**ENGLISH 21003: WRITING FOR THE SCIENCES**

**Section K/Code 22920** OR

**Section L/Code 22921**

**Autumn 2016**



**Classroom: NAC 4/222** OR **NAC 4/161**

**Schedule: TUE., THU.** **8:00AM-9:15AM** OR **9:30AM-10:45AM**

**Instructor:** Ms. Nargiza Matyakubova

**Office:** Bldg. NAC; Room 6/246

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**Office Hours: TUE., THU.** **11:00AM-12:00PM**

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| *“Once you learn how to read, you will be forever free.”* *~ Frederick Douglass**“Fill your paper with the breathings of your heart.”* *~ William Wordsworth**“Writing permits me to experience life as any number of strange creations.”**~Alice Walker*  |

**Course Description and Learning Objectives:** This course is designed to prepare students for college writing, research, as well as reading and writing for college studies. In particular, we will explore the role scientists play in the context of modern world. You will read and integrate a variety of scientific texts in the process of developing your critical thinking and writing skills. We will apply the Scientific Method as a fundamental focus which will help us discover and consider how scientists relate to their professions and the formal writing they are expected to produce in both the workplace and academic settings. Over the course of the semester, you are expected to master the following:

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 Material:**

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

**Grading Policy:**

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| **Formal Letter of Introduction** (min. 2 pages) |  5% |
| **Professional Memorandum** (1 page)  |  5% |
| **Informative Report** (min. 5 pages)  | 10% |
| **Argumentative Essay** (min. 5 pages)  | 15% |
| **Research Proposal + Annotated Bibliography** (on 4 sources) | 10% |
| **Research Presentation** (5 minutes) |  5% |
| **Multimodal Research Project** (min. 8 pages) + **Final Portfolio/Blog**  |  35% |
| **Journal Entries (Summary/Response Assignments)**  |  5% |
| **Preliminary Writing** (Drafts, Research Thesis and Outline)  |  5% |
| **Participation** (Attendance, Punctuality, Preparation, In-Class Writing)  |  5% |
| **TOTAL:** | 100% |

**Grade Scale:**

A+: 97.0-100%

A: 93.0-96.9%

A-: 90.0-92.9%

B+: 87.0-89.9%

B: 83.0-86.9%

B-: 80.0-82.9%

C+: 77.0-79.9%

C: 73.0-76.9%

C-: 70.0-72.9%

D+: 67.0-69.9%

D: 60.0-66.9%

F: 0.0 - 59%

**Writing Center:** The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule an appointment either by going to the Center in person, or by calling (212) 650-8104. The Center has a computer lab open to students. Students are welcome to use computers and printers during the WC operating hours. The official website of the CCNY Writing Center: <http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/index.cfm>.

**Other Resources:** CCNY has several libraries that you could take advantage of: Cohen Library in the NAC building, the science library in Marshak, the music library in Shepard Hall, and the architecture library in the Spitzer School of Architecture. These libraries contain computer labs, resources, and quiet areas for your use.

**Writing Assignments:** Writing assignments should be typed in Times New Roman, 12-point font. They should also be double-spaced with 1-inch margins. APA/CSE format should be followed accordingly. Students should type their texts in a Microsoft Word document.

Assignments must be submitted in **both hard and electronic copies by their due dates**. Students will upload their assignments onto the **Discussions** Section of our Course Blackboard (and their individual blogs toward the end of the semester). A separate link will be created for every assignment where students will be able to read detailed guidelines and instructions.

**Reading Assignments:** You will be asked to read selections from our textbook. Any outside/additional readings will be posted on our Course Blackboard under the **Content** Section. *You* have to **print** these additional reading materials **before** class.

**Late Submission: NO LATE WORK will be accepted unless a student has an emergency.** We will collaboratively decide on a feasible date for a student to complete and submit an assignment.

The grades for late assignments will be reduced by **1/3 of a letter grade** every single day they are late. If a student has written an A paper, but submitted it a day later after the due date, he or she will get an A-, and etc.

**Revision Policy:** The final drafts of your written assignments should be a careful revision of your previous drafts. Therefore, you are required to submit the final version of your written work along with the previous draft(s) uploaded/attached.

**Plagiarism:** Plagiarism is copying and using other people’s words without acknowledging that and providing a proper citation as it is indicated in the CUNY Policy on Academic Integrity. Plagiarism is unacceptable and has serious consequences. Plagiarism will result in a failing grade for the assignment. Students can read the CUNY Policy on Academic Integrity here: <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>.

**Participation:** You are encouraged to participate in classroom activities in addition to completing your homework assignments. Your participation reveals how well you are prepared for class. You are also advised to ask questions you might have since such practice ensures a productive learning environment where everyone learns from one another.

**Attendance and Punctuality:** Regular attendance and punctuality are required. If there is an emergency, you should provide proof by sending me an email with a scanned medical note or another official letter (if you were at a conference, for instance). Students who miss a class are **responsible** to contact their classmates and learn about the material covered in class. Therefore, I advise you to obtain contact information of at least ***two*** of your classmates at the beginning of semester.

Punctuality is crucial. Tardiness is NOT tolerated, and **2 late arrivals count as one absence**. I take attendance at the beginning of class, and I frequently start classes with a brief writing exercise that will test how thoroughly you are prepared for class.

**Classroom Etiquette:** No cellphones and no eating are allowed in class. You can, however, use a laptop for class purposes only. You should respect your classmates and, most importantly, yourselves.

Leaving class early and coming to class without a textbook and other necessary materials will be recorded and will reduce students’ overall participation grade. Leaving the classroom while class is in session and then returning distract both your peers and me, and therefore, such inappropriate behavior will be **recorded** as well.

**Help:** If you have any questions or concerns, you are welcome to come to my office or email me. While emailing me, use a proper salutation, include your signature (your full name at the bottom of your message), and remember to write in Standard English.

**CUNY Calendar** can be found here: <https://www.ccny.cuny.edu/sites/default/files/Spring%202016%20Academic%20Calendar.pdf>

**To succeed in this course, you must accurately follow all these guidelines and requirements.**

**COURSE SCHEDULE**

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|  **Date** | **In Class** |  **Homework** |
| **August 25th, THU** | Course Overview. Instructor/Student Introductions. Diagnostic Essay on writing in the sciences. | Read George Orwell’s “What Is Science?” Purchase the textbook as soon as possible or make photocopies of necessary chapters. Submit Journal Entry #1. Begin drafting Formal Letter of Introduction. |
| **August 30th, TUE** | **Journal Entry #1** is Due.Discussion of Genres and Rhetorical Situations in the Sciences. Discussion of Professional Memoranda. Analyzing Sample Memos. **Formal Letter of Introduction and Memo Are Assigned.** | Read an assigned article in the Content Section of Blackboard. Look up memos and compare different types of memos. Think of their purpose. Work on your **Memo**. Follow the guidelines in the handout and the sample memo distributed and discussed in class. |
| **September 1st, THU** | Science in Society and Communication in the Sciences.Writing an Informative Report. Discussion of Key Features. | Read an assigned article in the Content Section of Blackboard. Read *Writing in the Sciences (WS)*: “The Shaping of Knowledge in Science, The Social Nature of Science, The Centrality of Communication in Science.” Finalize your Formal Letter of Introduction and Memo. |
| **September 6th, TUE** | **Formal Letter of Introduction and Memo Are Due.** Sharing Scientific Knowledge. How to Effectively Communicate a Message and Leave an Impact on Society. **Informative Report** (min. 5 pages) **Assigned.** | Complete the assigned reading on Blackboard (Bb). Read the handout (lecture) on Informative Reports (available on Bb). Read *WS*: “The Research Report Abstract, Brief Report Genres: Research Letters and Notes, How Scientists Write Reports.” Prepare **Draft #1 of Informative Report** (min. 5 pages). Complete **Journal Entry #2.** |
| **September 8th, THU** |  **Journal Entry #2 Is Due.**Reading Sample Informative Reports. Analyzing Their Strengths and Weaknesses. Recapitulation of Key Features of Reports. | Read *WS*: “Scientific Communication and Convention, The Role of Collaboration in Scientific Communication.” Complete **Draft 1 of Informative Report** (min. 5 pages). Read another Sample Informative Report on Bb. |
| **September 13th, TUE** | **2 Hard Copies of Draft #1 of Informative Report Are Due, for Peer Review.**Scientific Writing Conventions. Collaboration in the Sciences.Discussion of a Sample Informative Report. | Read *WS*: “Science and Technology.” Revise Draft #1 of Informative Report and reflect on your peers’ comments. Complete the assigned reading on Bb.  |
| **September 15th, THU** | The Role of Technology in the Sciences. Why Do We Write Reports? How Do We Benefit from Reading Them? Comparing and Contrasting Opinions/Arguments. | Complete the assigned material on Bb. Finalize your Informative Report. Upload your carefully **Revised Report** (along with **Draft #1 + Peers’ Feedback**). I will not grade your final work without seeing the original draft with ***feedback from two students***. |
| **September 20th, TUE** | **FINAL** **Informative Report (with Draft #1 and Peers’ Feedback) Is Due.**Reflecting on Student Composing and Editing Experiences. **Argumentative Essay Assigned.** | Read *WS*: “Research Journals and Their Readers, Argumentation in Science.” Complete another assigned reading on Bb. Explore debates and other argumentative discussions you can focus on in your next essay. Complete Journal Entry #3. |
| **September 22nd, THU** | **Journal Entry #3 Is Due.**Developing Writing Style. Different Ways to Integrate Quotes. **Argumentative Essay Guidelines Reviewed.** | Complete the assigned reading in the Content Section of Bb. Read Sample Argumentative Essays. Start drafting your Argumentative Essay. |
| **September 27th, TUE**  | Arguing a Position. Discussion of Who Scientists Are. Reading Sample Argumentative Essays and Engaging in Collaborative Persuasive Conversation / Debate.**Argumentative Essay Guidelines Reviewed.** | Continue working on **First Draft of Argumentative Essay.** Your draft should be 5 pages in length.Complete the assigned material on Bb. Read *WS*: “The Role of Persuasion in Scientific Communication.”Carefully proofread and edit **Draft of Argumentative Essay** and prepare it for submission during our next class. Bring **2 hard copies** for Peer Review. |
| **September 29th, THU** | **2 Hard Copies of Draft #1 of Argumentative Essay Are Due** (5 pages). Peer Review and Writing Workshop.Creating a Coherent Discussion.Establishing Parallelism. Generating Content. Art of Persuasion.  | Continue further enhancing your argumentative essay based on comments you received today. The Final Version (Along with Draft #1 and Feedback from Two Peers) is due on October 13th, Thursday.Read *WS:* “The Role of Prior Research in Scientific Argument.” Complete Journal Entry #4. |
| **October 4th, TUE** | No Classes Scheduled  | Rosh Hashana  |
| **October 6th, THU** | No Thursday Class  | Classes Follow Monday Schedule |
| **October 11th, TUE** | No Classes Scheduled | Yom Kippur |
| **October 13th, THU** | **Final Argumentative Essay (with Draft #1 + Scanned Feedback) and Journal Entry #4 Are Due.**Closer Look at APA Documentation Style. APA In-text Citation and References Page. **Research Proposal Assigned.** | Read *WS:* “Locating the Literature, Why Do Scientists Communicate with Public Audiences, Understanding ‘General’ Audiences.” Start thinking about possible Research Paper topics and compose your Topic Proposal. Read *WS:* “How Scientists Write Research Proposals, How Reviewers Evaluate Research Proposals.” |
| **October 14th, Friday****Classes Follow Tuesday Schedule** | Key Features of Research Proposals. Their Purpose. Finding Relevant Materials. Annotating a Text. The Importance of Considering Audience in Scientific Writing. Discussion of Possible Research Topics. Analyzing Sample Research Papers. | Read *WS:* “The Role of the Proposal in Science, Multiple Audiences of the Proposal, Logic and Organization in the Research Proposal, Introducing the Research Problem and Objectives.” Write your **Research Proposal** (1-2 pages). See sample research proposals posted onto the Content section of Blackboard.  |
| **October 18th, TUE** | **Research Proposal is Due** (1-2 pages).How to Smoothly Transition from Introduction to Body Paragraphs. Making Convincing Arguments. Discussion of Research Topics. Creating an Individual Blog. **Thesis and Detailed Outline (1-2 pages) for your Final Research Paper Assigned.** | Complete the assigned reading material. Start working on your individual blogs and post all your assignments you submitted thus far. Continue gathering sources for your Final Research Project and write your tentative **Thesis** and **Detailed Outline** for your Final **Research Project**.Write Journal Entry #5.  |
| **October 20th, THU** | **Journal Entry #5 Is Due.** Discussion of the Readings.Punctuation and Mechanics.Common Errors in Grammar and Usage. | Read *WS:* “Accountability in the Research Process.” Complete an assigned material on Bb. Work on your blog. Continue strengthening/narrowing down your research thesis and develop a thorough outline of ideas (along with possible evidence you plan to integrate). |
| **October 25th, TUE** | **Thesis** and **Detailed Outline Are Due.** Discussion of Accountability in the Research Process. **Research Paper Draft Assigned.** | Read *WS:* “Communication Ethics in Social Contexts, Ethical Mechanisms in Science.” Complete an assigned material on Bb. Write Journal Entry #6. |
| **October 27th, THU** | **Journal Entry #6 Is Due.** Ethics of Science. Revision Techniques. Misused Words and Phrases. Analysis of Sample Research Paper. | Read *WS:* “The Ethics of Authorship, Scientific Communication as Moral Responsibility.” Complete an assigned reading material on Bb. |
| **November 1st, TUE** | Discussion of the Readings.Thesis Development Workshop.Paragraph Structure. | Read *WS:* “Excelling at Collegial Peer Review, Logic and Organization in Writing for Public Audiences.” Complete an assigned material on Bb. Start your Research Project. Write Journal Entry #7. |
| **November 3rd, THU** | **Journal Entry #7 Is Due.**Research Techniques Necessary for Every Scientist. Selecting Sources and Extracting Relevant Evidence. Synthesizing Evidence Carefully. Analysis of Sample Research Paper. Indicating Their Strengths and Weaknesses. | Continue planning and drafting your Research Paper. While following the outline you already developed, please keep in mind that it is tentative; you might want to alter it a little as you discover new ideas. Remember to revisit your thesis statement and ensure the body of your essay accurately develops and supports your central idea. Complete **Draft #1 of Research Paper** (min. 5 pages). Bring **2 Hard Copies for Peer Review**. Read a sample Research Paper on Bb. |
| **November 8th, TUE** | **Draft #1 of Research Paper is Due** (min. 6 pages). Bring **2 Copies for Peer Review**.Dos and Don’ts in a Research Paper. Defining “Research.” Discussion of Sample Research Paper. Five Commandments of Research Paper. **Annotated Bibliography (AB) Assigned.** | Continue working on your Research Project. Address any concerns you have now. Read *WS*: Blaser, “An endangered species in the stomach.” *Scientific American* (Part 3: Sample Research Cases). Read a sample Annotated Bibliography on Bb.Complete **Journal Entry #8.**Start writing an **Annotated Bibliography** (on any **4 sources** you are using in your research). Begin revising your draft of research project. |
| **November 10th, THU** | **Journal Entry #8 Is Due.**Approaching Revision as a Creative Process. Discussion of Thinking Processes Scientists Undertake. Scientific Method and IMRAD.  | Read *WS:* “The Logic(s) of Scientific Inquiry.” Revise and submit your **Annotated Bibliography** (on any **4 sources** you are integrating in your research). Read another sample Annotated Bibliography on Bb. Also, remember to continue improving your final research project. Write **Journal Entry #9.** |
| **November 15th,** **TUE** | **Annotated Bibliography** (on any 4 sources you are integrating in your research) is **Due.** Documenting Sources. Discussion of Sample Annotated Bibliographies.  | Complete an assigned reading on Bb. Read *WS:* “Introducing the Research Problem,” “Describing Methods.”Continue working on your Draft #1 of **Research Paper** and submit now your **Draft #2**. Bring 2 hard copies for Peer Review on November 22nd, Tuesday. Read the assigned material on Bb. |
| **November 17th, THU** | **Journal Entry #9 Is Due.**Writing Effective Thesis Statements. Developing Content. Revising Sentences. Sentence Structure. Types of Sentences.  | Complete an assigned reading on Bb. Read *WS:* “Reporting Results,” “Discussing Trends and Implications.” Read Sample Research Cases in *WS*: Roy S, Watzke M. “A star’s death comes to light.” Online news release, NASA/Marshall Space Flight Center.Continue revising your Draft of **Research Paper** and submit now your **Draft #2**. Bring 2 hard copies for Peer Review on Tuesday. |
| **November 22nd, TUE** | **Draft #2 of Research Paper is Due** (min. 8 pages). Bring **2 Copies for Peer Review**. Discussion of Research Topics Further. Effective Introductions in Scientific Papers. Word Choice. Discussion of Sample Research Paper.Evaluating Strengths and Weaknesses.Integrating different types of mediums to enhance your research. Using Illustrations. Key Features of Successful Research Presentations. | Continue working on your **Final Research Paper.** Read a sample research paper on Bb. Read *WS:* “Organizing the Research Talk, Methods of Oral Presentation, Delivering Conference Presentations, The Use of Graphics in Oral Presentations.” Prepare your **Presentation of Research Paper**. You should be able to give a brief overview of your research in **5 minutes**. Therefore, I strongly recommend that you outline key points you want to discuss and practice presenting within the required time limit. Write **Final** **Journal Entry #10.** |
| **November 24th, THU** | **No Classes Scheduled** | **College Is Closed** |
| **November 29th, TUE** | **Final** **Journal Entry #10 Is Due. PRESENTATIONS** of Final Research Projects. The assigned students will present their research. The rest of the class is responsible for paying close attention, assessing a presenter’s performance, and preparing questions. | Continue revising your Research Paper.Read a sample research paper on Bb.Prepare for a presentation if you are scheduled (**5 minutes**). Outline key points you want to discuss and practice presenting within the required time limit. Remember to be creative to influence your listeners with your research. |
| **December 1st, THU** | **PRESENTATIONS** of Final Research Projects. The rest of the class presents. Others are responsible for paying close attention and preparing questions for the reporters.  | Continue polishing your Final Draft of Research Paper. Pay attention to feedback and comments you received. Please carefully revise your work and make necessary improvements. Also, prepare for a presentation if you are scheduled to present (**5 minutes**). Read a sample research paper on Bb. |
| **December 6th, TUE** | Writing Workshop. Undertaking Final Revision Techniques.Common errors in students’ writing. Using appropriate language/Precise words. The significance of language use. **PRESENTATIONS** of Final Research Projects. The assigned students will present their research. The rest of the class is responsible for paying close attention and preparing questions for the reporters. | Prepare for a presentation if you are scheduled to present (**5 minutes**).Read a sample research paper on Bb.Continue carefully crafting your Research Paper. Please be determined to submit the best work possible. Put care to your work, so your audience listens to your word.Finalize your Research Paper (should be at least 8 pages long) and complete your **Online Portfolio/Blog** for submission. Remember to proofread and make necessary corrections and improvements. |
| **December 8th, THU** | **Final Research Paper (min. 8 pages in length)** and **Online Portfolio/Blog Are Due.****PRESENTATIONS** of Final Research Projects. The remaining students will present their research. The rest of the class is responsible for paying close attention and preparing questions for the reporters. | All the best on your finals!Enjoy your summer! |

\* The Course Schedule is subject to change.

**Resources**

* Library: <http://ccny.cuny.edu/library>
* Online Databases: <http://libguides.ccny.cuny.edu/atoz>
* Writing Center: <http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/index.cfm>
* Computer Labs and Printing: <http://www1.ccny.cuny.edu/facultystaff/it/facilities/index.cfm>
* AccessAbility Center: <http://www1.ccny.cuny.edu/current/student/services/access>
* Counseling Center: <http://www1.ccny.cuny.edu/current/student/services/counseling/index.cfm>
* Career Center: <http://www1.ccny.cuny.edu/current/students/services/careers/index.cfm>
* Oxford English Dictionary: [http://www.oed.com.ccny-proxy1.libr.ccny.cuny.edu](http://www.oed.com.ccny-proxy1.libr.ccny.cuny.edu/)
* Purdue Online Writing Lab: [http://owl.english.purdue.edu](http://owl.english.purdue.edu/)
* Directory of Open Access Journals: [http://doaj.org](http://doaj.org/)

**Support Services**

There are several Support Services available for CCNY students.

Check this website for a complete list <http://www1.ccny.cuny.edu/current/tutoring_services.cfm>:

* *Gateway Advising Center*, NAC 1/220 – students without a declared major receive academic advising through the Gateway Center.
* *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.
* *AccessAbility Center Tutoring Services*, NAC 1/218 – provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.
* *SEEK Peer Academic Learning Center*, Harris 08 – offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.
* *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.