Introduction to Graduate School Writing

This course will introduce new graduate students to two of the most important written graduate school genres. Students will choose a topic of interest, conduct library research, and write two genres vital to graduate students: the annotated bibliography, and literature review. The class will focus on how the rhetorical concepts of audience and purpose lead to specific linguistic choices in each genre.

Topics covered include:

- Audience and purpose in academic writing
- A language approach to academic writing
- Writing summaries
- Writing critiques
- Article Analysis
- Writing and revising literature reviews
- Assessing the strengths and weaknesses of one’s own writing and providing revision advice to other writers

Instructors

Brenda Rinard (STEM section) earned her PhD in Education from UC Davis, her MA in Rhetoric and Composition from San Francisco State University, and her BA in English from UC Berkeley. She teaches courses in advanced composition, writing in elementary and secondary education, legal writing, and a graduate seminar on writing a research article in the social sciences and humanities. Her professional interests include genre-based writing pedagogy, multilingual writing, qualitative research methods, and writing across the curriculum. Brenda is currently the director of the UWP’s Writing across the Curriculum Program.

Allison Bright (HASS section) earned her Ph.D. in education from UC Santa Barbara, her MA in English from Sonoma State University, and her BA in Spanish literature from UC Santa Cruz. She teaches a variety of upper division composition courses in the University Writing Program, including writing in elementary and secondary education, business writing, writing for social justice, and writing in the health professions. Her research interests include writing centers, writing tutor and teacher identity, and the preparation of writing teachers.