1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

Date Submitted: 5/13/2015

1b. Department/Division: Writing, Rhetoric and Digital Studies

1c. Contact Person

Name: Jason Carr

Email: jpcarr4@uky.edu

Phone: 218-2867

Responsible Faculty ID (if different from Contact)

Name: Brian McNely

Email: brian.mcnely@uky.edu

Phone: 218-0957

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 305

2c. Full Title: Writing Public Science

2d. Transcript Title: Writing Public Science

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Instruction and practice with popular audience genres and arguments in and about science, intended for both science and non-science majors.

2k. Prerequisites, if any: Completion of Composition and Communication requirement or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Course may be attractive to students in STEM disciplines who may be seeking additional instruction and practice with written genres that communicate scientific knowledge to popular audiences.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JRI236|Jeffrey R Rice|WRD 305 NEW Dept Review|20150513

SIGNATURE|ACSI222|Anna C Harmon|WRD 305 NEW College Review|20151005

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 305 NEW Undergrad Council Review|20151216

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

	ID	Attachment
Delete	5488	WRD305_syllabus_R.docx

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 5/13/2015

b. * Department/Division: Writing, Rhetoric and Digital Studies

c.

* Contact Person Name: Jason Carr Email: jpcarr4@uky.edu Phone: 218-2867

* Responsible Faculty ID (if different from Contact): Brian McNely Email: brian.mcnely@uky.edu Phone: 218-0957

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]:

e.

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ○ Yes [1] ◉ No

b. * Prefix and Number: WRD 305

c. * Full Title: Writing Public Science

d. Transcript Title (if full title is more than 40 characters): Writing Public Science

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

g. * Identify a grading system:

◉ Letter (A, B, C, etc.)
○ Pass/Fail
○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
○ Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? ○ Yes ◉ No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

Instruction and practice with popular audience genres and arguments in and about science, intended for both science and non-science majors.

k. Prerequisites, if any:

Completion of Composition and Communication requirement or consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. *** Will this course be taught off campus?** ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply): ☑ Fall ☐ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. *** Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No

If No, explain:

6. *** What enrollment (per section per semester) may reasonably be expected?** 25

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ◉ Yes ○ No

If YES, explain:

Course may be attractive to students in STEM disciplines who may be seeking additional instruction and practice with written genres that communicate scientific knowledge to popular audiences.

8. *** Check the category most applicable to this course:**

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ○ Yes ◉ No

If YES [5], list affected programs::

10. **Information to be Placed on Syllabus.**

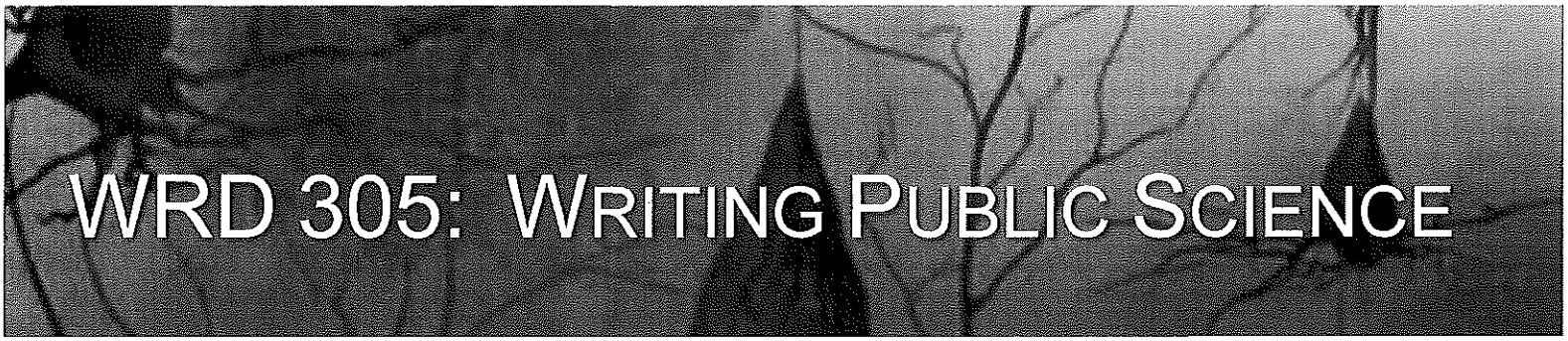
a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl **10.a** above) are attached.

[4] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[5] The chair of the cross-listing department must sign off on the Signature Routing Log

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09



WRD 305: WRITING PUBLIC SCIENCE

INSTRUCTOR: KATHERINE ROGERS-CARPENTER
MEETING PLACE AND TIME: CB 233, T/R 3:30-4:45
OFFICE HOURS: T/R 12-1:00 AND BY APPOINTMENT

OFFICE: POT 1359
Dept. PHONE: (859) 218-2867
EMAIL: K.Rogers-Carpenter@uky.edu

Course Description:

Instruction and practice with popular audience genres and arguments in and about science, intended for both science and non-science majors.

Prerequisites:

Completion of Composition and Communication requirement or consent of instructor.

k

Global warming. Vaccines. Epidemics. Chemical additives in food and drinks. These are science issues that generate extensive debate n in the popular press, on the web, and on social media. These are also complex issues that demand public science writing in order to clarify the issues from informed positions. Writing Public Science is designed for science and non-science majors interested in learning how to make complex scientific ideas accessible and exciting to a general audience.

Throughout the semester, students will read a wide range of science writing including magazine articles, blogs, websites, advertisements, academic journal articles and books. In addition to studying how scientists write for their peers, the class will analyze how science writers like Carl Zimmer, Eric Larson, Mary Roach, and others reach broader audiences.

Based on these models, the class will practice generating interesting research questions and reframing existing debates in original ways. Students will gather, synthesize, integrate, and document research for individual essays and visual presentations. For the final project, students will target a prospective publication venue and compose an essay following this publication's guidelines.

Student Learning Outcomes:

By the end of the semester, students will be able to

- identify a range of audiences and audience expectations based on different science writing genres.
- develop interesting research questions and present existing debates in original, engaging ways.
- analyze science writing texts (written and visual).

- effectively incorporate visual elements in essays and presentations.
- evaluate specific publication requirements and apply these to their own writing projects.

Required Texts:

Hayden, T., & Nijhuis, M. (Eds). (2013). *The science writers' handbook: Everything you need to know to pitch, publish, and prosper in the digital* age. Boston: Da Capo Lifelong Books.

Additional readings provided as PDFs and links on Blackboard.

Optional Text:

Schimel, J. (2012). *Writing science: How to write papers that get cited and proposals that get funded.* New York: Oxford University Press.

Helpful Course Links:

The Crowdsourced Reading List: http://phenomena.nationalgeographic.com/2009/02/01/the-crowd-sourced-reading-list/

Purdue University's Online Writing Lab (OWL) which includes useful information about style, documentation, and grammar. Available at < http://owl.english.purdue.edu/>.

Course Requirements:

Short Writing Assignments and other Homework: (10%) A collection of in-class and take-home writing assignments will reflect on the readings and topics discussed in class. Ideas from these writing assignments can and should be included in the essays.

Formal Major Projects: (60%)

1. (15%) Rhetorical Analysis of a science writing piece intended for a general audience.
2. (15%) An informational essay: This essay will convert a conventional scientific research paper into an informational piece for a broader public audience.
3. (5%) Brief bibliographic essay composed as a basis for the final essay.
4. (25%) A final project that targets a non-scientific audience and is crafted for a specific science writing publication or venue. This can be a multi-modal project, traditional article, or essay. This project will be presented to the class at the end of the semester.

Participation: (10%) You will revise the above listed projects based on my comments and the comments of your classmates. Class discussion and participation in group work is thus essential to the growth and exchange of ideas, and will affect your overall grade. In-class discussion questions are included in the participation grade.

Peer Review and Workshops: (12%) Peer review is critical to your success as a writer. Peer review grades consist of rough drafts (2% each), and participation in formal written peer reviews (2% each) throughout the semester.

Visual Artifact and Analysis: (8%) A Visual Artifact (an Infographic, poster, comic etc.), which clearly and directly conveys a scientific idea or concept. This assignment includes a short analysis of your composition and design choices for the artifact. You will also explain your artifact to the class in a brief presentation.

Project Due Dates (subject to change):

Major Project 1—Rhetorical Analysis:	Rough draft ~ Sept. 10	Final draft ~ Sept. 21
Major Project 2—Informational Essay:	Rough draft ~ Oct. 1	Final draft ~ Oct. 12
Major Project 3—Bibliographic Essay:	No Rough draft required	Final draft ~ Oct. 22
Major Project 4—Final Essay or Article:	Rough draft ~ Dec. 1	Final draft ~ Dec. 11

Mid-term Grade:
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm).

Final Exam Information:

No midterm or final exam is required in this course. In lieu of a final exam, final projects will be due by the end of the final exam period: 3:00pm, December 11, 2015.

COURSE POLICIES:

1) Attendance: To help you succeed in this course, attend every class and stay for the entire class period. In the case of an excused absence, it is the student's responsibility to present documentation to the instructor in a timely manner.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

2) Late Papers and Homework: All reading/writing assignments must be uploaded to Blackboard by the time indicated on the course schedule (usually noon unless otherwise specified). If you have difficulty uploading, contact me immediately via email. Rough drafts and peer review letters must be turned in at the beginning of class on the date they are due unless otherwise specified. **Late assignments will be penalized at the rate of one letter grade per calendar day**. In extenuating circumstances such as severe illness or death in the family, students may schedule a conference with the instructor during which an extension will be discussed. Weekly responses which are missed due to an excused absence may be made up. Missed weekly responses due to unexcused absences may not be made up.

3) Submission of Assignments: Each assignment, whether a major project or a homework assignment, will include details about submission of the assignment. Assignments will only be accepted in the designated way and no assignments will ever be accepted via email. You are responsible for ensuring that you are able to submit your work, on time, in the designated manner. For example, if an assignment must be printed and brought to class, you need to ensure that you have access to a printer and can print your assignment before class.

4) Manuscript Requirements: With the exception of in-class writing, all work must be typed and prepared according to APA manuscript guidelines.

5) Academic Integrity: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used,

origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

6) I do not review essays in the 24 hours before they are due, and I do not discuss grades within 24 hours of returning essays.

7) Courtesy. Turn off cell phones during class time, laptops are not permitted, and reading materials not related to the course are not permitted. Texting is not permitted. Please refrain from eating and drinking.

Only one speaker will have the floor at any given time, and private conversations are unacceptable. Sleeping during class is also unacceptable. Students who text, sleep, or engage in other disruptive activities will be directed to leave for the remainder of the class and counted absent.

8) Grading Procedures: Individual assignments are given numerical grades (0-100), which correspond to a ten point scale: A(90-100), B(80-89), C(70-79), D(60-69), and E (below 60). The final grade will also be calculated on this A-E scale.

9) Writing Center: The Writing Center, adjacent to the HUB on the basement floor of the W.T. Young Library (Room B108B), is available to help you with your writing problems (conceptual and technical) and the composing process. To make an online appointment visit https://uky.mywconline.com/; drop-in visits are also welcome.

10) Email: E-mail provides a seemingly easy way to communicate, but as we will learn, communicating electronically can be complicated. The following guidelines will help ensure that you are communicating clearly, and get the response you desire.

- Give your email a descriptive subject and include "WRD XXX" in the subject (i.e., "WRD XXX excused absence for 9/15," not "hi!")
- Use a greeting ("Dear Dr. Carpenter," or "Hi, Professor Carpenter)
- Use standard grammar and punctuation
- Be clear in what you are asking, but not demanding
- Be respectful in your writing
- Sign your email with your first and last name

In return, I will also uphold these guidelines in my electronic communication with you. Emails that provide me with a clear communication of your needs will be responded to promptly, generally within 24 hours. Remember that while email seems instantaneous, I am not always in front of my computer, waiting to reply to your email. Emails asking for information clearly found on the course syllabus or website (i.e., what chapter is being covered in a given week, due dates) will not be answered because this information is available for you.

11) Conferences: If you have concerns about the course, come see me during my office hours or arrange a time for a meeting.

12) Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

WRD 305 FALL 2015 COURSE SCHEDULE (SUBJECT TO CHANGES AND EMENDATIONS)

Date	Reading and In-class Activities	Formal Assignments
Week 1 Introductions & Welcome to "Science Writing"		
Aug. 27 (R)	Daily Schedule • Course Introduction • Syllabus, Course Policies, Schedule, Major Assignments • Developing Writing Goals Homework due **Sept. 1**: 1. (2 paragraph response) Locate a piece of science writing written for a broad or non-scientific audience. Summarize the content in one paragraph. Then, in a second paragraph explain where this story appeared, what publication, author, or organization is responsible for it, who is most likely to read it, and why you liked it. Upload to BB by 9 AM. 2. Read Rhetorical Analysis PDF posted to Blackboard.	
Week 2 Rhetoric and Science Writing: Fundamentals		
Sept. 1 (T)	Daily Schedule • Review of project 1 • Discuss Rhetorical Analysis PDF • Discuss Science Writing pieces Homework due **Sept. 3**: 1. In 1-2 paragraphs typed, explain what you consider science? Is there a difference between "pure" or academic science and science written about in popular magazines or presented on shows like Nova? Upload your response by 9 AM. 2. Read Ethan Siegel's "Our Universe is Disappearing"—available at https://medium.com/starts-with-a-bang/the-disappearing-universe-d7447467c63a 3. Read Carl Zimmer's Blog: Is it Worth Imagining Airborne Ebola?—available at http://phenomena.nationalgeographic.com/2015/02/22/is-it-worth-imagining-airborne-ebola/	Upload Science Writing Response by 9 AM.
Sept. 3 (R)	Daily Schedule • In-class discussion of Siegel and Zimmer • Conducting a rhetorical analysis in class Homework due **Sept. 8**: 1. Locate a science writing text you would like to analyze for Major Project 1. Be prepared to describe this piece to the class in some detail. 2. Read Rhetorical Analysis PDF posted to Blackboard	Upload your science response by 9AM.

Week 3 Peer Review: Major Project 1		
Sept. 8 (T)	Daily Schedule • Discuss your tentative selection for Major Project 1 • Review some rhetorical analysis samples. Homework due **Sept. 10:** 1. Read *The Science Writers' Handbook* (SWH) chapters 1 and 2. 2. Prepare 2 copies of your Major Project 1 Rough Draft for class (printouts)	
Sept. 10 (R)	Daily Schedule • In-class Peer Review of Science Writing Rhetorical Analysis. • Discuss SWH chapters 1 and 2 • Sign up for individual conferences. Homework due **Sept. 17:** • Prepare Peer Review Letter 1 for a classmate based on Guidelines posted to Blackboard. Bring 2 copies to class on Sept. 17 • Read IMRAD link: http://www15.uta.fi/FAST/FIN/RESEARCH/imrad.html • Read about IMRAD's History: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC442179/	Two copies of Science Writing Analysis Rough Draft due in class.
Week 4 IMRAD: Structuring an Academic Article		
Sept.15 (T)	• Individual conferences with me in 1359 POT about Major Project 1 instead of our regular class meeting.	
Sept. 17 (R)	Daily Schedule • Introduction to Major Project 2 • Discuss IMRAD readings • Analyze *Journal of Nursing* article Homework due **Sept. 22:** 1. Locate a conventional research article that you find interesting and could use for project 2. Bring a copy with you to class. Be prepared to explain this article's main ideas to your classmates in 1-3 minutes. 2. Read *Writing Science* (WS) chapters 1-4 3. By **Sept. 21 (Monday)** Upload Major Project 1 by 9AM	2 Copies Peer Review Letter 1 due in class.
Week 5 Analyzing Journal Articles		
Sept. 21 (M_	Upload Major Project 1 by 9AM	
Sept. 22 (T)	Daily Schedule • Discuss WS chapters 1-4 • Explanation of your selected research article. • Preliminary workshop- Major Project 2 Homework due **Sept 24:** TBA	

Sept. 24 (R)	Daily Schedule • In-class Speaker 1 TBA Homework due **Sept. 29**: 1. Read Carl Zimmer's "Notes to Aspiring Science Writers" 2. Read excerpt from Mary Roach's *Stiff*—PDF available on BB. 3. Written response to Speaker 1—in two paragraphs, respond to our class speaker. What surprised you about this speaker? What would you ask him/her given the opportunity? Upload to BB by 9AM.	
Week 6 Peer Review: Major Project 2		
Sept. 29 (T)	Daily Schedule • Discuss Zimmer and Roach Homework due **Oct. 1**: Bring 2 printouts of Major Essay 2 to class.	Upload Speaker 1 response to BB by 9AM.
Oct. 1 (R)	Daily Schedule • In-class Peer Review of Informational Essay. Homework due **Oct. 6**: • Prepare Peer Review Letter 2 for a classmate based on Guidelines posted to Blackboard. Bring 2 copies to class on Oct. 6 • Read Bibliographic Essay PDFs posted to Blackboard: Writing Bibliographic Essays Bibliographic Essays: Two Samples	Major Essay 2 Rough Draft 2 copies
Week 7 Writing a Review of Literature		
Oct. 6 (T)	Daily Schedule • Introducing Major Projects 3 and 4 and Poster Presentations Assignment. • Analyze Sample Bibliographic Essays in class Homework due **Oct. 8**: 1. Locate a review of literature from your field which covers a topic that interests you (preferably a topic you would like to cover in your own review). In one paragraph, describe its strengths and weaknesses. How will you use it to jumpstart your Major Project 3? 2. Read Adam Mann's "Why Building Bigger Roads Means More Traffic"	Peer Review Letter 2 Two copies.
Oct. 8 (R)	Daily Schedule • Discuss your potential Review and Project 4 Topics • Discuss Mann and analyze Sciopic Blog in class Homework due **Oct. 12 and 13**: **Due Oct. 12** Upload Major Essay 2 by 9 AM **Due Oct. 13** 1. Read Stanford Visual Rhetoric guidelines: http://web.stanford.edu/~steener/f03/PWR1/whatisvisrhet.htm 2. Find an example of visual rhetoric related to science writing. In one paragraph describe your selection. What is it and what purpose does it serve in the text? How effectively does this visual convey a message? Be sure to provide a link to your selection with your response. Upload by	

Week 8 Visual Rhetoric and Science Writing		
Oct. 12 (M)	Upload Major Project 2 by 9 AM.	
Oct. 13 (T)	Daily Schedule • Discuss Visual Rhetoric • Discuss Visual Message Responses Homework due **Oct. 15**: 1. Read James Elkins excerpt from *Six Stories from the End of Representation*—PDF on Blackboard 2. Read Stephen Jay Gould's: "A Biological Homage to Mickey Mouse" PDF on Blackboard	Upload Visual Message Response by 9 AM
Oct. 15 (R)	Daily Schedule • Discuss Elkins' theories of seeing and looking • Analyze Gould's "Mickey Mouse" Homework due **Oct. 20:** 1. **Due Oct. 20-22** Create a Visual Artifact following the guidelines listed on Blackboard. Be sure to practice presenting and responding to questions before your presentation. 2. **Due Oct. 22** upload Bibliographic Essay (Major Project 3) by 9 AM.	
Week 9 Visual Artifact Showcase		
Oct. 19 (M)	Midterm Grades Posted	
Oct. 20 (T)	Visual Artifact Presentations	
Oct. 22 (R)	Visual Artifact Presentations	Upload Major Project 3 by 9AM
Week 10		
Oct. 27 (T)	In-class Speaker 2 Homework due Oct. 29 1. Written response to Speaker 2—in two paragraphs, respond to our class speaker. What surprised you about this speaker? What would you ask him/her given the opportunity? Upload to BB by 9AM. 2. Bring a list of at least five different venues or publications where you would like to publish your final essay. This doesn't have to be a realistic list, just places you would really like your work to appear.	
Oct. 29 (R)	Daily Schedule Brainstorm publishing venues and genres for final project Homework due **Nov. 3**: 1. Read *SWH* Chapters 5-8 2. Compose a fairly detailed analysis of your ideal publishing venue following the guidelines listed on Blackboard. Upload by 9 AM.	Upload Speaker 2 response by 9 AM

Week 11		
Nov. 3 (T)	Daily Schedule Discuss SWH Chapters 5-8 Homework due **Nov. 5**: 1. Find a Science Writing Introduction and Conclusion you really like—bring copies of them to class and be prepared to read them to the group. 2. Bring Writing Materials for your final project to class	Upload targeted publishing venue analysis by 9AM
Nov. 5 (R)	Daily Schedule • In-class introduction and conclusion workshop • Preliminary writing exercise Homework due **Nov. 10**: 1. Bring in 5 pages of your draft for an initial workshop in class	
Week 12		
Nov. 10 (T)	Daily Schedule Initial Workshop Major Project 4 Homework due **Nov. 12**: Prepare a brief progress report to present to the class about your research and writing process. This oral report should 1. Explain your topic 2. Ask at least three questions for feedback 3. Discuss at least three sources you are using 4. Provide at least one visual to help the class follow your discussion.	
Nov. 12 (R)	Daily Schedule Progress Reports Homework due **Nov. 17**: 1. Read WS 12-14	
Week 13		
Nov. 17 (T)	Daily Schedule In-class practice editing for word choice, sentence structure, and flow Homework due **Nov. 19**: TBA	
Nov. 19 (R)	Daily Schedule Sign up for individual conferences. Homework due **Dec. 1**: 1. Find a Ted Talk or other presentation you like. Summarize how it is delivered (what the speaker discusses, how the presentation is organized, what the visuals are like, how the speaker develops a rapport with the audience). What makes this a successful presentation? What techniques can you steal and use in your own presentation? (2 para. Uploaded to BB by 9 AM). 2. Two (2) complete copies of Major Project 4 Rough Draft due in class	

Week 14		
Nov. 24 (T)	Individual conferences about final project.	
Nov. 26 (R)	☺ Happy Thanksgiving ☺	
Week 15 Creating Effective Presentations		
Dec. 1 (T)	Daily Schedule • In class discussion of Ted Talks and presentations. • In-class Peer Review of Major Project 4. Homework due **Dec. 3**: 1. Compose Peer Review Letter 3 based on a classmate's draft (see BB Guidelines). Bring two copies of this letter to class Dec. 3 2. Bring materials to rehearse Presentation in class with a peer.	
Dec. 3 (R)	Daily Schedule • In class presentation rehearsal.	Two (2) copies Peer Review Letter 3 due in class.
Week 16 Final Presentations: Showcasing Your Work		
Dec. 8 (T)	Daily Schedule • Final Presentations	
Dec. 10 (R) Last Day of Class	Daily Schedule • Final Presentations • Conclusions	
Dec. 11 (F)	Final Essay due uploaded to BB by 3:00pm	Major Project 4 uploaded to BB by midnight