**UWP 104E: Writing in Science**

Fall 2014

Section 3: TR 9-10:20 21 Olson

CRN: 62241

Section 4: TR 12:10-1:30 21 Olson

CRN: 62242

Instructor: **Don Meisenheimer**

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Office Hours:

M 8:30-10:30, T 10:30-11:30 in 359 Voorhies

**Course Objectives**

UWP 104E Science Writing is designed for students planning careers in basic or applied scientific research, computer science, engineering, or math. Most of what you will read in this class is current original scientific research you personally locate and acquire; therefore, your own scientific interests and especially your major form the basis of the course. The prerequisite is course 1 or English 3 or the equivalent, and upper-division standing or enrollment in a graduate science curriculum.

Though scientists typically work in the field or laboratory, their work is judged by the journal articles, textbooks, and pop science they produce. Science writing thus ranges from the highly technical and specialized to the generally informative. As you discover this spectrum of scientific rhetoric for yourself, you’ll begin to recognize the importance of context for any writing situation, and to understand when and why a certain style is most effective. This course provides a forum for developing your science literacy.

My past students’ reaction to the course have taught me that sometimes the best way to convey its objectives is by telling you what the class is not. UWP 104E is

* not a repeat of lower-division composition courses like UWP 1 or UWP 3
* not focused on your personal feelings or experiences
* not focused on grammar (though grammar *is* graded)
* not a course that is graded on a curve, or given to grade inflation

**Assignments**

This is a workshop class. Writing, like scientific experimentation, involves repeated trial and re-assessment. Revision and response therefore lie at the heart of UWP 104E, and group work and feedback make up a large part of our time together. In all, you will complete several major projects:

* a **Rhetorical Analysis** comparing the writing strategies of articles for lay and expert audiences
* a **Literature Review** tying together current scholarly articles for an expert audience
* a **Magazine/Internet Article** comparing two options for a lay audience
* an associated in-class **Midterm** to practice text/visual integration and explaining concepts for a lay reader
* a collaboratively written **Grant Proposal**
* two sets of **Critique Memos**
* a co-presented **Grammar Talk PowerPoint Presentation**
* a take-home **Final Exam** essay using evidence from your papers to argue your employment of strategic writing strategies we practiced during the quarter

UWP 104E complies with University Writing Program requirements that you complete 6,000 words of original, formal, graded writing. Therefore, you must complete all of the substantive assignments to pass the class. Furthermore, in order to meet the upper-division writing requirement, you must pass the class with a C- or higher.

Each of the three major writing projects—the Review Paper, Magazine/Internet Article, and Grant Proposal—will be written in two drafts. All first drafts will be evaluated, not graded, by your study group. If you want my individual input on your first drafts, please feel free to see me during my posted office hours. Typically I am not able to schedule appointments outside office hours. For office hour visits, you should arrive with a few focused questions in mind, rather than expecting me to read through your draft and tell you what’s wrong. You can also send me questions via email, provided they are focused and timely.

**Classroom Etiquette**

The following expectations are to enhance your ability to learn in this class, to avoid disruption and distraction, and to improve the quality of the classroom experience. Repeated failure to meet these expectations may result in a lower grade for the course.

* You are expected to write as you would in any professional correspondence. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding. Do not expect an immediate response via email (normally, a response will be sent within two business days). If your email question is sent at the last minute it’s simply not be possible to send you a response before an assignment is due.
* Please arrive on time to class and stay for the entire class period. Late arrivals and early departures are disruptive. When class begins, please stop your conversation.
* Cell phones should be turned off. No talking on cell phones, text messaging, or emailing during class. No listening to iPods or other electronic recording devices during class. Similarly, do not read the newspaper during class. Often these behaviors only mean I must repeat everything I’ve said to the class a whole to you individually.
* Show respect for me and fellow classmates. It is okay to disagree with an idea but not okay to ridicule or make fun of another person and his/her ideas. Raised voices, derogatory language, name-calling, and intimidating behavior will NOT be tolerated.
* Do not disturb others by engaging in disruptive behavior. Disruption interferes with the learning environment and impairs the ability of others to focus, participate, and engage. If I deem your behavior disruptive to others’ education, I will not hesitate to ask you to leave the class.

**The Student Academic Success Center**

SASC provides a variety of supplementary services to students developing their writing skills. The SASC is located in 2205 Dutton Hall, and is open 8:30-4:30pm M-F. Go to their website at success.ucdavis.edu and click on “Academic Assistance and Tutoring,” or visit their Facebook page at <https://www.facebook.com/SASCWritingESLWorkshops>. The services they offer include same-day tutoring (you can sign up in 2205 Dutton) 9am to 5pm M-F, which is limited to one appointment per week or ten per quarter. They also offer drop-in tutoring (again, sign up in 2205 Dutton) 8:30am-4pm M-R; 8:30am-1pm, as well as workshops on grammar, reading and presentations skills, pre-writing, and cultural discussions. When you visit them during your appointments, please show up with a hard copy of your essay, the prompt for the assignment, as well as other supporting materials such as an outline. Be specific with your questions about what you want to work on during the appointment, and be prepared to write. SASC does not edit papers for students.

**The Student Disability Center**

The SDC coordinates academic support for students with disabilities. They are located at 54 Cowell Building, and be contacted at (530) 752-3184, or you can visit their website at <http://sdc.ucdavis.edu/>. Students with documented disabilities may be entitled to accommodations on quizzes, in-class writing, and exams after providing the instructor with a letter from SDC specifying those accommodations.

**Computer Classroom Info**

Site attendants are strict about food and drink in the computer classrooms as well, so please do not bring any—even a water bottle or candy. Do not check your email or browse the Web during class time. As a rule, I shut down the computers when they are not needed.

This course assumes that you have a working knowledge of Macintosh computers. You should invest in a flashdrive if you haven’t already. If you are a PC user, note that Word works on both PCs and Macs. You will turn in almost all assignments to me electronically through the course SmartSite’s Assignment Tool (discussed below), but sometimes I ask that you arrive in class with hard copies printed out. Don’t plan on using the printer in the classroom as a copier to produce the extra copies you will need for feedback in your groups.

Turn in all assignments as Word documents. I will not be able to open or respond to your work if you send it to me using other word processing software such as Open Office or WordPerfect. Most of these other programs allow you to save your work as Word documents, however, so please remember to do so. Unless otherwise specified, all assignments should be double-spaced with standard 1.25 inch margins and 12-point Times New Roman font. Remember to keep copies of all writing assignments you turn in to me during the quarter.

**The SmartSite and the Class Folders**

Throughout the quarter I will be selecting student papers for use in my teaching. If you prefer that your work not appear as anonymous examples in current or future courses, let me know.

Since all the assignments and samples of those assignments will be available electronically, you need not purchase any readers or textbooks for the course. Even so, I suggest that you invest in a good English grammar handbook, such as Diana Hacker' s *A Writer's Reference*. Style manuals are available in the Bookstore.

All of the course’s materials will be available on the course SmartSite and the Class Folders. You can access the SmartSite on the Web; the Class Folders can only be opened in the classroom itself, or remotely from another Mac Lab on campus, but not from a PC Lab and not from home. I will review how to use the SmartSite and the Class Folders during the first week of the course. You will turn in all major assignments, both first and final drafts, to the SmartSite’s **Assignment Tool** unless I announce otherwise in class or the syllabus asks for hardcopies. You can retrieve your graded papers with the comments I have added either in the Drop Box or the Assignment Tool; I will announce which one for each assignment.

**Attendance, Revisions, and Late Paper Policy**

Even though you can access many of the course materials online, this is not a distance learning course. Attendance is required. Plan to arrive on time every day and avoid leaving early. I count you late if I call your name at the beginning of class and you’re not present. To earn full credit for the critique memos you must attend Th 10/23 and T 11/25, as these are the days when you give and receive face-to-face criticism of first drafts. Missing these days will lower the grades on the critique memos one full letter.

Workshop classes like this one also require that you turn in all drafts when they are due. Therefore, final grades for incomplete or late papers, or papers under the required word count, including rough drafts, will be dropped one letter. After one week of lateness, the paper receives an F. Although I always do grade late work, I do not provide other written feedback for it; therefore, if you want my feedback for late work, please come to my office hours and I’ll be happy to discuss it with you. Typically I do not allow revisions of final drafts, but if I do, they must be completed and turned in within one week of my returning the draft and inviting a revision. Notice that although only your final drafts are graded, if you fail to bring a full first draft to your study group on the day it is due, your grade will drop by one letter. The F policy after one week of lateness applies to both first and final drafts.

Please do not ask me to email you your grades, since this is against university policy.

**Plagiarism Policy**

Simply stated, plagiarism is the “taking of others’ thoughts or words without due acknowledgment.”1 This definition applies to printed, virtual, and unpublished materials. During the quarter we will discuss plagiarism and how to avoid it in more detail, but basically for all the writing you do in my class you should acknowledge through the appropriate forms of documentation any borrowed ideas or phrases and all direct quotations. Do not submit work that has been written, revised, or edited, either in part or in whole, by someone else. Suspected cases of plagiarism will be sent to the Office of Student Judicial Affairs for investigation.

1 Frederick Crews, *The Random House Handbook*, 3rd ed. (New York: Random House, 1980) p. 405.

**Assignment Deadlines and Final Course Grade Percentages**

Rhetorical Analysis

(600-700 words) **only draft** Th 10/9 10%

Grammar Talk

(8-10 minutes) assigned dates 5%

Literature Review first draft: T 10/21

(1500-2400 words) final draft: Th 10/30 25%

Midterm (in class)

(800-1000 words) Th 11/6 10%

Magazine/Internet first draft: Th 11/20

Article (1500-2400 words) final draft: T 12/2 15%

Critique Memos Th 10/23 7.5%

(about 800 words total) T 11/25 7.5%

Grant Proposal first draft: Th 12/11

(3000 words, collaborative) final draft: Noon, Th 12/18 10%

Final Exam (take-home)

(1000-1200 words) due by Noon, Th 12/18 10%

Note that since the Grant Proposal and Grammar Talk are collaborative efforts, your grade for these assignments will be a group grade unless either I or some group members feel that one person didn’t work as hard as the others, in which case I will review everyone’s individual contributions and assign separate grades for the project. Plan to use your Google Drive account for the Grant Proposal, adding me to the list of those who have permission to edit the document (Don Meisenheimer at dkmeisenheimer@ucdavis.edu).

**Class Schedule (subject to change)**

**Day 1: Th 10/2**

* Syllabus and Course Map overview.
* Introduction to the class SmartSite and Class Folders.
* Rhetorical analysis assigned, due Day 3.
* In-class writing: your reaction to past student advice letters. Submit to the SmartSite Assignment Tool.
* Homework: choose a current scientific topic in your field and find two articles on it, one popular and one an original research article containing a methods section. Write a Rhetorical Analysis of the articles, due Day 3.

**Day 2: T 10/7**

* Review of the grading standards, argument plan, and evaluation form for the Rhetorical Analysis.
* Assignment of the Literature Review, first draft due Day 6.
* Avoiding Plagiarism: in-text citations and the Reference section.
* Best practices for secondary research.
* Homework: Rhetorical Analysis (600-700 words) due Day 3. Copy and paste your draft into the evaluation form provided in Module 2 Rhetorical Analysis, and respond to all questions on the form. Post the completed evaluation form (not the essay itself!) to the SmartSite’s Assignment Tool before class. Also make a subfolder in the SmartSite Drop Box called “My Sources” and post there full copies of (not just links to) both of your sources.
* Reminder: if your draft is incomplete, falls under the word count, or is late, it loses one full letter grade.

**Day 3: Th 10/9**

* Rhetorical Analysis due (600-700 words). Post the completed evaluation form (not the essay itself!) to the SmartSite’s Assignment Tool before class. Also make a subfolder in the SmartSite Drop Box called “My Sources” and post there full copies of (not just links to) both of your sources.
* Study groups of three people in related fields assigned for the Literature Review.
* Class discussion of the findings of the Rhetorical Analyses.
* Homework: find at least three original research articles for your Literature Review. Post full copies to the subfolder in the SmartSite Drop Box you made called “My Sources.” Due Day 4.

**Day 4: T 10/14**

* At least three original research articles for your Literature Review due, posted to the “My Sources” subfolder in the SmartSite Drop Box.
* Tips on thesis, hook, and thesis lite development for the Literature Review.
* Review of sample syntheses; in-class work synthesizing your articles.
* Homework: write a paragraph synthesizing at least three original research articles for your Literature Review through strong linkages of inadequacies and fixes; end the paragraph with a thesis statement. Copy and paste this synthesis paragraph and rough thesis with your name to the “Rough Review Thesis” link in the SmartSite’s Wiki Tool. Due Day 5.

**Day 5: Th 10/16**

* Rough thesis statement (and paragraph synthesizing three sources) due as a posting with your name to the SmartSite’s Wiki Tool link “Rough Review Thesis.”
* Grammar Talks assigned to pairs; tips on giving presentations.
* In-class critique of synthesis paragraphs and rough thesis statements with tips on structuring the body of the argument.
* Homework: bring two hardcopies of the first draft of the Literature Review (1500-2400 words) for your study group members, due Day 6. Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Reminder: if your first draft is incomplete, falls under the word count, or is late, the final draft loses one full letter grade.

**Day 6: T 10/21**

* First draft of the Literature Review (1500-2400 words) due. Bring two hardcopies (for your study group members), and post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Grammar Talk on Titles.
* Introduction to Critique Memos with in-class practice on some sample writing.
* Review of the grading standards and the form for the Critique Memos.
* Homework: read study group members’ first drafts and write two critique memos. Bring one hardcopy for the author, and post the provided form for the critiques to the SmartSite’s Assignment Tool before class. Due Day 7.
* Reminder: attendance for Day 7 is required to earn full credit for the critique memos. Missing class lowers the grade for the memo batch one full letter. If you do not receive two papers to critique, contact me and I will forward you additional drafts.

**Day 7: Th 10/23**

* Critique memos due. Post the provided form for the critiques to the SmartSite’s Assignment Tool before class, and bring hardcopies to class for the authors.
* Grammar Talk on Numbers.
* Conferencing of the first draft of the Literature Review.

**Day 8: T 10/28**

* Grammar Talk on Commas.
* Grammar Talk on Fragments and Splices.
* Grammar Talk on Colons versus Semicolons.
* Review of the grading standards for the Literature Review.
* Homework: final draft of the Literature Review. Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.

**Day 9: Th 10/30**

* Final draft of the Literature Review (1500-2400 words) due. Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Grammar Talk on Hyphens.
* Grammar Talk on Dashes versus Parentheses.
* Assignment of Magazine/Internet Article, first draft due Day 14.
* Tips on using the active voice.

**Day 10: T 11/4**

* Midterm preparation: introduction to the prompt, and tips on defining and explaining terms and concepts, and integrating text and visuals.
* Homework: create a visual illustrating the most difficult concept for a lay audience to learn in your Magazine/Internet Article, and embed it in a Word document (without text boxes), due Day 11. Bring the Word document on your flashdrive, upload it to your SmartSite Drop Box, or email it to yourself.

**Day 11: Th 11/6**

* In-class Midterm (800-1000 words). In order to write the Midterm, you must arrive with a visual you have created illustrating the most difficult concept for a lay audience to learn in your Magazine/Internet Paper, embedded without text boxes in a Word document. Bring the Word document on your flashdrive, upload it to your SmartSite Drop Box, or email it to yourself.

**T 11/11**

* Veteran’s Day. No class.

**Day 12: Th 11/13**

* Study groups of three people in unrelated fields assigned for the Magazine/Internet Article.
* Grammar Talk on Possessives Modifying Gerunds.
* How to develop comparison thesis statements and comparison arguments.
* Homework: rough out a comparison thesis statement for the Magazine/Internet Article, due Day 13. Copy and paste your comparison thesis with your name to the “Rough Comparison Thesis” link in the SmartSite’s Wiki Tool.
* Homework: read the Science Ethics Scenario, a Word document in Module 7 Magazine/Internet Article.

**Day 13: T 11/18**

* Rough comparison thesis statement due as a posting with your name to the SmartSite’s Wiki Tool link “Rough Comparison Thesis.”
* Science ethics discussion.
* In-class critique of rough comparison thesis statements and tips on structuring the body of the article.
* Homework: bring two hardcopies of the first draft of the Magazine/Internet Article (1500-2400 words) for your study group members, due Day 14. Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Reminder: if your first draft is incomplete, falls under the word count, or late, the final draft loses one full letter grade.

**Day 14: Th 11/20**

* First draft of Magazine/Internet Article (1500-2400 words) due. Bring two hardcopies (for your group members), and post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Grammar Talk on Pronouns and Antecedents.
* Grammar Talk on Nonsexist Language.
* In-class exercise: eliminating passive voice from drafts.
* Homework: read study group members’ first drafts and write two critique memos. Bring one hardcopy for the author, and post the provided form for the critiques to the SmartSite’s Assignment Tool before class. Due Day 15.
* Reminder: attendance for Day 15 is required to earn full credit for the critique memos. Missing class lowers the grade for the memo batch one full letter. If you do not receive two papers to critique, contact me and I will forward you additional drafts.

**Day 15: T 11/25**

* Critique memos due. Post the provided form for the critiques to the SmartSite’s Assignment Tool before class, and bring hardcopies to class for the authors.
* Review of the grading standards for the Magazine/Internet Article.
* Conferencing of first draft of the Magazine/Internet Article.
* Homework: final draft of Magazine/Internet Article (1500-2400 words). Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.

**Th 11/27**

* Thanksgiving. No class.

**Day 16: T 12/2**

* Final draft of Magazine/Internet Article (1500-2400 words) due. Post a Word version to the SmartSite’s Assignment Tool before class. Also post to the SmartSite Drop Box subfolder you made called “My Sources” full copies of (not just links to) all of your sources.
* Assignment of Grant Proposal, first draft due Day 19.
* Rhetorical analysis of a sample Grant Proposal.
* Grant writing groups assigned.
* Reminder: as you draft the Grant Proposal, please use your Google Drive account, adding me to the list of those who have permission to edit the document (Don Meisenheimer at dkmeisenheimer@ucdavis.edu). Also create a folder in the Google Drive account called “Our Sources” and post there full copies of (not just links to) all of your sources.
* Homework: rough out a group prospectus for your Grant Proposal and copy and paste it with your names to the “Rough Prospectus for Your Grant Proposal” link in the SmartSite’s Wiki Tool. Due Day 17.

**Day 17: Th 12/4**

* Prospectus for your Grant Proposal due, posted to the “Rough Prospectus for Your Grant Proposal” link in the SmartSite’s Wiki Tool.
* Grammar Talk on Possessive Apostrophe.
* Grammar Talk on Quotation Marks and Closing Punctuation.
* In-class group writing time.

**Day 18: T 12/9**

* Assignment of take-home Final Exam (1000-1200 words), an essay that uses evidence from your previous course papers to argue your employment of strategic writing strategies we practiced during the quarter.
* Your letter to future students.
* Your evaluation of the course.
* Homework: first draft of the Grant Proposal, due Day 19. Bring three hardcopies (for those critiquing your draft), and post a Word version to the SmartSite’s Assignment Tool before class. Each group should pick one person to collate the grant and post a complete version for the whole group. As you draft the Grant Proposal, please use your Google Drive account, adding me to the list of those who have permission to edit the document (Don Meisenheimer at dkmeisenheimer@ucdavis.edu). Also create a folder in the Google Drive account called “Our Sources” and post there full copies of (not just links to) all of your sources.

**Day 19: Th 12/11**

* First draft of Grant Proposal due. Bring three hardcopies (for those critiquing your draft), and post a Word version to the SmartSite’s Assignment Tool before class. Each group should pick one person to collate the grant and post a complete version for the whole group. As you draft the Grant Proposal, please use your Google Drive account, adding me to the list of those who have permission to edit the document (Don Meisenheimer at dkmeisenheimer@ucdavis.edu). Also create a folder in the Google Drive account called “Our Sources” and post there full copies of (not just links to) all of your sources.
* Review of the grading standards of the Grant Proposal.
* Conferencing of the first drafts of the Grant Proposals.
* Homework: final draft of the Grant Proposal due by noon on Thursday 12/18. As you draft the Grant Proposal, please continue to use the Google Drive account to which I have been added with permission to edit the document. Add any new sources to the “Our Sources” folder there. For the final draft, pick one person in your group to post the final draft as a Word document to the SmartSite’s Assignment Tool.
* Homework: take-home Final Exam (1000-1200 words) due by noon on Thursday 12/18. Post a Word version to the SmartSite’s Assignment Tool. Please also remember to post your cumulative bibliography and explanatory paragraph to your major’s link in the course SmartSite Wiki.