

1. General Information

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

Date Submitted: 12/11/2015

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

1c. Contact Person

Name: Brian McNely

Email: brian.mcnelly@uky.edu

Phone: 218-0957

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

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

4/13
RT 6/24

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: WRD 310

2c. Full Title: Writing in the Natural Sciences

2d. Transcript Title:

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 the major genres and argumentative structures of writing in the natural sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in the natural sciences.

2k. Prerequisites, if any: Completion of the Composition and Communication requirement and junior standing, 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: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: WRD has sufficient facilities and personnel to regularly offer this course.

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: WRD 310 will act as the GCCR course for majors in the department of chemistry. The course may also be of interest to majors in other scientific fields.

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

If No, explain: WRD has sufficient facilities and personnel to regularly offer this course.

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?: Yes

If YES, list affected programs: WRD 310 will act as the GCCR course for majors in the department of chemistry.

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: Yes

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 310 NEW Dept Review|20151211

SIGNATURE|ACSI222|Anna C Harmon|WRD 310 NEW College Review|20160202

SIGNATURE|JMETT2|Joanie Eit-Mims|WRD 310 NEW Undergrad Council Review|20160413

SIGNATURE|JEL224|Janie S Ellis|WRD 310 NEW Senate Council Review|20160429

SIGNATURE|JRI236|Jeffrey R Rice|WRD 310 NEW Approval Returned to Dept|20160429

SIGNATURE|JEL224|Janie S Ellis|WRD 310 NEW Senate Council Review|20160504

SIGNATURE|JRI236|Jeffrey R Rice|WRD 310 NEW Approval Returned to Dept|20160514

SIGNATURE|JEL224|Janie S Ellis|WRD 310 NEW Senate Council Review|20160523

SIGNATURE|JRI236|Jeffrey R Rice|WRD 310 NEW Approval Returned to Dept|20160524

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 6857	WRD_31OR3.docx
First	1 Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- 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 ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- 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 hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- 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:
- 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 the major genres and argumentative structures of writing in the natural sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in the natural sciences.

k. Prerequisites, if any:

Completion of the Composition and Communication requirement and junior standing, or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * 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:

WRD has sufficient facilities and personnel to regularly offer this course.

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:

WRD 310 will act as the GCCR course for majors in the department of chemistry. The course may also be of interest to majors in other scientific fields.

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:

WRD 310 will act as the GCCR course for majors in the department of chemistry.

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) 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.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- ▣ 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, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

WRD 310: Writing in the Natural Sciences

Spring 2017 | MWF 12:00–12:50

Instructor: Brandy Scalise

Office: 1349 Patterson Office Tower

Email: brandy.scalise@uky.edu

Office Hours: Monday and Thursday, 1–2:30 pm

Mailbox: 1314 Patterson Office Tower

Course Description

Instruction and practice with the major genres and argumentative structures of writing in the natural sciences. Special emphasis on—and practice with—the written norms that shape disciplinary knowledge in the natural sciences.

Prerequisites

Completion of the UK Core Composition and Communication requirement (WRD/CIS 111 or WRD/CIS 112 or equivalent) and junior standing, or consent of instructor.

Overview and Goals

This course introduces you to the professional practices and genres of writing in the natural sciences. You will learn about the standard genres and stylistic conventions that scientists use in their working life. More important, you will explore these genres and conventions as situated practices that shape disciplinary knowledge—historically and culturally negotiated standards of scientific discourse and practice that both grants a given scientist forms of agency while also limiting their rhetorical choices. In short, we will approach scientific writing as a significant means accomplishing specific work—the construction of scientific knowledge—in a particular context—the lab and affiliated environments.

This course provides full GCCR credit for majors in the department of Chemistry. Check with your advisor for more information. In order to receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).

Student Learning Outcomes

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

- recognize the written and visual conventions of standard scientific genres;
- produce texts that conform to the written and visual conventions of scientific genres;
- analyze and assess the rhetorical choices of published scientific texts;

- plan and implement research strategies appropriate for scientific contexts;
- integrate secondary research into professional documents, effectively and ethically;
- participate in discussions about the social, political, and professional implications of the conventions and practices of scientific writing.

Required Materials

Penrose, A. & Katz, S. (2006). *Writing in the Sciences* (3rd ed.)
 Coghill, A. M., & Garson, L. R. (2006). *ACS Style Guide* (3rd ed.)
 Supplementary readings posted to Canvas

Course Deliverables

1) Major Projects:

- *Project Pitch*: a 4–6 min. presentation that argues for the professional exigency of your project topic [GCCR]
- *Literature Review*: a 800–1,200 word review of the literature relevant to your topic [GCCR]
- *Poster Presentation*: a digital artifact that highlights your research findings [GCCR]
- *Research Proposal*: a 2,000–2,500 word research proposal appropriate for a thesis, grant, or fellowship [GCCR]

2) **Short Assignments**: These assignments are meant to help you plan your major projects and develop your writing processes and portfolio.

- *Rhetorical Analysis*: a 500–750 word analysis of the rhetorical conventions of an article in your discipline. [GCCR]
- *Field Report Memo*: a 500–750 word memo that organizes your formal observation of a lab environment in your field. [GCCR]
- *Working Bibliography*: an annotated bibliography of at least 15 scholarly sources. [GCCR]
- *Abstract*: a 500 word abstract appropriate for your research proposal. [GCCR]

Course Grading

Overall Course Grading Scale

90 – 100%:	A
80 – 89%:	B
70 – 79%:	C
60 – 69%:	D
59% and below	E

Individual assignments will be given the following weight:

Major Projects	
Project Pitch	10%
Literature Review	25%
Poster Presentation	15%
Research Proposal	30%
Short Assignments	
Rhetorical Analysis	5%
Field Report Memo	5%
Working Bibliography	5%
Abstract	5%

Major projects and short assignments will be graded using rubrics included with each assignment description. These rubrics will include credit for drafts.

An average grade of "C" or better is required for GCCR credit on GCCR assignments. Midterm grades will be posted at MyUK by the deadline established in the Academic Calendar; in lieu of a Final Exam, Research Proposals are due by 4 pm on Wednesday, May 3.

Course Policies

On-Time Attendance and Participation

Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.

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.

Verification of Absences

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.

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, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phrasology 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.

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/>.

Canvas and Dropbox

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. *I will post written assignment descriptions and supplemental readings on Canvas.* If you lose an assignment sheet or handout, you are expected to retrieve a copy from Canvas

You will post all of your written work to designated areas of Canvas. I strongly recommend that you use a service such as Dropbox to manage and backup versions of your work in this course. You are responsible for keeping back-up copies of all your work since electronic texts can be lost.

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect. I expect you to

- 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do,
- 2) offer support and encouragement to your classmates,
- 3) listen to others carefully before offering your opinion, and
- 4) talk to me outside of class if anything that happens during class bothers you.

In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission.

Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UK's Code of Student Conduct for further information on prohibited conduct: <http://www.uky.edu/StudentAffairs/Code/part1.html>.

Writing Center and Media Depot

The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9 AM-9 PM Monday-Thursday, 9 AM-3 PM Friday, and 8 PM-11 PM Sunday. It is strongly advised that you make an appointment in advance: go to <uky.mywconline.com> to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at: <<http://wrd.as.uky.edu/writing-center>>. You may also contact the Director of the Writing Center, Judy Prats at judithgprats@uky.edu. You can also find help with technology at the Media Depot, located in the Hub.

Audio and Video Recordings

No part of our class should be recorded without written permission.

Schedule of Topics and Assignments

Assignments are listed on the day that they are due. Major projects are bolded, and short assignments are italicized. (WS=Writing in the Sciences; C=Canvas)

Date	Topic	Reading and Watching	Assignments
Week 1 1/11-13	Intro to Course The Rhetoric of Science	W: F: Boroditsky; Freedman; Montgomery, "Scientific Communication" (C)	W: F:
Week 2 1/16-20	MLK Day Convention and Scientific Writing Ethics of Scientific Writing	M: No class W: WS, Cpt. 1 F: WS, Cpt. 3; Goldbort, "Laboratory Notes"	M: W: F:
Week 3 1/23-27	Constructing Facts in the Lab and on Paper Workplace Writing	M: Latour, "The Construction of a Fact" W: F: Goldbort, "Workplace Scientific Writing"	M: Rhetorical Analysis due W: F:
Week 4 1/30-2/3	Designing Scientific Presentations Friday Prose Workshop	M: WS, Cpt. 6 W: <i>Guest Lecture from Chemistry Faculty</i> F:	M: W: F: Field Report Memo
Week 5 2/6-10	Visiting Presenter: Science Librarian Assessing Prior Research Peer Review	M: W: WS, Cpt. 5 F:	M: W: F: <i>Draft of Project Pitch</i>
Week 6 2/13-17	Presentation Days		M-F: Project Pitch due on assigned day
Week 7 2/20-24	Presentation Day Science, Authorship, and Intellectual Property Friday Prose Workshop	M: W: Biagioli, "Aporias of Scientific Authorship" (C) F:	M: W: F:
Week 8 2/27-3/3	Planning Literature Reviews Organizing Literature	M: "Writing Literature Reviews" (C) W:	M: Working Bibliography due W:

	Reviews Friday Prose Workshop	F:	F:
Week 9 3/6-3/10	Genre and Scientific Conventions Peer Review	M: Bawarshi and Reiff, "Genre Studies" (C) W: WS, Cpt. 4 F:	M: W: F:
Week 10 3/13-17	Spring Break		
Week 11 3/20-24	Planning Research Proposals Organizing Research Proposals Friday Prose Workshop	M: WS, Cpt. 7 W: <i>Guest Lecture from Chemistry Faculty</i> F:	M: Literature Review due W: F:
Week 12 3/27-31	Components of an Abstract Lay vs. Technical Abstracts Peer Review	M: Hofman, "Abstract" (C) W: Hofman, "Abstract and Specific Aims" (C) F:	M: W: F: Abstracts due
Week 13 4/3-7	Conferences		
Week 14 4/10-14	Designing Visuals Poster Presentations Peer Review	M: Montgomery, "Graphics and Their Place" (C) W: Hofmann, "Posters and Conference Abstracts" (C) F: Examples	M: W: F: <i>Draft of poster</i>
Week 15 4/17-21	Workshopping Workshopping Poster Presentations	M: W: F:	M: <i>Draft of research proposal</i> W: F: Poster presentation due on assigned day
Week 16 4/24-28	Poster Presentations		M-F: Poster presentation due on assigned day
Finals 5/1-5	Finals Week		W: Research Proposal due