

# Writing Across the Academic Life-Span

Tracey S. Hodges

Katherine Landau Wright

Erin McTigue

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## Ph.D. Candidate

- Writing papers for class
- Writing for professors
- Publishing to get a job

## Assistant Professor

- Proving yourself
- Gaining independence
- Writing for tenure/promotion
- Mentoring graduate students

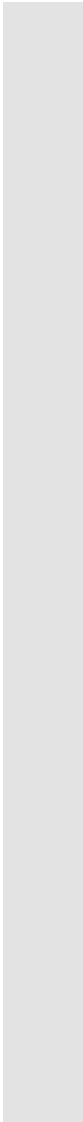

## Associate Professor

- Writing for full professor/promotion
- Mentoring graduate students
- Mentoring assistant professors
- Dissertations

## Full Professor

- Writing books
- Mentoring associate professors
- Mentoring graduate students





**What strategies, habits,  
and tools have helped us  
maintain productivity at  
each stage of the  
academic life-span?**



# Ph.D. Candidate

Katherine Landau Wright

Ph.D. Candidate, Texas A&M University

Soon-to-be Assistant Professor, Boise State University

# Expectations

- Prove you can do a little of everything

# Macro and Micro planning

Projects : Planning (181)

MACRO

- SWAS
- Book Scanning
- Textbook graphics analysis
- Perspective taking
- Rubric for S.W.
- Tracy's Rubric
- CAL text w/ Matt
- Nitas

MICRO

- SWAS - Rework the introduction to focus on a validation program
  - Figure out other reliability coefficient
  - r-to-z transformations
  - Path model: Parallel analysis
  - input data from Spring Administration from CFA's and compare → send to Tracy
- Book Scanning - organize the rest of the completed classrooms
  - gameplan w/ MCT
  - think about adding ID? (email Julianne)

To Do List Week of 6/6/16  
Refer to p. 181

Do this Week

- S/S - Organize 1st grade Class Cl
- Tues - Email Jen re RSW feedback
- Tues - Read 1 article for CAL
- Fri - 1 hr on fall courses Cread
- Mon - AERA draft for textbook V
- S/S - Finish entering SWAS
- Fri - RSW for AERA
- Tues - Email T: A re: Reading Me
- Mon - Email T re TAA

Coming up Soon

- ALEA Dissertation Award d
- ILA mentoring due June 15
- SWAS analysis and update program article)
- organize remaining classrooms
  - Check in w/ B.
- ☑ Send out TAA info to Pon week
- email Julianne re: board



## Find a Rabbit to Chase





# Assistant Professor

Tracey S. Hodges

Assistant Professor, The University of Southern  
Mississippi



# Expectations

- Teach effectively
- Participate in service activities
- Always focused on tenure/promotion
- Conduct original research
- Mentor graduate students
- Write, write, write



# How does an Assistant Professor manage it all and learn the field?

- Set clear goals
- Constantly collect data on yourself
- Figure out your habits, goals, and professional identity
- Set policies for yourself

# Set Clear Writing Goals

- Yearly
  - What do I hope to accomplish this year in research, teaching, and service?
  - Specifically, what month will hold each goal?

## 2016 Goals

### May 2016

- Submit “Impact” manuscript
- Revise and resubmit “Then and Now” manuscript
- Draft portraits manuscript – introduction, methods
- Collect Graphical Literacies data
- Write up SEL IRB
- Write up creation of Writing Rubric for Writing Achievement Study – based on Spring meetings
- AERA Writing Symposium – Division C, Section 1a – send to group for feedback
- Making Connections presentations – Text Structures; SEL
- TAA presentation – Panel

### June 2016

- Draft portraits manuscript – results, discussion
- Begin “Portraits-Practitioner” manuscript
- Resubmit “Frequency” manuscript
- AERA Writing Case Studies proposal

### July 2016

- Revise “Portraits-Practitioner” manuscript
- Continue drafting “Portraits-Practitioner” manuscript

# How does an Assistant Professor manage it all and learn the field?

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# Color-Code the Writing Log

- Code the writing log based on 4 categories
  - Teaching
  - Service
  - Research
  - Writing



- Calculate percentages for each per month and per semester
  - Are you meeting your division of responsibilities?
  - Are you spending too much time on any one activity?
- When are you productive throughout the day? the week? the month? the year?
  - Identify those times so you can use them to your advantage

# How does an Assistant Professor manage it all and learn the field?

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# Set Policies for Writing

(Advice from Meggin McIntosh)

## Writing Policies

- On Mondays and Tuesdays (my best writing time), I prioritize writing on my top priority manuscripts and projects.
  - Manuscripts in the final stages of editing.
  - Manuscripts directly applicable to my professional identity.
  - Manuscripts based on my original research.
- On Wednesdays, I prioritize writing for others.
  - Completing writing tasks on manuscripts in which I have been delegated assignments to complete (typically, I am not the first author).
  - Providing feedback on graduate student writing.
- On Thursdays and Fridays, I prioritize writing for lower priority manuscripts and projects.
  - Manuscripts in the initial drafting phases.
  - Brainstorming new ideas for writing.
  - Manuscripts I see being published within the next semester/academic year.



# Associate Professor

Erin McTigue

Associate Professor, Texas A&M University

# Expectations

- Mentor Graduate Students
- Write Grants!
- Teach effectively
- Conduct original research
- Form research teams
- Lead committees & perform other service work
- Mentor Assistant Professors
- Write, and write some more ...



# Individuate Mentoring Approach of Graduate Students for Writing Projects

1. Full time vs. Part Time
2. Commuters vs. On/Near Campus
3. Solo Workers vs. Team Players
4. Native English Speakers vs. International Students
5. Resilient vs. Low Self Efficacy
6. New Student vs. Experienced Student
7. Writing Avoiders vs. Writing Enthusiasts
8. Under Writers vs. Over Writers
9. Non-Parents vs. Parents of young children

# Weekly Group Advising of Graduate Students



Weekly - Google Forms

[https://docs.google.com/forms/d/1fULNAn17icLhVcd2Hnm\\_WaZqCuAec8jtvqFMDAb3vOc/edit](https://docs.google.com/forms/d/1fULNAn17icLhVcd2Hnm_WaZqCuAec8jtvqFMDAb3vOc/edit)

Weekly All changes saved in Drive

QUESTIONS RESPONSES 40

## Weekly Research Group Check-In - Spring 2016/McTigue

"Alone we can do so little. Together, we can do so much" - Helen Keller.

How am I today, right now? How has my week

Long answer text

What are my best accomplishments since last week? (Remember nothing is insignificant. Rejoice in your progress!)

Long answer text

What else did I get done?

Long answer text

Why was I able to get these tasks done?

Long answer text

What didn't I get done, although I had intended to?

Weekly - Google Forms

[https://docs.google.com/forms/d/1fULNAn17icLhVcd2Hnm\\_WaZqCuAec8jtvqFMDAb3vOc/edit](https://docs.google.com/forms/d/1fULNAn17icLhVcd2Hnm_WaZqCuAec8jtvqFMDAb3vOc/edit)

Weekly All changes saved in Drive

QUESTIONS RESPONSES 40

What particular challenges am I facing now?

Long answer text

What opportunities/support/resources are available to me right now to address those challenges?

Long answer text

What are my research/writing goals for the coming week?

Long answer text

What are my classes/teaching goals for the coming week?

Long answer text

What are my other professional goals for this week?

Long answer text

What is one personal goal for this week?

Long answer text

If I get only one thing done this week, it should be ...

Short answer text

# Use feedback time on students writing for teaching writing strategies.



- F2F Meetings for middle drafts
- Ask the student about what is working well and what is not.
- Together, identify strengths in the writing & make explicit about “what is working” and “why it is working”
- Select most pressing area of need (e.g., weak argumentation, paragraph structure) to focus on next
- Explain the issue and present 1-2 strategies to address the issue
- Together, work through the strategy until confident
- Set a new meeting time to review the piece after revising with the strategy
- Review steps before the next meeting – write the steps in an email and send to both of us.
- Lend the writer a reference or email a link.

# Frequently Used Strategies

Issue	Strategy	Source
Weak Argumentation	How to build an argument	Belcher (2009) <i>Writing your Journal Article in Twelve Weeks ...</i>
Paragraph Structure	Key Sentences	Goodson (2016) <i>Becoming an Academic Writer ...</i> Gray (2005) <i>Publish &amp; Flourish ...</i>
Macro-Organization	Reverse Outlining	Goodson (2016) <i>Becoming and Academic Writer ...</i> Gray (2005) <i>Publish &amp; Flourish ...</i>
Weak Purpose or Relevance of the work	"The Moves" for Establishing your Niche	Swales & Feak (2015) <i>Academic Writing for Graduate Students ...</i>
Cohesion within Paragraphs	How to "set up" each sentence	Williams & Bizup (2016) <i>Style: Lessons in Clarity and Grace</i>
"Voiceless" and/or "Lifeless" text	Targeted Editing – Zombie Nouns, Passive Voice etc.	Sword (2007) <i>The Writer's Diet</i>



# Discuss Writing Habits & Ideas for Making Positive Changes





# Full Professor

Pat Goodson

Professor, Texas A&M University



L

EARN continually about writing – even if you’ve learned a lot thus far... A growth mindset is essential to avoid stagnation!

E

XPECT increased expectations of you and your writing especially in regards to quality and publication venues You’ve had a lot of time to practice!

A

VOID fads or fashions – focus on publishing timeless pieces vs time-ly articles. You now have a broader view of the field.

R

EFLECT on your mission/vision – and produce writing that contributes to that mission (only, if possible). Are you using your writing skills and time for that which is the most important?

N

UDGE - others into becoming more of what they can truly become! It’s time to give back!

