



The City College of New York
FALL 2016

ENG 210.03 Writing for the Sciences
#22918
MON & WED 2-3:15
Room: Shepard S-379

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Office hours: MON 12-1 & by appointment

Course Description:

The purpose of this course is to help students better understand the principles of reading and writing in the sciences. Students will accomplish these goals by becoming engaged, analytical readers of scientific material such as lab reports, scientific papers, scholarly journals, and other scientific writing. Students will gain familiarity with the purpose and style of scientific writing, making them stronger writers and thinkers in their field, better able to enter into scientific discussion and articulate a clear, considered point of view. This course will help students research and synthesize information, and present ideas to an audience of both scientific and nonscientific members.

Required Course Texts:

Writing in the Sciences: Exploring Conventions of Scientific Discourse by Ann M. Penrose and Steven B. Katz 3rd ed. (Pearson, 2010)

*Additional readings will be distributed via Blackboard or handed out in class.

Course Learning Outcomes

Over the course of the semester, you will

1. acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
2. enhance strategies for reading, drafting, revising, editing, and self-assessment
3. negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
4. develop and engage in the collaborative and social aspects of writing processes
5. engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
6. formulate and articulate a stance through and in your writing
7. practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
8. strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

Assessment:

Attendance, punctuality & participation	10%
Formal Memo of Introduction (2 pgs.)	10%
Profile of Science Professional (4- 5pgs)	10%
Literature Review (min 5pgs)	15%
Research Proposal (2 pgs.) and Annotated Bibliography (4 sources)	10%
Research paper (minimum 6 pgs.)	15%
Research Presentation	10%
Portfolio & Self-Assessment	10%
Homework, classwork, and short, typed response papers	10%

Grading Scale:

A+=97-100	C+= 77-79
A =93-96	C =73-76
A- =90-92	
B+=87-89	C- =70-72
B =83-86	D+=67-69
B- =80-82	D= 60-66
	F=59 or below

Written Assignments:

All formal written assignments must be submitted to Blackboard by the due date. All papers need to be formatted correctly (Times New Roman 12-point font, double-spaced with one inch margins). APA format should be observed. (See the APA template on Blackboard.). Specific guidelines for each essay will be discussed in class and posted to Blackboard, however below please find an overview of the assignments:

Formal Memo of Introduction:

Write about your interest in the sciences and why (if science isn't your focus explain what brings you to ENGL 21003 Writing for the Sciences), describe your future professional goals, and any goals for research and/or study. Also include a summary, describing in detail your field of interest. Identify its title, the main focus of inquiry, and the types of studies produced or types of issues explored.

Profile of Science Professional:

You will begin by selecting a subject to write about, a science professor or practicing scientist, schedule an interview, draft questions, document the subject's responses, and create a formal written report profiling the individual.

Literature Review:

This assignment requires you to locate information that falls within a similar topic. The point of this review is to update the audience about current information that has been released on a particular topic or issue from at least 4 reputable scholarly sources. The topic is at your discretion, but it should be something that relates to your own interests or field of study. The goal of this paper is to demonstrate the ability to summary and synthesize information, analyze research methods and conclusions, and parse data.

Research Paper:

This assignments requires you to identify a conclusion in a research paper or some source that may not be valid or requires a qualification to be made clearer. You can also choose a position that you would like to offer support for in writing. The goals of this assignment are to use a minimum of six sources, summarize and analyze to make finer points clearer and develop a unifying theme for the reader.

Portfolio Assignment:

The Portfolio and Self-Assessment Essay are in many ways the most important documents that you'll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

The Portfolio should include, at a minimum, the Self-Assessment Essay; revised and edited versions of your formal writing assignments for this class, and any additional documents (or portions of documents) you composed over the semester that help you demonstrate the extent to which you've met the course learning objectives and developed your understanding of writing and argument. For instance, in addition to providing polished versions of your essays, you might want to include drafts of essays, examples from homework, peer reviews, etc. Or, you may want to include copies of your annotations of course texts or copies of the notes you took while reading to demonstrate that you have developed strategies for critical reading. To demonstrate that your drafting process has changed, you might want to include a draft from an early and a late assignment that illustrate changes in your drafting process. In order to better orient readers of your Portfolio, you'll also need to compose introductions to (or abstracts for) each of the documents you showcase, including your major essays. Use this same approach for all of the Course Learning Objectives. (Be mindful that the documents you choose to include in your Portfolio should be referenced in your Self-Assessment Essay, which is further explained below. You will describe the documents, and their significance, in your essay. Thus, you'll need to be very choosy in selecting which documents best represent your learning and development as a writer and be ready to refer to and analyze them in the Self-Assessment Essay.)

The Portfolio will be housed on a WordPress site. Be sure to make your Portfolio private, accessible only by password. If you are concerned about privacy, consider creating an email account that you can use exclusively for course work. It will be read by me, some members of the class, and other CCNY faculty and administrators. You are, of course, free to share your Portfolio with anyone else, but do not make it freely available. While the arrangement of the Portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you're looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.

Self-Assessment:

The Self-Assessment Essay is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment Essay, you'll be referring to the works you've included in your Portfolio. This essay answers two questions: *To what extent have I achieved the course learning objectives? In what ways have my perceptions on what writing is and does evolved this semester?* This essay will thus provide you with an opportunity to demonstrate how you've developed as a writer this semester and will serve as an introduction to your Portfolio.

The Self-Assessment Essay and Portfolio will *not* be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the goals that you have achieved and your thoughts about the goals that you have not achieved. It will be up to you how to incorporate your response to how your perceptions have evolved regarding the question, "What is writing?" You might want to

devote a section of your Self-Assessment Essay to this subject alone, or you might want to weave this discussion into other parts.

While you won't be asked to assess your own Self-Assessment Essay, you should be aware of the criteria for assessment.

1. Have you addressed all of the course learning objectives, even those that you feel you did not spend enough time working on? (10 pts)
2. Have you articulated explicitly the ways in which your perceptions of writing have evolved? (20 pts)
3. Have you provided *evidence*, in the form of your own writing and specific learning moments, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn't spend enough time with them or you feel that you had a strong start in those areas? (20 pts)
4. Have you effectively revised and edited your four major essays? (30 pts)
5. Is your portfolio design effective and appropriate for digital audiences? (20 pts)
 - Is your portfolio design simple and easy to navigate?
 - Have you maintained consistency from one page to the next?
 - Have you used color and contrast to make things simple for your reader?
 - Have you considered font and page layout to create a neat, easy to read text?

Late papers:

You are responsible for uploading your final drafts of papers to Blackboard on time. Papers submitted late are reduced by 1/3 of a letter grade for each day it is not turned in (so, an A would receive an A-, etc.). Beyond one week papers will not be accepted at all. There are no extensions for assignments, and no rewrites of essays unless explicitly stated on the syllabus.

Attendance and Participation:

Students are expected to complete assignments and come to class on time prepared to take part in discussions. Please keep up with assigned readings (and by all means feel free to read ahead). It should go without saying that you should bring the usual supplies to each class meeting (notebook, writing implement, etc.). This is a writing course, and we will be doing a fair amount of brainstorming, outlining, and drafting throughout the course of the semester.

You may not be absent more than **four (4)** classes. Lateness and excessive absences will count against your overall standing. **Two (2)** latenesses count as one **(1) absence**. If you are unable to attend class due to a specific religious observance please notify me as soon as possible. Do note there are no "excused" absences. You are responsible for being in attendance and prepared to work. If you miss class, it is your responsibility to find out what was covered. I recommend you establish a learning community with your classmates and email them for notes on the day you were absent. You should also check Blackboard for any additional reading material and assignments.

Activities which count towards your participation grade may include but are not limited to:

Keeping up with reading
Participating in class discussion
Engaging in peer reviews

Homework:

Homework assignments will be listed on the syllabus or posted to Blackboard. It is your responsibility to keep up with the assigned homework. Unless specified, all assignments need to be handed in typed.

Manuscript will not be accepted. Late homework will not be accepted. If you know you will miss a class where an assignment is due, it is up to you to make arrangements to see that I receive it on time. Homework responses should typically be ½ pg. - 1 pg. long.

A Note on Grading:

Your score is the direct result of the work you submit. I do not grade on what I imagine you might have been able to do if you had more time, the printer didn't break, your wireless connection went down, etc. etc. As the saying goes, **the A is yours to earn, the B+ is yours to lose.** Your essays will be graded on content, organization, style, and mechanics. **A papers** (which are exceptional papers) are carefully crafted, interesting, and have the bare minimum of problems. **B papers** are reasonably well written and could be revised to meet the standards of an excellent paper, but have several minor problem areas. **C papers** are average – they are coherent and write towards the goals of the assignment, but have a number of minor problems or at least one major problem. Papers that receive a C- or lower do not meet the standards for writing proficiency, and have major problems in several key areas.

Course Policies:

Cellphones, iPads, laptops, and any other technological gadgets must remain off for the duration of the class. You will certainly need to take notes in class, but please bring a notebook and pen/pencil for that purpose. Texting during class is inconsiderate to both the instructor and your fellow classmates and will not be tolerated. The classroom is not a food court, so please refrain from eating during class time. Beverages with lids on them are OK, within reason. Please refrain from leaving the classroom while class is in session, except in the case of illness. If you arrive late, enter the classroom quietly as a courtesy to your fellow students.

Plagiarism:

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. There is a **zero tolerance policy** for plagiarism in this class. **Do not even consider it.** Please familiarize yourself with the college's Academic Integrity Policy, available online: <http://www.ccnycuny.edu/about/integrity.cfm>

Violations of the CUNY Policy on Academic Integrity--including plagiarizing--can result in an academic sanction such as a grade of F for a writing assignment or a significant deduction of the final course grade. Again, **don't do it.** It is not worth jeopardizing your academic career. There is no such thing as acceptable percentage of plagiarism. If you cheat, you fail. If you are unsure of what constitutes plagiarism, or are worried about inadvertently plagiarizing another author's work, please talk to me **before** you turn in your final copy of the assignment.

Questions or Concerns:

I am available to meet during the office hours listed on the syllabus or by appointment. In addition, I will be happy to address any problems via email so feel free to reach out. Please observe proper email etiquette and allow two days for a response.

Other Options:

If you are still feeling frustrated and need additional guidance, I encourage you to avail yourself of the myriad of student services available. There are a number of Support Services available for CCNY students (visit http://www1.ccny.cuny.edu/current/tutoring_services.cfm for a complete list):

1. *Gateway Advising Center*, NAC 1/220 – students without a declared major receive academic advising through the Gateway Center.
2. *Samuel Rudin Writing Center*, NAC 3rd floor plaza – offers writing assistance to all CCNY students through one-on-one tutoring and group workshops. ESL tutoring is also available through the Writing Center.
3. *AccessAbility Center Tutoring Services*, NAC 1/218 – provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.
4. *SSSP Academic Resource Center*, Harris 03 – offers tutoring in most core subjects and group workshops in Math and Biology for students who meet financial qualifications and have interviewed for the program.
5. *Library info*: <http://library.ccny.cuny.edu/main/>

Note to students: Remember we are committed to your success. Students often choose not to believe this so I'll reiterate it: we are committed to your success. If you are on-time, participate, and take your assignments seriously there is no reason you won't prevail in this class. If you are feeling frustrated, come see me during office hours or reach out via email. The only way I'll know about your problems is if you communicate with me. If you let the work pile up because you are overwhelmed, confused, or frustrated, it will be hard to get back on track, so please talk to me sooner rather than later if that's the case.

Schedule

All assignments and due dates are subject to change at my discretion

All readings must be completed before the class date listed (though by all means feel free to read ahead).
You must bring your text, notes, and any other materials to class. Major due dates are marked in **BOLD**.

WitS=Writing in the Sciences, our course textbook.

WEEK 1	I. Homecoming
MON 8/29	Introductions. Syllabus & expectations (learning outcomes). 6 word bio. Writing diagnostic. HW: Orwell –“What Is Science?”[Blackboard] (read and respond)
WED 8/31	Due: Orwell Response; 6 word bio Discuss: readings, rhetoric of science writing, the writing process Memo Assigned HW: Read Sagan “Why We Need to Understand Science” [Blackboard] <i>WitS</i> (pgs 3-15)
WEEK 2	
MON 9/5	NO CLASS; LABOR DAY
WED 9/7	Due: Sagan response Discuss <i>WitS</i> reading, Sagan. Effective organization, writing goals. <i>HW: work on Memo Read WitS 16-24</i>
WEEK 3	
MON 9/12	Due: Memo Discuss reading; brainstorming topics Assignment #2 Profile -- begin drafting potential interview questions <i>HW: Read WitS 25-36, Zinsser “Science and Technology” [Blackboard]</i>
WED 9/14	Due: Zinsser Response Discuss readings & response; review APA format <i>HW: work on profile assignment; WitS 130 - 137</i>
WEEK 4	
MON 9/19	Tentative Library Session -- review scientific journals & other sources
WED 9/21	Draft of Assignment #2 (profile) Due -- bring hard copy to class for Peer Review Review reading sections <i>HW: WitS 116-126</i>
WEEK 5	
MON 9/26	Discuss readings, genres of science writing, work on profile revisions. <i>HW: finish revision of profile</i>
WED 9/28	Final revised Assignment #2 Due <i>HW: Read WitS 91-93, 198-207</i>
WEEK 6	
MON 10/3	NO CLASS SCHEDULED
WED 10/5	Discuss <i>WitS</i> readings; purpose of literature review. Assignment #3 discussed

	<i>HW: Read WitS 175- 189; set up wordpress site for portfolio (add me as admin)</i>
WEEK 7	
MON 10/10	NO CLASS SCHEDULED
WED 10/12	NO CLASS SCHEDULED
WEEK 8	
MON 10/17	Due: Draft of Assignment #3 -- hard copy for peer review <i>HW: post link of portfolio to Blackboard</i>
WED 10/19	Revisions of assignment #3 in class Troubleshoot portfolio <i>HW: Read WitS 191-195</i>
WEEK 9	
MON 10/24	Due: Assignment #3 Discuss readings; Proposal & Annotated bibliography; brainstorm topics <i>HW: Watch "For Argument's Sake" [TED talk] and draft response</i>
WED 10/26	Due: Argument's Sake response Discuss response Refining topics, Work on proposal <i>HW: Read WiTs 53-61</i>
WEEK 10	
MON 10/31	Discuss reading <i>HW: Read WitS 62-67</i>
WED 11/2	Due: Draft of Proposal & Annotated Biblio Discuss reading <i>HW: Read WiTs 221-222</i>
WEEK 11	
MON 11/7	Due: Revised Proposal & Annotated Bibliography Discuss narrowing scope, review sources; outline of research paper
WED 11/9	Due: Research Outline <i>HW: Read WitS 95-96</i>
WEEK 12	
MON 11/14	Discuss readings <i>HW: Read WitS 97</i>
WED 11/16	Due: Draft #1 of Research Paper Peer Review in class <i>HW: Read WitS 101--110</i>
WEEK 13	
MON 11/21	2nd round Peer Review Research Paper <i>HW: Read WitS 155-163</i>

WED 11/23	Discuss effective presentations.
WEEK 14	
MON 11/28	Due: Research Paper #1 due Discuss readings; begin work on reflection essay and portfolio
WED 11/30	Research Presentations
WEEK 15	
MON 12/5	Research Presentations Continue
WED 12/7	Presentations Conclude Review portfolio requirements and course learning outcomes
WEEK 16	
12/12	Last class; Due: Portfolio and assessment due online
WEEK 17	FINAL EXAM WEEK