

GC 512: Written Communication and Presentation Skills

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Course Description and Goals

The course provides students with the process and skills to write according to the conventions of academic English and to communicate with specialist and non-specialist audiences. Students who successfully complete this course will be able to:

1. Write according to the conventions of academic English.
 - **sentence level** having the ability to use various types of clauses, make appropriate verb choices, and avoid needless complexity and jargon.
 - **paragraph level** having the ability to write clear topic sentences, employ smooth transitions within and between paragraphs, and create coherence across paragraph
 - **paper level** establishing a firm understanding of generic conventions and practicing those conventions to communicate effectively and efficiently.
2. Use a writing process of prewriting, drafting, revising, editing, and submitting to complete academic writing assignments.
3. Identify strengths and weaknesses in one's own writing as well as in her/his peers' writing.
4. Communicate effectively with specialist and non-specialist audiences.
5. Present original research effectively to non-specialist audiences and create appropriate visual aids to facilitate communication.



Weeks 1-6

1. Getting Started

- Students Respond to Survey to Self-Assess and Identify Objectives
- Students Provide Writing Sample

2. Historicizing Scientific Communication

- The Rhetoric of Science: Is Science Rhetoric “without remainder”?
- Alan Gross, *Communicating Science: The Scientific Article from the 17th Century to the Present*, 2002.
- Harmon and Gross, *The Craft of Scientific Communication*, 2011.

3. Communicating with Different Audiences

- Scientific vs. Science Writing
- Reader Expectations and Appropriate Communication Strategies
- Summary, Analysis, Synthesis (TS/IS)

4. Establishing Common Vocabulary

- Lectures Covering Fundamental Writing Principles Including: Subjects/Characters, Action/Verbs/Nominalization, Active vs. Passive Construction, Reader Focus and Value, Information Flow, Topic/Stress, Problem Construction



Weeks 7-8

Individual Lightning Talks

- 5 minute oral presentation including visual aids
- Accessible to broad audience using appropriate communication strategies
- Situates research within field's past and present state of knowledge
- Highlights value of research and practical applications



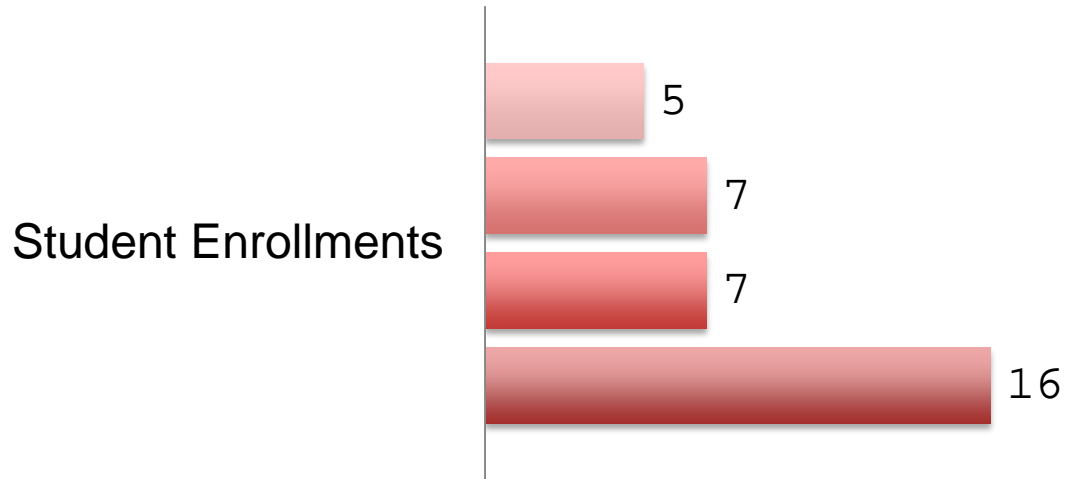
Weeks 9-15

1. Students compose individualized writing plans and contribute context and materials as necessary.
2. Students meet with instructor to identify areas of improvement and address most immediate writing objectives
3. Genres discussed and practiced include: Research Statements, Annotated Bibliographies, Literature Reviews, IMRD Scientific articles, Grant Proposals, and Cover Letters



Highest Enrollments

- CS, Chemistry, Applied Health Sciences
- Pharmacological Sciences
- Biological Sciences
- Engineering



The Future of GC 512: STEM and non-STEM courses

1. Identifying student needs within individual graduate programs and across the Graduate College student population
2. What kinds of instructional programs and collaborative workshops can be used to address student needs, facilitate cooperation across disciplines and programs, and improve writing and student success?
3. Identifying and recommending individual students for GC 512 enrollment
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