https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR_v2nzczHoIop13l5kbezY6usZ7GgCzSrhovljXZKXxoS_COmJlg**ENGLISH 21003:**

**Writing for the Sciences, Section B**

**Nick Magliato**

**Fall 2016**

**Classroom:** NAC 4/209

**Class Schedule:** M/W 3:30 – 4:45

**Instructor:** Nick Magliato

**Email:** magliato.ccny@gmail.com

**Office:**  NAC 6/217 C

**Office Hours:** M/W 2-3pm

**Course Description:**

This course is designed to strengthen your reading, critical thinking, and writing skills for future academic and professional studies, specifically in the sciences. We will be building on a foundation of scientific knowledge by reading reports and studies from a variety of researchers in different scientific fields to develop an appreciation for scientific writing and thought. You will become a stronger writer and thinker capable of entering scientific discussion with a well-informed point of view. With a focus on examining different concepts and issues within the world around you, this course will help you synthesize information, find answers, and present ideas to an audience in different genres seen often in science writing. In particular, we will analyze various reports and critical reviews that have been recently published which will allow you to compose your own writing in these genres. Furthermore, this class asks that you analyze issues that you are thoroughly concerned about and/or impacted by.

**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)

**Required Text:**

Greene, Laurence. *Writing in the Life Sciences: A Critical Thinking Approach.* New York: Oxford Press, 2011.

**Documentation Style:** American Psychological Association (APA)

**Resources for Documentation and Writing:**

Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>

Bedford St. Martin's/Macmillan online resource for documenting sources:

<http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch06_o.html>

W.W. Norton online resource for documenting sources in writing:

<http://www.wwnorton.com/college/english/write/writesite/research/documentation.aspx>

Rhetological Fallacies (InformationisBeautiful.net):

<http://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>

**Writing Assignments:**

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| --- | --- |
| **Formal Research Report** | 10% |
| **5 Journal Entries** | 15% |
| **Informative Report** | 15% |
| **Profile of Science Professional** | 20% |
| **Argumentative Research Essay** | 25% |
| **Participation** (Attendance, Punctuality, Preparation, In-Class Writing) | 10% |
| **Portfolio and Final Reflection** | 5% |
| **TOTAL:** | 100% |

*Note: I will use a modified version of the General Education Rubric to evaluate your essays. A handout of this rubric will be provided in class and is available via Blackboard.*

**Description of Writing Assignments:**

1. **Formal Letter of Introduction (Ungraded):** Write about your interest in the sciences and why, (if science is not your main focus, explain what brings you to ENG 21003, Writing for the Sciences), describe your future professional goals, and any goals for research and/or study (Do you have research in mind? Do you intend to pursue graduate school? If so, which concentration? How much? A master’s degree or doctoral?). Also include a summary, describing in detail your field of interest. Identify its title, its main focus of inquiry, the types of studies produced or types of issues explored. If you have a secondary field in mind describe that as well. If your main focus is something outside of the sciences, describe your field in detail, in the same manner. The letter should be 1-2 pages, typed, double-spaced, 12 pt. font, Times New Roman.
2. **Formal Research Report:** Read “The Third Chimpanzee” by Jared Diamond. Make a list of 10 factors when considering a mate/partner. Then, you’ll be tasked to go out and survey at least 25 people, asking them to rank these factors. After you’ve collected your date, you’ll compile it into a formal research report and record the results and compare those with the results from Diamond’s article.
3. **5 Journal Entries:** You will create a free Wordpress account (\*\*customizing it to remain private and unsearchable\*\*), and will choose 5 separate news, magazine, or journal articles, from 5 separate sources on recent science updates to summarize, critically analyze, and respond to. Entries should be between 250-500 words. Guidelines and examples will be distributed in class.
4. **Informative Essay / Review Paper:** You will choose a topic that interests you (to be approved by NM), conduct research, and thoroughly explain it. You may choose to explain/describe an area or genre of science, a natural phenomenon, or report on a controversy in a science or applied science field. In this, you will analyze the controversy and report on it in a documented essay with references to multiple sources. The tone of this essay should remain objective and neutral. We will discuss our findings in class. Writing guidelines will be distributed in class. This essay should be approximately 3-4 pages, typed, double-spaced, 12 pt. font, Times New Roman, minimum two sources.
5. **Long-term Assignment 1– Write a Profile on an Individual in your Field:** You will begin by selecting a subject to write about, a science professor or practicing scientist, schedule an interview, draft questions, document the subjects responses, and create a formal written report profiling the individual. You should ask questions about the topics, procedures, practices and goals of his/her research topics and professional life. This report should be minimum 5 pages.
6. **Long-term Assignment 2 – Researched Argumentative Paper:** Choose an issue that concerns you (to be approved by NM). You will first produce an Exploratory Essay (5 pages), in which you will identify all sides of the argument surrounding the issue, research each side, summarize the varying positions, and respond to the different positions (minimum 4 separate sources – two for each side of the argument). From there you will be able to synthesize your findings to solidify your own position. Once a position is fully established you will create a proposal (1-2 pages, single spaced) for your argument. Utilizing your research and conducting further research to strengthen your argument, and will then develop an formal researched argument explaining your position in detail (minimum 6 pages).
7. **Portfolio and Final Reflection:** At the end of the semester, each student will compile all final papers into individual portfolios. This should include all formal assignments and journal entries. Each student will be asked to contribute *at least* 1 piece of their writing to be published on a publicly viewed platform (Wordpress); you are more than welcome to publish more than just one. Everyone will also be asked to write a final evaluative reflection of their experience in Eng. 21003, 250-500 words. Address your assumptions of writing in the sciences prior to beginning the semester, (Worth 5% of final grade.)

**CCNY Resources for Student Writers:**

**Writing Center:** Our [CCNY Writing Center](http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/index.cfm) is a valuable resource for every CCNY student. Computers and printers are available for independent student use.

**Libraries:** CCNY has several libraries that you can use: [Cohen Library](http://library.ccny.cuny.edu/main/?page_id=47) in the NAC building (enter from 2nd floor rotunda) the [Science and Engineering Library](http://library.ccny.cuny.edu/main/?page_id=105)

in Marshak Science Building (Room J29), the [Music Library](http://library.ccny.cuny.edu/main/?page_id=138) in Shepard Hall (Room 160), the [Architecture Library](http://library.ccny.cuny.edu/main/?page_id=6) in the Spitzer School of Architecture, the [Dominican Library](http://www.ccny.cuny.edu/dsi/dominican-library.cfm) (NAC 2/202). Go to the CCNY Library Home Page and click on the drop-down menu "Divisions" to find a list of all CCNY libraries with locations and hours of operation.

**Computer Labs:** Several computer labs are available to students at CCNY. For a full list of these labs, go to <http://www.ccny.cuny.edu/it/hours.cfm>

**Free Access to Microsoft Word:** <https://citymail.ccny.cuny.edu/pdf/About-Office-365.pdf>

**Free Access to *The New York Times*:** <https://myaccount.nytimes.com/verification/edupass>

**Assignment Guidelines:**

**Producing Writing Assignments:** Writing assignments should be typed in Times New Roman 12-point font and printed on 8 x 11" paper. Use 1-inch margins at top, bottom, left and right. Use Microsoft Word to prepare your documents. **(Link provided above)** \*\*If you cannot access Microsoft Word, you can type a document in **Google Drive** and then download a document to your computer. You can print a Google document directly from Drive and you can share a document with me via Google Drive.

**Reading Assignments:** You will be asked to read chapters from our textbook and other sources. All reading assigned must be completed for the due date. Quizzes and in-class writing assignments based on readings will be assigned with or without advance notice.

**Assignment Submissions:** Students should submit a **print copy** of all their writing assignments in person and send a **digital copy** **by email to me (NM). Please NO PDFs of written assignments. Submit only Word Docs or Google Docs.**

**On-time Assignment Submissions:** All writing assignments should be in your hands at the beginning of a class meeting on submission due dates. Do not arrive late even if you have been completing an assignment. If an emergency situation (e.g., a transportation issue, a family matter, or a work schedule problem) or a health condition prevents you from attending a class, you are responsible for submitting your work by email on the due date by the end of the day (midnight). Bring a print copy to the next class session that you attend.

**Late Submissions and Grade Penalties:** Grades for assignments submitted late might be reduced. This will be determined on a case-by-case basis.

**Plagiarism and Academic Dishonesty:**

Plagiarism involves a variety of practices that are not acceptable in college courses. These practices are described in the CUNY Policy on Academic Integrity. Read the full policy here: <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

You can learn more about plagiarism by reviewing the slides in an individual tutorial on the W.W. Norton web site: <http://www.wwnorton.com/college/english/write/writesite/research/plagiarism_tutorial.aspx>

Here are five practices defined as plagiarism in the CUNY Policy on Academic Integrity:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments.
* Submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

**Unethical Practices** described in the CUNY Policy on Academic Integrity also include cheating and obtaining unfair advantage. Read the full policy for information on these practices.

**Sanctions for Student Violation of CUNY's Policy on Academic Integrity** can be found in the CUNY Policy on Academic Integrity. Read the full policy to learn about our college's approach to addressing student violations of academic integrity.

**Course Policies**

**Participation:** All students are expected to be prepared for each class session and to contribute to class discussions and online discussions.

**Attendance:** We will follow the college-wide attendance policy, as described in the [*CCNY Undergraduate Bulletin 2013-2015*](http://www.ccny.cuny.edu/registrar/upload/Undergradaute-Bulletin-2013-2015.pdf). The maximum allowable class absences are four. **If you must miss a class, you are required to email me to notify me of your absence and of your reasons for missing class.**

**On-time class arrivals are expected:** An attendance roster will be circulated in the first ten minutes of each class. You are responsible for recording your presence by signing this roster. Habitual tardiness might lower your final course grade. This will be determined on a case-by-case basis.

**Cell Phone Use:** Cell phones should be turned to silent and put away during class. Only in the case of emergency may you have it out and available.

**Computer and Tablet Use:** If you wish to use a laptop computer or tablet during class in order to write notes or look up information, please consult with me.

**Leaving classroom while class is in session is not permitted.** If you have an emergency or health issues, inform me and an accommodation will be made for you.

**Eating and Drinking:** You may have a drink and a small snack. Please don’t bring anything to class that may be distracting to the learning of the other students, such as a meal that has a strong odor, something that has a noisy wrapper, or something you need a fork and knife to eat.

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| **Date** | **In Class** | **Homework** |
| **August 29th Monday** | Introductions, Course Overview  What is writing for the sciences?  In-class free write: What is science to you?  Read “Apes of Wrath” by Barbara Smuts  Make a list of 10 factors when finding a mate/partner | Read Carl Sagan’s “Why We Need to Understand Science” and George Orwell’s “What is Science?”  Post 250-word response to Sagan on Blackboard. Consider how your view towards science has changed after reading. Answer questions on Orwell; submit via Blackboard.  Read “The Third Chimpanzee” by Jared Diamond  Write a one-page letter of introduction. addressed to me. Within your letter answer the following question: What is science to you?  Post this on Blackboard under Assignments: Letter of Introduction  Print out copies of each written assignment and bring to class. |
| **August 31st Wednesday** | Re-Discuss “What is science?”  Workshop: Effective Summary Writing  Read “A World Without Mosquitoes” by Janet Fang  Summarize article in groups  Discuss different genres of scientific study.  Introduce Formal Research Report  Read sample student-written report from *Norton Field Guide to Writing.*  Discuss Journal Entries. | Read in *Writing for the Life Sciences*, “Searching for Scientific Literature” (pp 25-38) and “Reading to Learn Science” (pp38-40)  “How to Read a Scientific Article” by Mary Purugganan and Jan Hewitt  Search CCNY Database for science journals, magazines, and news outlets for updates in research and other new information. Find an article of your choosing for your first journal entry.  Create Wordpress account.  Write Journal Entry #1. Due Wednesday 9/7. Post to Blackboard under Assignments: Journal Entry #1. Bring a print copy to discuss in class on 9/7.  Over the next week: Collect data from 25 students. Compile data. |
| **September 5th Monday** | **NO CLASS – Labor Day** |  |
| **September 7th Wednesday** | How to compile and interpret data.  Discuss Journal Entry findings (5 students will share) | Read “Scientific Misconduct” entry from Wikipedia  Write first draft of 2-page formal research report. Bring two copies to next class 9/12 |
| **September 12th**  **Monday** | Discuss the importance of accuracy in science writing, scientific misconduct.  Peer-review of research report. | Read: PDF of *Writing in the Sciences*, 3rd ed., pp 53-70 from Ch. 3, “Considering Ethics in Scientific Communication.”  Read, summarize, and respond to the *New York Times* article, “Deeper Ties to Corporate Cash for Doubtful Climate Researcher.” Enter as Journal Entry #2.  Post to Blackboard and bring a print copy to class for discussion.  Consider: *Is it unethical to be paid for research. Does payment skew the outcome of research? How else will research be conducted without funding?* |
| **September 14th Wednesday** | Discuss Journal Entry #2, *New York Times* article, “Deeper Ties to Corporate Cash for Doubtful Climate Researcher.”  Discuss: *Is it unethical to be paid for research. Does payment skew the outcome of research? How else will research be conducted without funding?* | Read PDF of *Writing in the Sciences*, 3rd ed. from Ch. 3, “Scientific Style and Social Responsibility” and “The Ethics of Style as Socialization” (pp 79-87).  Read “The Egg and Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles,” by Emily Martin. PDF posted to blackboard.  **Informative Essay / Review Paper:**  Read in *Writing for the Life Sciences*, Ch. 1: “Defining your Writing Project” (pp1-15)  Read: PDF of *Writing in the Sciences*, 3rd ed., from Chapter 2, “Exploring Technology in Scientific Communication,” pp 25-45.  Consider the technological and subsequent scientific advancements discussed in class. *Make notes of other aspects of science and technology you read about in these sections. Consider: How has science changed since the advent of the internet?*  Consider a topic to research for an Informative Essay. Make a list of three possible topics and write a short paragraph about the topic and why you’d like to write about it. These will act as mini-proposals. To discuss in peer review on Monday 9/19.  Write the final draft of your 2-page formal research report. Post to Blackboard by Monday 9/19 |
| **September 19th Monday** | Discuss social impact of scientific publication.  Discuss article, “The Egg and Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles,” by Emily Martin.”  Workshop 1: Selecting a topic for research for an Informative Essay. | Write Journal Entry # 3. Due Monday 9/26.  Informative Essay:  Begin research on topic.  Read in *Writing in the Life Sciences*, Ch. 3: “Generating Content” (pp 97 – 112) and from Ch. 4 “About the Process: Organizing Content” (150-171).  Also read PDF of *Writing in the Sciences,* section 2.8, “Technology and the Rhetorical Challenge of Communicating Science,” pp 50-52. Consider audience in writing.  *How might different subsets of public viewers require you as an author to publish the same findings in different manners, tones, voices, word use, etc.? Consider publishing for fellow scientists and scholars, for your neighbor, for presentation at a kindergarten class.*  Brainstorm ideas about the topic and create an outline for the **informative essay**. Bring two copies of brainstorm notes and rough outline to class Wednesday 9/21 for peer review. |
| **September 21st**  **Wednesday** | Discuss Journal Entry #3.  Peer Review: Notes and Outlines.  Discuss: Objectivity in Writing. | Read in *Writing for the Life Sciences*, “About the Process: Writing a Draft” (pp 172-210).  Begin First Draft of **Informative Essay**. Due in class Wednesday 9/28. Approximately 3 pages.  **Long-term Assignment 1 (Writing a Profile on an Individual in your Field):**  Begin to identify a professional in your field that you would like to interview and profile. Come to class on Mon. 9/26 with at least 2-3 possible profile subjects. |
| **Sept. 26th Monday** | Discuss Journal Entry #3  Discuss Profile Writing & Interview Strategies  Workshop: Choosing a subject for interview  Peer Review: Discuss with classmates who you’d like to interview. | For next class, Wednesday 9/28: Complete First Draft of **Informative Essay**. Bring three printed copies for peer review.  **Profile:** Contact a subject for interview. \*\*To be interviewed no later than Tuesday 10/13. (~2 weeks) |
| **September 28th Wednesday** | Peer Review: First Draft of Informative Essay.  **Submit** First Draft of Informative Essay on Blackboard | Write Journal Entry #4. Due Wednesday, 10/5.  **Profile**: Interview Subject by 10/13 |
| **October 3 Monday** | **No Class: Happy Columbus Day!** |  |
| **October 5th Wednesday** | Receive comments on Informative Essay from NM  Discuss Journal Entry #4  Workshop: Effective Introductions  Workshop: Crafting a Bibliography | Read in *Writing for the Life Sciences,* from Ch. 5 “Revising Document Design, Global Structure, and Content” (pp212 – 253)  *Writing for the Life Sciences,* Ch. 6 “Revising Paragraphs” (pp 255-313)  **Profile**: Interview Subject by 10/15 |
| **October 6th**  **Thursday** | Discuss Readings  Do’s and Don’t’s of Interviewing | For next class 10/17: Bring interview materials (Notes, minutes, questions, artifacts, etc)  Write Journal Entry #5. Due Wednesday, 10/19. (2 weeks)  **Revise and Submit Final Draft of Informative Essay by Sunday, October 16th.** |
| **October 10th and 12th** | **NO CLASS** |  |
| **October 17th Monday** | Discuss and share: Interviews and Notes  Workshop: Drafting an Outline & Organizing Notes for a Profile | **Profile**: Complete outline. To review next class, Wednesday 10/19.  Post Journal Entry #5 to Blackboard |
| **October 19th Wednesday** | Discuss Journal Entry #5  Workshop: Review Outline for Profile | **Profile:** Write First Draft of profile. Due Monday. 10/31 |
| **October 24th Monday** | Workshop: Choosing an Issue to Argue  Introducing the Researched Argumentative Paper | Profile: Continue working on First Draft of profile. Due Wed. 10/31 (1 week)  \*\*Bring three printed copies to class for peer review.  **Long-term Assignment 2 (Researched Argumentative Paper):**  Consider three issues that you are interested in researching and arguing. Write a few sentences briefly explaining the issue and your current position on it or what interests you about the issue. To discuss on 10/31. |
| **October 26th Wednesday** | **First Draft of profile due.**  Peer-review  Discussion: Argumentation in Writing & Exploratory Essays | Read “Limiting Sugary Drinks to Reduce Obesity—Who Decides?” by Wendy Mariner. |
| **October 31st Monday** | Workshop: How to write a Rhetorical Précis with a reflective element.  Write précis for Mariner’s article.  Workshop: Proposal Writing  Sign up for profile presentations | Write the Final Draft of your profile |
| **November 2nd**  **Wednesday** | **Due: Final Draft of Profile**  **5-minute Presentations on Profile**  Research Proposal due 11/9 | Read sample Proposal TBD  **Researched Argument**:  Begin writing Annotated Bibliography entries for 4 sources (at least two that argue for either side of the issue).  Summarize the text, explain the author’s position on the issue, and reflect on their argument and how it interacts with your own position. Identify the growth or solidification of your own argument on the issue.  Complete Précis entries and proposal for Monday 11/9. |
| **November 7th**  **Monday** | **5-minute Presentations of Profiles** |  |
| **November 9th**  **Wednesday** | **5-minute Presentation of Profiles**  Submit Proposal for Research Project |  |
| **November 14th Monday** | Receive feedback and approval from NM for Research Project | Skim in *Writing for the Life Sciences,* from Ch. 7 “Revising Sentences” (pp 315-377) |
| **November 16th Wednesday** |  |  |
| **November 21st Monday** | **First Draft of Research Paper Due** |  |
| **November 23rd Wednesday** | No Class  Happy Thanksgiving!! |  |
| **November 28th Monday** | \*\*Meet in Computer Lab\*\* |  |
| **November 28 Monday** |  |  |
| **November 30 Wednesday** |  | Group 1 to **present on Argumentative Research** next class – Monday 12/5  Group 2: prepare to **present on Argumentative Research** for Wednesday, 12/7. |
| **December 5th Monday** | **Due: Final Draft of Argumentative Researched Paper**  **Presentations: Argumentative Research - Group 1** | Group 2 to present on **Argumentative Research** next class – Wednesday 12/7. |
| **December 7th Wednesday** | **Presentations: Argumentative Research - Group 2** |  |
| **December 12th**  **Monday** | Last Day of Class!  Submit Final Portfolio |  |