and scholarly draft text for proposal and thesis-level writing.

Delivery Method

Blended: Face-to-face classroom July 9-20; On-line July 21-Aug 10 2012.

Co-requisites

Specify the courses that definitely need to be taken at the same time as this one because they are tightly integrated or co-dependent.

Pre-requisites

Specify any courses that need to be taken prior to this one.

Course Overview

EECO 685 is designed to provide graduate students with the concepts and writing skills that they will require to generate research proposals for their Masters theses and for subsequent research writing.

The goal of the course is to leave students confident that they can:

- (1) produce competent and scholarly draft text, and
- (2) create an individualized research template for proposal and thesis-level writing.

The context

This is a writing course. It does not attempt to duplicate the existing research and methodology courses. Each unit of this course includes:

- conceptual, idea-generating strategies
- writing workshop: writing and editing activities supporting the production of draft text
- APA basics and the characteristics of graduate-level scholarship in terms of scholarly discourse and language usage

Learners will encounter a range of writing strategies to help them contemplate, initiate, write, and revise their documents. Activities will range from free writing, to data organization, to conventional APA documentation, to editing and proofreading. Units are also planned to encourage a responsive, supportive, and scholarly community of writers who will provide ongoing witness, support, and feedback to one another.

On completion of this course, learners will be able to:

- Conceptualize and articulate research interests
- Understand and utilize the format of scholarly discourse (APA Style)
- Adapt appropriate writing and editing strategies to generate and self-edit research writing
- Construct a template for the thesis proposal
- Appreciate and contribute to the development of a community of scholarly writers

Required Texts and Readings

Publication manual of the American Psychological Association. (6th ed.). (2009). Washington, DC: American psychological Association.

Learning Outcomes

Outcome	Assessment Criteria
1.1 Communicate effectively in writing using several media and techniques as specified in each course.	<ul style="list-style-type: none"> • Critical thinking; integration of theory and practice • Adapt appropriate writing and editing strategies to generate and self-edit research writing • Construct a template for the thesis proposal • Understand and utilize the format of scholarly discourse

Assessment Matrix

Assignment information	Due date	Outcome

		1.1
1. Completion of assignments		40%
2. Completion of proposal		50%
3. Participation (individual)		10%
TOTAL		100%

Assignment and Evaluation Descriptions

COURSE ASSIGNMENTS: 40%

- A • All course assignments completed and submitted on time.
- B • All course assignments completed and submitted.
- IP • Assigned work incomplete/not submitted

GROUP DISCUSSIONS/PARTICIPATION: 10%

- A Attends all classes and participates in class discussions. Comments are frequently supportive/constructive/informative/perceptive/original
- B Attend more than 80% of the classes and participates in class discussions. Comments are adequate,
- IP Attends less than 80% of the class and participates infrequently in class discussions

PROPOSAL PORTFOLIO 50%

- A All criteria for proposal fulfilled. All components of proposal complete. Evidence of cumulative development of writing content and articulation throughout course. Final writing shows evidence of editing: well constructed, well expressed, succinct, scholarly. APA style correctly integrated.
- B All criteria for proposal fulfilled. All components of proposal complete. Evidence of development, and use of editing strategies. APA style and format correct.
- IP Limited competency: e.g.: Portfolio not complete. Unclear construction and development. Lacks evidence of rewriting or editing. Incorrect APA usage.

Participation

Students will be required to participate in a variety of discussions and activities with their team and the larger cohort. These classroom-based discussions are places where students can grapple with the topic at hand and clarify their own understandings as they work to flesh out their thesis topic.

Unit Descriptions

Unit 1: Minding the Map; Mapping the Destination

Here you will begin the task of articulating your research interest so you can define and refine a working title/topic. The Latin root of *interest* is *inter esse*, to be in the midst of.

What are you in the midst of: What interests you, concerns you, provokes you, inspires you? Your chosen topic will expand into a draft abstract, the micro-writing that “maps” your research, that tells the reader what you have to say, and why it is important.

Unit 2: The company we keep: Review of literature

In this unit we will consider how salient and significant research can balance the voices of “experts” with the voice of the “I” who holds the pen. Here you will embark upon your review of the literature. More about the nature of academic discourse.

Unit 3: Framing the proposal

We will sketch a skeleton outline of the project process, and flesh out the skeleton with a directed writing and revision session. We will be thinking within the framework of the thesis proposal; here, we set forth meaningful topics and authentic questions, we consult and evaluate the writings of others, we design our projects or theses.

Unit 4: Writing Workshop

It’s time for you to take centre-stage as writers. You become writers by writing, not by talking about writing.

Unit 5: The Flow of Meaning

We have left editing to this relatively late stage because it can inhibit the apprenticing writer; it can cause anxiety and interfere with the creative process. But now that you know you can generate competent and interesting prose, it’s time to make friends with that inner editor and put him/her to work. In this unit, you will be shifting from right brain to left brain, from expressive writer to editing writer.

Unit 6: Assembling the final draft

Here, you will pick up all the threads of the past two weeks’ thinking, writing, creating, and dialogue, and weave them into your draft thesis proposal. A checklist will help you with the mechanics of pagination, formatting and assembly. This unit will flow into the final post-residency unit.

Unit 7: Ending by beginning: Beginning by ending

A two-week period to reflect on the fruits of your labours. As you re-read with attentive care, the voice and content of your inquiry will emerge, and many small opportunities to fine-tune and polish will present themselves. An evaluation rubric will help you self-evaluate before you submit your completed document.

Course Schedule

Date	Schedule of Course Activities	Learning Outcomes	Weighting
Unit 1: Minding the Map; Mapping the Destination			
Mon July 9 8:30 – 10:00	Summary of Interest	1.1 (all focus on this outcome)	

	Constructing a Working Title		
	Proposal Abstract: freewriting around your topic. Summarize 250 word abstract from freewriting		
Unit 2: The company we keep: review of literature			
Tues July 10 8:30 – 10:00	Read for the gist: effective reviewing, summarizing, synthesizing		
Unit 3: Framing the proposal			
Wed July 11 8:30 – 10:00	Charting the journey: Organizing topic concepts into proposal framework. Writing workshop		
Unit 4: Writing			
Thur July 12 8:30 – 10:00	Qualitative, quantitative. Focusing on purpose of research. Writing workshop		
Fri July 13 8:30 – 10:00	Problems and questions. Direct writing and quick revision		
Unit 5: The Flow of Meaning			
Mon July 16 8:30 – 10:00	Flow of meaning in your own writing: Sequence, transition, emphasis		
Tues July 17 8:30-10:00	Getting rid of verbal plaque: Writing habits to delete. Editing the draft text		
Wed July 18 8:30-10:00	Writing workshop		
Unit 6: Assembling the final draft			
Thur, Fri 19- 20 July 8:30 – 10:00	Begin fine-tuning, proofreading and assembling your proposal. Individual conferences		
Unit 7: Ending by beginning: Beginning by ending			
July 21-	Self-paced, online. Produce final		

August 10.	draft proposal in proper formatting		

Following to be inserted from CC template:

Policies and Guidelines

Include the following links in your outline. Please note that you are responsible for knowing University and Program policies and guidelines that govern your work in this course.

[RRU Academic Regulations](#) *including course withdrawals, academic probation, and formal grade appeals*

[RRU Grading Policy](#)

[RRU Student Rights & Responsibilities](#)

[RRU Copyright Policy](#)

Include any links here to program, school, or faculty-specific academic guidelines.