

EVENING WRITING SEMINARS

CHECK THE WRITING PROGRAM [CALENDAR](#) FOR SEMINAR SCHEDULE

These brief seminars are information opportunities for exploring issues with your peers and the Writing Consultant. They are not limited to a strict agenda: discussion, questioning, and diversion are encouraged. Please come with questions and, if you can, examples to share with others.

CRITICAL ANALYSIS ACROSS THE DISCIPLINES

How does critical analysis differ from other forms of thought or activity? What different forms does it take in the sciences and humanities? What is its role in your writing? In this session, we'll unpack the core value of the academy.

DEPARTMENT OF REDUNDANCY DEPARTMENT EDITING YOUR OWN PROSE

I've worked hard to write that draft: every syllable is brilliant and precious! Why cut anything? What's wrong with repeating myself a few dozen times? Sharpen your knives: in this session we'll explore what to keep, what to cut – and how to tell the difference. And we might talk about how to rethink one's writing process to avoid too much pruning later on.

DOING THINGS WITH WORDS

We all think we know what words mean – but exactly how we put them together can change what we are saying, sometimes drastically. We will briefly review some common problems in sentence structure or style, followed by a discussion of some rewriting strategies and their effects.

GETTING PERSONAL THE ROLE OF THE PERSONAL IN ACADEMIC WRITING

What is the effect of using that first person “I” voice in an academic essay? What is an appropriate use of personal experience in academic analysis? Can it tell us things we can't otherwise know? We'll examine some examples to discuss their strategies and effectiveness.

“I’LL WARRANT” LOGIC, ASSERTION AND PROOF IN ACADEMIC ESSAYS

How does one build an argument logically? It turns out to have a lot to do with something called “warrants.” We'll trace this process by examining claims, evidence, warrants, qualifications and other rhetorical concerns in the paragraphs of an academic essay.

JOINING THE CONVERSATION INTEGRATING THE WORDS AND IDEAS OF OTHERS INTO YOUR OWN WRITING

How much research is enough – or too much? How do you find your own place in an ongoing academic conversation? How do you use the ideas of others in your own writing? In this session, we'll explore these issues using examples of close readings and broader readings, quotations and paraphrase.

MY FRIEND "HERMAN" HERMENEUTICS AND OTHER STRATEGIES FOR INVENTION AND ANALYSIS

Are you stuck for ideas? Can't think of any good strategies for attacking that paper assignment? In this session, we will explore several different hermeneutics – templates for systematically breaking any topic down into manageable, meaningful chunks – and perhaps some other strategies for coming up with ideas.

"SINCE YOU PUT IT THAT WAY . . ." RHETORIC, ARRANGEMENT AND STRATEGY IN ACADEMIC ESSAYS

Once you figure out what you have to say, how do you arrange your ideas to make one coherent and compelling story? What is your best strategy for ordering and presenting those ideas? We'll look at the crucial – and tricky – link between what you say and how you say it.

THREE WAYS OF LOOKING AT A PARAGRAPH

Is there only one correct way of writing a paragraph? What different effects are produced by different paragraph shapes? Is the paragraph evolving to do different kinds of work? In this session, we will examine the paragraph as a changing historical artifact, as an instrument of logical argumentation and as a poetic vehicle of personal style.

YOU THE REVIEWER RESPONSE PAPERS & REVIEW ESSAYS

Not all academic essays follow the same form. How do review essays differ from others you might be asked to write? In this session, we will discuss examples of the academic review essay in order to find common themes and to compare the effects of different approaches.