Psychology Graduate Writing Workshop
University of Nevada, Las Vegas
Fall 2015

Faculty
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Meeting Time: Wednesday 10:00-11:15 am
Location: CBC B425A

Objectives
The purpose of the graduate writing workshop is to help participants become more productive, skilled academic writers. You will learn to overcome procrastination and writer’s block. You will develop good habits so that writing is a regular part of your life, rather than a chore. You will learn to use writing groups to increase your motivation and to exchange structured, substantive feedback. You will improve your technical skills (e.g., punctuation and grammar) and writing style (e.g., emphasis and concision). You will accomplish these goals by writing a few pages every week, exchanging feedback with other graduate students and faculty, and reading about the topics that most interest you.

Structure
Each class is 75 minutes long. We will begin with a 5-7 min presentation on some topic of interest to participants, followed by 7-10 min of discussion. Potential topics are listed below. We will spend the remaining 60 minutes giving each other feedback on our writing.

Writing Groups
1. Each week (except the first week), you should bring 2-3 pages of new or revised writing. Bring three hard copies of your writing, because there will usually be three people in each writing group.
2. During the writing group, participants will have 15-20 minutes to read the material and give feedback. How you divide these 15-20 minutes is up to the writer.
3. The purpose of the writing groups is to provide feedback. As a writer, your job is to get as much feedback as you can during the writing group. Do not waste this valuable time by defending what you wrote originally or by re-writing the material during the meeting. Later, you will decide what to do with the feedback you have received.

“We are all apprentices in a craft where no one ever becomes a master.”
Ernest Hemingway

“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, brain surgery.” Robert Cormier
4. We strongly encourage you to incorporate your feedback within 24 hours. After that, it’s hard to remember the insights you had during the meeting, even when you consult your notes.
5. You may receive feedback on almost any academic writing. You are encouraged to bring theses, dissertations, journal articles, and conference presentations.
6. If you want feedback on a class assignment, you need written permission from the instructor. Similarly, if you want feedback on your Experimental Psychology qualifying activity, you need written permission from your academic mentor.

Course Credit

Students are welcome to attend the workshop for free. If students want to receive course credit, then they can sign up for Psy 766 Independent Study with either Dr. Barchard or Dr. Robnett. If students sign up for credit, they will be expected to do each of the following:
1. Meet with their mentor individually twice during the semester.
2. Attend the weekly meetings.
3. Bring 2-3 pages of writing to each meeting.
4. Give two 5-7 min presentations on topics that interest them.

Enrolled students who miss class need to make up for it. First, to demonstrate that they have engaged with the presentation topic, they should compose a few comments, questions, or notes about the assigned readings. A half-page is sufficient. Second, they should arrange a writing circle with someone to obtain feedback on the writing they completed that week. They should show their notes and the feedback they received to the instructor who is supervising their Independent Study course.

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Writing Logs, Key Sentences, and Writing Groups</td>
<td>Kim, Rachael, Jessica</td>
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<tr>
<td>Sept 2</td>
<td>Shitty first drafts</td>
<td>Karli</td>
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<tr>
<td>Sept 9</td>
<td>Time Management</td>
<td>Stacy</td>
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<td>Sept 16</td>
<td>Flow</td>
<td>Leiszle</td>
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<td>Sept 23</td>
<td>Procrastination</td>
<td>Laura</td>
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<td>Sept 30</td>
<td>Organization/Outlining</td>
<td>Carrie</td>
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<td>Oct 7</td>
<td>Reorganizing drafts</td>
<td>Yulia</td>
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<tr>
<td>Oct 14</td>
<td>Conclusions</td>
<td>Caleb</td>
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<td>Oct 21</td>
<td>Passive voice</td>
<td>Breanne</td>
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<td>Oct 28</td>
<td>Peer Review</td>
<td>Katie</td>
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<td>Nov 4</td>
<td>Writing journal articles</td>
<td>Meghan</td>
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<tr>
<td>Nov 18</td>
<td>Motivation</td>
<td>Caleb</td>
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<td>Nov 25</td>
<td>Thanksgiving Week. Class cancelled</td>
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<tr>
<td>Dec 2</td>
<td>Avoiding biased language</td>
<td>Michelle</td>
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“However great a man’s natural talent may be, the act of writing cannot be learned all at once.”
Jean-Jacques Roussseau
Essential Texts (on reserve at UNLV library)


“Easy reading is damned hard writing.”
Anonymous.

Additional Resources by Source (most at UNLV library)

Recommended Texts


Recommended Websites

Writing Help and Tips:

UNC: Writing Center Handouts
http://writingcenter.unc.edu/handouts/

WSU: Common Errors in English Usage
http://public.wsu.edu/~brians/errors/errors.html#errors

OWL: Online Writing Lab
https://owl.english.purdue.edu/owl/

APS: Twelve Tips for Authors

SGG: Study Guides and Strategies
http://www.studygs.net/writing/index.htm

Needless Complexity
http://www.theatlantic.com/education/archive/2015/10/complex-academic-writing/412255/

APA Format

APA: General Help

CSR: Avoiding Biased Language
http://www.strose.edu/academics/academic_and_student_support_services/writingsupport/handoutsandresources

“You need to trust yourself, especially on a first draft…. Don’t look at your feet to see if you are doing it right. Just dance.” Anne Lamott
Additional Resources by Topic

Habits
Motivation: Silvia, ch. 3
Time management: Gray, ch. 1
Productivity: Gray, ch. 2-3
Stress management: SGG website

Process
Procrastination: Silvia, ch. 2; UNC website
Writer’s block: Lamott, p. 176; UNC website
Perfectionism: Lamott, p. 28; Becker, ch. 7
Brainstorming: UNC website
Organization/Outlining: Gray, ch. 6-7; UNC website
Shitty first drafts: Lamott, p. 21
Writing groups: Lamott, p. 151, Silvia ch. 4; UNC website
Feedback: Lamott, p. 162, Gray, ch. 8-10; UNC website
Revising: Gray, ch. 6-7; Becker, ch. 1, 2, 4; Sternberg & Sternberg, Ch 13
Reorganizing drafts: UNC website
Reading aloud: UNC Website; Gray, ch. 11
Selecting journals: Gray, ch. 6; Sternberg & Sternberg, ch. 12
Peer review: APA Manual, pp. 225-228; Bem, pp. 18-20; Sternberg & Sternberg, ch. 12

Content
Writing journal articles: Bem, pp. 2-11; Silvia, ch. 6; Sternberg & Sternberg, ch. 4-5, 17
Presenting data: Sternberg & Sternberg, ch. 9
Thesis statements: Gray, ch. 4; UNC website
Introductions: UNC website
Conclusions: UNC website
Argument: UNC website

Mechanics
APA format: APA Manual; Sternberg & Sternberg, ch. 8
Punctuation: OWL website; Truss; Pinker, ch. 6; Strunk & White, Sect. 1; UNC website
Grammar: Pinker, ch. 4 & 6; Williams, ch. 10
Passive voice: OWL website; Strunk & White, Sect. 2, ch. 14
Word choice: Strunk & White, ch. 4; WSU website; Bem, p. 18; Sternberg & Sternberg, Ch 7; SGG website
Avoiding biased language: APA Manual, pp. 70-76; Bem, pp. 16-18
Concision: Williams, ch. 7; Bem, pp. 13-14; Strunk & White, Sect. 2, ch. 17
Flow: UNC website; Williams, ch. 9
Key sentences: Gray, ch. 7, 8
Style: Sword; Bem, pp. 13-18; King; Pinker; Silvia, ch. 5; Strunk & White, Sect. 5; Needless Complexity; Williams

“Writing is about hypnotizing yourself into believing in yourself, getting some work done, then unhypnotizing yourself and going over the material coldly.”
Anne Lamott

“Quantity produces quality. If you only write a few things, you’re doomed.”
Ray Bradbury.

“There’s a good reason why a pencil has an eraser on one end.”
Steven D. Price

“When I see a paragraph shrinking under my eyes like a strip of bacon in a skillet, I know I’m on the right track.”
Peter De Vries