

CS 8001 ORW Syllabus

Writing Research Workshop

Summer 2026

Instructor Information

Instructor of Record: Ana Rusch, ARusch3@gatech.edu

Primary Instructors: Bobbie Lynn Eicher, bobbilynn@gatech.edu

General Course Information

Description

This seminar is intended to provide a supportive space for students who are in the writing stage of a research project with the intention of submitting to a conference or journal. Topics of interest include the submission process, the peer review process, and making good use of feedback.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Develop familiarity with publishing
2. Engage with peers
3. Explore writing through in a collaborative environment

Required Course Materials

All required readings will be posted on Canvas.

Course Requirements & Grading:

Why a 'workshop'?

Many people don't realize this, but a lot of research work happens that never gets submitted anywhere because people get distracted with other things in their life and never finish the final steps of writing and submitting. Without set deadlines or anyone specific to

be accountable to, it's not uncommon for someone to keep putting off submission until it's been so long that it's easier to forget the whole thing than it is to go back and figure out how to write up half-forgotten work.

We're calling this a "research writing workshop" because the focus is on providing a community of people who are wrestling with the challenges of writing up their work. Writing can be lonely. It can be difficult to figure out when to ask for help or who to ask. Workshops are a common tool among writers (and academics) to create a collection of people who check in with each other and provide community and accountability to help you get the writing done rather than letting it sit on your "to do" list forever.

Structure

We expect there will be people aiming for a variety of different venues with different deadlines and expectations, so we're not going to be giving you something like "You need to finish your introduction by the end of January, and finish writing the methods by the end of February..." Instead, the tentative plan is to have you spend the first two weeks on picking a venue and creating a target schedule for yourself that will result in a complete paper by the deadline for the place you intend to submit.

The schedule exists to help you. Any format or level of detail that you believe will help you is fine. This will be expected by January 26.

Once you have a schedule, the tentative plan is to have everyone check in every 2 weeks about how their progress is going, how it compares to the original schedule, and what needs to happen in the following 2 weeks. (For some people, mid-semester this may turn into "I already submitted and I'm waiting to hear back." and that's fine!)

"Grading"

The real goal here is to help you with writing something that you hope to publish, so your motivation to do the work well is really going to come from the need to put something together that can make it through peer review. I'm really only going to focus on whether you're participating sometimes and doing work, rather than trying to be the judge of whether your work is good so that you're free to focus on the standards and norms of wherever you intend to submit.

What else will we talk about?

There are a lot of facets of writing for publication, but here's a non-exhaustive list of the kinds of things we expect will come up to give you a sense of it:

- How to choose a venue
- How to understand the requirements for a venue
- IRB requirements
- Making a schedule
- Anonymizing work for blind submission
- Working with templates / LaTeX
- The workings of the peer review process
- What happens after a paper is accepted
- What to do after a paper is rejected

Course Policies

Copyright and Intellectual Property Rights

Sharing your actual writing with us is optional. If you do choose to share it, it is your responsibility to make sure that you are sharing it in a legal and ethical way. (It might sound silly to some people to bring this up, but I've seen multiple project proposals in CS6460 where we had to say, "It sounds like you're proposing to do something that will require you to share a lot of confidential information with us. Are you sure this is legal?")

Please don't share anything that contains confidential data that belongs to your employer or violates privacy laws or anything of that nature.

If you've done research involving human subjects, please don't share any information in class beyond what your approval with the IRB allows you to share with the public. e.g. if participant data is supposed to be anonymized for publication, don't share the raw data with all the participant names on it with the class

If you have co-authors, don't share any portions they wrote without their permission. Make sure that anything you do share properly attributes/acknowledges all of the authors.

If you use generative AI: You must acknowledge that you used it and keep track of how you used it (what sections, etc). We strongly urge you to check the policies of the venues where you intend to submit to be sure you're staying within their rules. For example, [here's the ACM policy](#).

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.