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. We will spend the remaining 60 minutes giving each other feedback on our writing.

Presentations

1. Each week (except the first week) will begin with a short PowerPoint presentation that addresses some aspect of the writing or publication process. The best way to learn is to teach. Therefore, these presentations will usually be led by students.
2. The topics for each presentation will be assigned based upon student interest. See the schedule below for the planned topics and dates.
3. The sections below list materials that students can use to get them started on their presentations. Students are welcome to go beyond the materials listed below, bringing in materials that they have encountered in the past or conducting literature searches to find new resources, but this is not necessary. If you do find good materials that are not

“However great a man’s natural talent may be, the act of writing cannot be learned all at once.”
Jean-Jacques Rousseau

“Don’t try to figure out what other people want to hear from you; figure out what you have to say. It’s the one and only thing you have to offer.”
Barbara Kingsolver
listed below, please let Dr. Barchard and Dr. Robnett know about them.

4. Student presentations do not need to provide comprehensive descriptions of everything from the readings. Instead, their presentations should cover some aspect of the topic – whatever that student personally got out of learning about the topic. Students are encouraged to discuss how the topic relates to their own experiences.

5. After the formal presentation, the entire group will discuss the topic, sharing their personal experiences and asking questions of other workshop attendees. This is a good time for the presenter to ask questions that they have not been able to resolve.

6. Fifteen minutes have been allotted for the formal presentation and discussion. If presenters would like to use that entire 15 minutes for an active learning activity instead of having a separate discussion period, they should let Dr. Barchard and Dr. Robnett know in advance.

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.

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. Each week, read the Internet-accessible materials for the topic. During the discussion, contribute one question or comment related to the topic.
4. Bring 2-3 pages of writing to each meeting.
5. Give two 5-7 min presentations on topics that interest them.

“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, brain surgery.” Robert Cormier

“Quantity produces quality. If you only write a few things, you’re doomed.” Ray Bradbury.
If an enrolled student fails to give their presentation, their course grade will automatically be reduced by one-third of a letter grade.

If an enrolled student misses a class, fails to contribute to discussion, or fails to bring writing, his or her course grade will be reduced by one-third of a letter grade (e.g., A goes to A-). Students can make up for a maximum of two missed classes if they do two things. 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>Jan 20</td>
<td>Writing Logs and Writing Groups</td>
<td>Kim, Rachael</td>
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<tr>
<td>Jan 20</td>
<td>Key Sentences</td>
<td>Caleb</td>
</tr>
<tr>
<td>27-Jan</td>
<td>Writing groups</td>
<td>Katie (Jessica is chair)</td>
</tr>
<tr>
<td>3-Feb</td>
<td>How to review</td>
<td>Carrie</td>
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<tr>
<td>10-Feb</td>
<td>How to respond to reviewer comments</td>
<td>Rachael</td>
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<tr>
<td>17-Feb</td>
<td>How to select a journal</td>
<td>Karli</td>
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<tr>
<td>24-Feb</td>
<td>Style: Sword Ch 4: Voice and Echo</td>
<td>Katie</td>
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<tr>
<td>2-Mar</td>
<td>Style: Sword Ch 5: Smart Sentencing</td>
<td>Breanna</td>
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<tr>
<td>9-Mar</td>
<td>Style: Sword Ch 6: Tempting Titles</td>
<td>Yulia</td>
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<tr>
<td>16-Mar</td>
<td>Style: Sword Ch 7: Hooks and Sinkers</td>
<td>Meghan</td>
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<tr>
<td>23-Mar</td>
<td>Spring Break</td>
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<tr>
<td>30-Mar</td>
<td>Style: Sword Ch 8: The Story Net</td>
<td>Laura</td>
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<tr>
<td>6-Apr</td>
<td>Style: Sword Ch 9: Show and Tell</td>
<td>Karli</td>
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<tr>
<td>13-Apr</td>
<td>Style: Sword Ch 10: Jargonitis</td>
<td>Carrie</td>
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<tr>
<td>20-Apr</td>
<td>Style: Sword Ch 11: Structural Designs</td>
<td>Jessica</td>
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<tr>
<td>27-Apr</td>
<td>Style: Sword Ch 13: The Big Picture</td>
<td>Yulia</td>
</tr>
<tr>
<td>4-May</td>
<td>Grammar</td>
<td>Breanne</td>
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</tbody>
</table>

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

Ernest Hemingway
Essential Texts (on reserve at UNLV library)


Additional Resources by Source (most at UNLV library)

Recommended Texts


Olson, R. (2015). Houston, we have a narrative: Why science needs story. Chicago, IL: University of Chicago Press.


“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
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/

The Writer’s Diet: “Is Your Writing Flabby or Fit?”
http://writersdiet.com/?page_id=4

APA Format

APA: General Help

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

The Publication Process

Taylor & Francis Author Services
http://authorservices.taylorandfrancis.com/

https://www.elsevier.com/reviewers/how-to-conduct-a-review


“Easy reading is damned hard writing.”
Anonymous.

“There’s a good reason why a pencil has an eraser on one end.”
Steven D. Price
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, c=Ch. 11

**Publication**
Selecting journals: Gray, Ch. 6; Sternberg & Sternberg, Ch. 12; Taylor & Francis website
Submitting to a journal: APA Manual, pp. 225-228; Taylor & Francis website
How to respond to reviewers: 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

“Good writers are those who keep the language efficient. That is to say, keep it accurate, keep it clear.”
Ezra Pound

“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