

Grace Canseco: ESL 510: Fundamentals of Graduate Writing I

Introduction:

Eager to include the theme of sustainability into my graduate writing class with students from a variety of disciplines and home countries, I originally imagined adapting the course syllabus by inserting one module or unit on sustainability. However, I wondered if this one module might result in just a token to sustainability without inspiring students to fully commit to a sustainable future.

As I pondered about the concept of “place” at Emory during the Piedmont seminar, I realized that many of our international graduate students never feel that Emory is “their place” – particularly during their first year. They never experience Emory as place except maybe in their classrooms and labs, and for many, the “place” of lab is experienced primarily with students from their home countries. How could I instill in the students a desire to treasure, protect, and sustain the place of Emory if they don’t experience more of the university? I decided that I would begin the “sustainability” section of the writing class with an activity related to “place” and connected to each student’s field of study. This class will allow students across disciplines to learn more about Emory and its environment beyond their labs and departments while practicing the skills needed for summary writing and literature reviews.

I began to explore the notion of “place” further imagining a “green place” for the writing class as students think and write about sustainability. The idea of creating a “green blog space” seemed promising. This fun, interactive, and modern means of communicating could very easily grab their attention; the content of the class could be practiced and reviewed with short blog entries throughout the semester without sacrificing the content demands and variety of topics and readings during the class.

Description of the Sustainability Writing Blog: “Write” for the Earth <http://canseco510.wordpress.com/>

The sustainability writing blog will provide an opportunity for Laney Graduate School students enrolled in ELSP 510: Fundamentals of Graduate Writing I to read, discuss, and write brief statements about “green issues” throughout the semester. Sequenced short writing tasks will engage students in a compelling blog format to hold their interest while advancing their writing skills.

ELSP 510 helps students examine the basic assumptions of academic writers, observe and target their variety of readers (general, academic and field-expert), and use language effectively and correctly. Each student is encouraged to spotlight topics connected to their individual programs of study. By adding the “green” blog briefs into the syllabus, students from a variety of disciplines and countries will have the opportunity to discuss and write about diverse and relevant global questions on sustainability.

As authors on the blog, all students will post the assignments for everyone to read; they will respond, learning to “position” their views professionally.

Syllabus/Schedule Illustrating the Blog Entries

All assignments must be posted to Learnlink as follows:

Homework for Tuesday's class: Thursday (no later than 6am)

Homework for Thursday's class: Monday (no later than 6am)

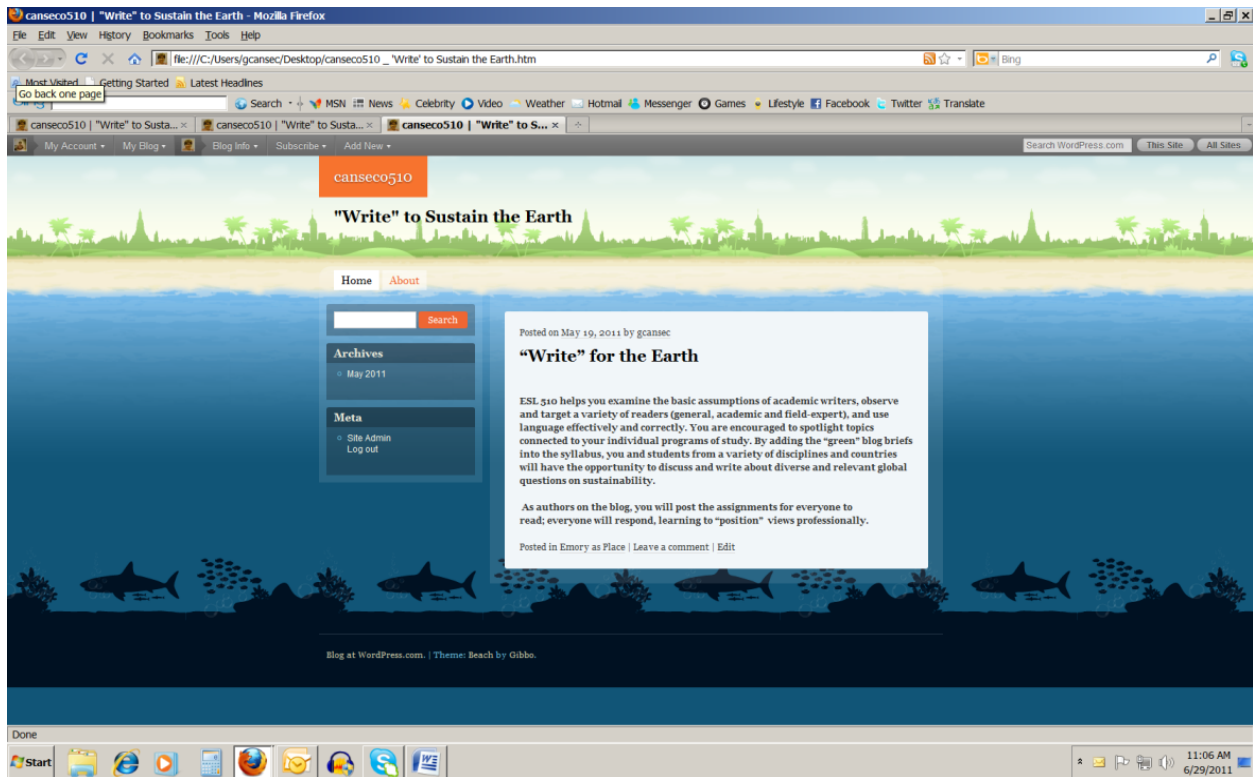
Schedule may change based on student needs.

DATE	CLASS CONTENT	HOMEWORK	BLOG ENTRY http:// canseco510.wordpress.com
#1 Tues/Sept 6	Writing Communities (Unit 1) <ul style="list-style-type: none"> ▪ Basic Assumptions ▪ Targeting you Audience 	Study Unit 1. Exercises 1D, E, F, G Post Research Topic to LL.	Entry #1: Read the cartoon and answer the questions. Determine your carbon footprint.
#2 Thurs/ Sept 8	Using Academic English (Unit 1) <ul style="list-style-type: none"> ▪ Strong Action Verbs ▪ Precise Adjectives, Adverbs, & Nouns 	Study Unit 1. Write Brief Research Interest Statement, p16 (post to Learnlink). Copy of Articles (GR & FER)	Entry #2: Emory as Place
#3 Tues/Sept 13	Paragraphs: The Building Blocks of Writing (Unit 2) <ul style="list-style-type: none"> ▪ One-paragraph Components ▪ From Paragraph to Whole Text 	Study Unit 2. Rewrote Research Interest Statement (due Sept.19) Write Biographical State. Post to Learnlink.	Entry #3: Paragraph Analysis (Planet Under Stress, Lester R. Brown)
#4 Thurs/ Sept 15	Revise as a Critical Thinker (Bio Statement) Continue: Paragraphs Mapping the Flow of Information (Unit 3) <ul style="list-style-type: none"> ▪ Cohesive Devices: Topic Sentences, Transition Words, Repetition, Previously Mentioned versus New Information 	Study Unit 3. Writing Assignment, p46 (post to Learnlink). Revise Bio with 'theme' (2E, p.38)	Entry #4: Bio with "Green Theme"
#5 Tues/Sept 20	Reader Expectations (Unit 4) <ul style="list-style-type: none"> ▪ Unique Perspective or Claim ▪ Macro Structure (moves in an introduction) 	Study Unit 4. Rewrite Bio State; Complete Exercise 4B: Post to LL; Exercise 4F: find 4 sources and evaluate, p58	
#6 Thurs/ Sept 22	Reader Expectations <ul style="list-style-type: none"> ▪ Credible Support 	Study Unit 5. Complete Exercise 5C, p69 Reflective para (p.63)	
#7 Tues/Sept 27	Incorporating Outside Sources (Unit 5) <ul style="list-style-type: none"> ▪ Video "Writing History" ▪ Summarizing 	Write Summary (post to Learnlink).	Entry #5: Summary writing and lit review of "promising" ideas for sustainability in your field of study
#8 Thurs/ Sept 29	Incorporating Outside Sources <ul style="list-style-type: none"> ▪ Paraphrasing ▪ Citing Sources Evaluating & Revising Summary	Study Unit 6. Rewrite Summary	
#9 Tues/Oct 4	Process Writing Strategies (Unit 6) <ul style="list-style-type: none"> ▪ Planning Stage ▪ Drafting Stage (introduction, body, tone, conclusion) Writing Assignment: Claim for Research Interest Essay,	Study Unit 6. Outline Essay, p86 with Claim, p96 (post to Learnlink)	
#10 Thurs/Oct 6	QUIZ Process Writing Strategies: Evaluating and Revising Stage <ul style="list-style-type: none"> ▪ Macro Structure ▪ Micro Structure 	Draft Research Interest Essay, p96 (post to LL)	

Tues/Oct 11	NO CLASS: FALL BREAK		
#11 Thurs/ Oct13	Process Writing Strategies <ul style="list-style-type: none"> Continue Evaluating & Revising Stage Self-Editing Fundamentals 1-4 <ul style="list-style-type: none"> Parts of Speech Subject+Verb+Object 	Revise RI Essay: macro and micro structures (post to LL) Study Unit 7.	
#12 Tues/Oct 18	Self-Editing Fundamentals 5 and 6 <ul style="list-style-type: none"> Verb Forms Nouns and Articles Editing Classification	Study Unit 7. Edit RI Essay (post to LL - Monday)	Entry #6: Grammar Analysis (Big Businesses Eats Organic)
#13 Thurs/Oct 20	Problem-Solution: Multi-Purpose Structure <ul style="list-style-type: none"> Stating the Situation Identifying the Problem Discuss problem selected by class or instructor, p146 State the situation and identify the problem from class readings; use chart, p148	Study Unit 8. Write a description of the situation and identify the problem (post to Learnlink).	
#14 Tues/Oct 25	Describing a Solution Evaluating the Solution <ul style="list-style-type: none"> Hedging Markers Conditionals Plan and draft the solution and evaluation section of the Problem-Solution Text; use chart p148	Write the <i>solution</i> and <i>evaluation</i> section of the Problem-Solution Text (post to learnlink).	Entry #7: Problem/Solution Alex Steffen: worldchanging.com
#15 Thurs/Oct 27	Revising the Problem-Solution Text <ul style="list-style-type: none"> Identifying the who, what, where, when and why Checking for hedging markers and conditionals 	Revise and complete the Problem-Solution Text (post to Learnlink).	
#16 Tues/Nov 1	Editing the Problem-Solution Text <ul style="list-style-type: none"> Sentence Types Verbs Nouns and Articles Introduce Comparative: Advancing the Research Agenda (Unit 9) <ul style="list-style-type: none"> Structure Claim 	Edit and rewrite the Problem-Solution Text (post to Learnlink). Study Unit 9 (Comparatives)	
#17 Thurs/ Nov 3	Comparative Structure: <ul style="list-style-type: none"> Comparative Language Planning and Drafting 	Study Unit 9 EX 9C (p.153); read pages 157-161; EX 9E: Outline Comparative Structure Paper, p160-1.	
#18 Tues/Nov 8	Comparative Structure Paper: <ul style="list-style-type: none"> Evaluating and Revising Editing 	Complete Writing Assignment: Comparative Structure Paper, p158 (post to Learnlink)	
#19 Thurs/ Nov 10	Commentary: Participating in Research Dialogue (Unit 10) <ul style="list-style-type: none"> Analyzing an Issue Timed Writing: Science, Research, and Race (p169) Creating a Claim Structuring the Commentary <ul style="list-style-type: none"> Introduction , Body, Conclusion 	Revise and edit Comparative Structure Paper (post to Learnlink). Study Unit 10. Complete Writing Assignment: A Commentary, p169 (post to Learnlink).	Entry #8: Commentary "The Dark Side of Green Energy" http://www.truthdig.com/eartothe-ground/item/20090930_the_dark_side_of_green_energy/
#20 Tues/Nov 15	Commentary: <ul style="list-style-type: none"> Revising the Commentary 	Revise Commentary for Macro Structure and rewrite (post to Learnlink).	
#21 Thurs/ Nov 17	Commentary: <ul style="list-style-type: none"> Editing for Individual Problem areas 	Edit the Commentary and rewrite (post to Learnlink).	
	Thanksgiving		
#22 Tues/Nov 29	Review for Final Exam	Read articles for final exam; review all units in the book.	
#23 Thurs/ Dec 1	FINAL EXAM (8:30am-9:50am)	Pick up graded exams after notification from instructor.	

I have included a few sample blog entries and assignments connected to the goals and objectives of the writing class. Of course, the details will be added and adapted weekly during the fall semester.

(<http://canseco510.wordpress.com/>)



Blog Entry #1:

Read the cartoon (from The Grammar Blog: Academic English 2.0 by Nigel Caplan, University of Delaware English Language Institute)



"We're looking for someone with an MBA, five years of sales and marketing experience, and a low-carbon footprint."

1. **What** does the interviewer mean by asking for someone with a "low carbon footprint"?
2. **Determine** your carbon footprint by linking to the following site.

<http://www.nature.org/greenliving/carboncalculator/index.htm?src=cpc.10&gclid=C16chlux76gCFYg32godxwevDA>

Blog Entry #2:

Emory University's Definition of Sustainability

Sustainability is defined as meeting the needs of the present generation without compromising the needs of future generations. As part of a commitment to positive transformation in the world, Emory has identified sustainability as one of the University's top priorities. Emory's sustainability vision is to help restore the global ecosystem, foster healthy living, and reduce the University's impact on the local environment. Progress will be measured using the environmental, economic, and social "triple bottom line" of sustainability.

<http://sustainability.emory.edu/>

Emory as Place

The poet and environmental activist Gary Snyder said, "One can live in a place as a visitor or one can choose to become an inhabitant."

Link to the following page of Emory University's sustainability initiatives and read the information.

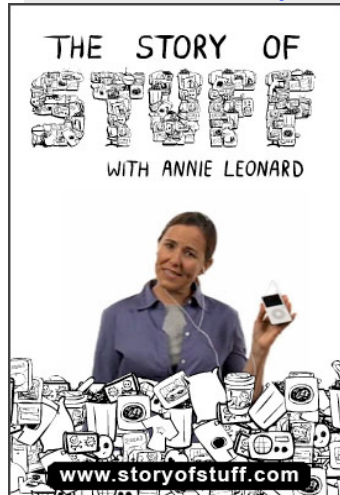
<http://sustainability.emory.edu/page/1013/emory-as-place>

Write a paragraph (5-6 sentences) describing a "place" in a community to which you belong. Craft the language positively illustrating the peace and enjoyment you receive from the place and how it can be sustained?

Blog Entry #4: biographic statement "theme" - sustainability

http://www.eecom.org/index.php?option=com_content&view=article&id=160&Itemid=162&lang=en

Annie Leonard - [The Story of Stuff](#)



Annie has spent nearly two decades investigating and organizing on environmental health and justice issues. She has traveled to 40 countries, visiting literally hundreds of factories where our stuff is made and dumps where our stuff is dumped. Witnessing first hand the horrendous impacts of both over- and under- consumption around the world, Annie is fiercely dedicated to reclaiming and transforming our industrial and economic systems so they serve, rather than undermine, ecological sustainability and social equity.

Biographical Statement

Annie is currently on the boards of International Forum for Globalization and GAIA and has previously served on the Boards of the Grassroots Recycling Network, the Environmental Health Fund, Global Greengrants India and Greenpeace India. She did her undergraduate studies at Barnard College, Columbia University and graduate work in City and Regional Planning at Cornell, both in New York. She is currently based in the Bay Area, California.

Write a 4-5 sentence biographic statement with the focus of your background on sustainability. You can "invent" your background, if needed.