Writing Warriors
University of Nevada, Las Vegas
Summer 2017

Team Members
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Meetings:  
Tuesdays 3 – 4pm, CDC 520: Caleb, Leiszle, Yulia
Wed 10:00-11:15am, CBC B425A: Kim, Caleb, Jessica, Joanne, Aileen, Austin, Breanne

Email Group: Caleb, Kimberly, Alek

Overview
Writing Warriors are dedicated to continuously improving their writing. As part of our group, you will learn to overcome procrastination and writer’s block. As a result, you will become a more productive and skilled academic writer. You will develop good habits, such as time management, 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.

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

“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
Writing Groups

Writing Groups will usually meet for 60-75 minutes. You are encouraged to begin by discussing your accomplishments for the previous week and your goals for the next week. Afterwards, you are encouraged to provide each other feedback. Each writer should tell the group what kind of feedback they are looking for. One common model is to ask readers to identify the key sentence in each paragraph (aka Gray, 2010). Other common models are to ask readers to identify ways to make the writing more concise, look for coherence, and improve flow and organization.

Structure

1. Each 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. For instance, the writer may choose to have 12 minutes of reading and 8 minutes of feedback.
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.

Scheduling

Your team members are relying upon you to show up, both to give them feedback and to help encourage them to accomplish their goals. However, during the summer, there may be some dates when you are out of town or otherwise unavailable. Therefore, please complete the following GoogleDrive sheet, to indicate which dates you will be attending the Writing Warriors group meetings this summer.

https://docs.google.com/spreadsheets/d/1Hanxh1ojVC_TqtsdmdHAVPPo0Z4YUKsGFdNdQ1XiqM/edit?usp=sharing

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

Several students have indicated that they would be willing to give each other feedback by email this semester.

Personally, I ask for email feedback on my manuscripts regularly. It gives you a different KIND of feedback than the in-person writing groups. It's important to ask open-ended questions. Here are the questions I use:

1. What section was the hardest to read and understand?
2. Where were you lost or even just unsure about where the paper was going?
3. What jargon did I use without adequate explanation?
4. What section was the most boring to you personally?

Each of these questions will identify a section that is hard to read. Look at those sections to see if you can find any bad writing: nominalizations, passive voice, misplaced modifiers, lack of a key sentence, pronouns with unclear referants, etc. You WILL find some of them, I guarantee it. Then revise to fix the problem. Keep in mind that the problem might have occurred in an earlier section (for example, where you failed to explain a key term, or if you have sections in the wrong order).

Personally, I ask for email feedback from 4 - 6 people before I submit a paper to a journal. I ask for feedback from 2 people at a time, incorporate their feedback, and then ask another couple.

Ideally, each reader should only read a particular paper once. Therefore, knowing several people who are willing to provide this kind of whole-paper feedback is really helpful.

The people who are willing to exchange feedback with each other is given above. If you want to solicit email feedback from those people, you should join that group yourself so that they can ask you for feedback, too. Let me know if you want me to add you to this list.

Scheduling

If there are times when you know you will be unavailable to give feedback, please list this on our GoogleDrive sheet: https://docs.google.com/spreadsheets/d/1Hanxh1ojVC_TqtsdmdHAVPPo0Z4YUKsGFdNdQ1X1iqM/edit?usp=sharing

“We are all apprentices in a craft where no one ever becomes a master.”
Ernest Hemingway
Recommended Books (most at UNLV library)


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


Bruce Thompson’s Advice on Writing for Publication
https://www.youtube.com/watch?v=emL_SsxiPBg

“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; Olson 2009, 2015

“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