## The City College of New York

## 160 Convent Avenue

## New York, NY 10031

##

## Syllabus for Writing for the Sciences

## ENGL 21003

##

## Instructor:

## Email:

## Office hours:

##

## Course Description:

##

## Writing for the Sciences’ primary purpose is to help students better understand the principles of reading and writing in the sciences. 210.03 will also give students practice of some of the specific forms and techniques used in scientific disciplines. Students will accomplish this by becoming engaged, analytical readers of scientific papers; translating the material for use by specific public audiences; and working with other scientific writing and by considering and questioning scientific methods, and the epistemology and nature of inquiry. Students will learn that science writing is an act of communicating ideas to those in their field and to the general public. A passing grade (not Incomplete) in Engl. 110, FIQWS, or an equivalent will meet the prerequisite requirement.

##

## Course Learning Outcomes:

Over the course of the semester, you will

1. acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
2. enhance strategies for reading, drafting, revising, editing, and self-assessment
3. negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
4. develop and engage in the collaborative and social aspects of writing processes
5. engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond to include public audiences
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)

##

## Student Support Services:

##

### [Gateway Advising Center](http://www.ccny.cuny.edu/gateway/), NAC 1/220

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

##

### [AccessAbility Center Tutoring Services](http://www.ccny.cuny.edu/accessability/), NAC 1/218

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

##

### SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

### Special Needs and Accommodations

For a complete list of Student Support Services please check the [college website](http://http//www.ccny.cuny.edu/sssp).

##

### City College Writing Center

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline. Visit us whenever you need someone to listen to your ideas, discuss your topics or assignments, and read your drafts. Writing consultants will work with you on planning, drafting, and revising — all of the important steps in your writing process. For more information (location, hours, walk-in policy, etc) and to make an appointment visit, [the website](https://www.ccny.cuny.edu/writing/how-do-i-sign-see-tutor).

##

##

## Assignment Grade Weights:

##

Rhetorical Analysis (of a public awareness campaign, or other scientific source): 15%

Literature Review (build into collaborative research): 15%

Collaborative Research Project (either the children’s book or public awareness campaign): 25%

Reflective Blog Posts: 10%

Digital Portfolio and Reflection Essay: 20%

Participation (Attendance, Punctuality, Preparation, In-class Writing): 15%

##

## Late Assignment Policy:

##

Deadlines are critical for all writers, so I will expect to receive your assignments on time. Grades for late assignments are deducted 10 points for every class period they’re late. If you would like to request an extension for an assignment please reach out to ask for one in at least three days prior to the deadline.

|  |
| --- |
| Grading ScaleA+ 97-100 % A 93-96 % A- 90-92 % B+ 87-89 % B 83-86 % B- 80-82 % C+ 77-79 % C 73-77 % C- 70-72 % D 60-69 % F < 60 % |

##

##

### Week One:

Day 1

* Course Introduction

Day 2

* [Video: How to Read A Scholarly Journal Article](https://www.youtube.com/watch?v=EEVftUdfKtQ)
* Read and annotate [scientific paper](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5733664/)

### Week Two:

Day 3

* [Rhetorical Analysis in the Real World: A Useful Thinking Tool](https://writingcommons.org/rhetorical-analysis-in-the-real-world-a-useful-thinking-tool)
* Introduce Rhetorical Analysis Assignment

Day 4

* [Breaking Down an Image](https://writingcommons.org/breaking-down-an-image)
* [The Visual Rhetoric in Public Awareness Print Advertising toward
Malaysia Perceptive Sociolculture Design](https://core.ac.uk/download/pdf/42980210.pdf)

### Week Three:

Day 5

* [Data Visualizations](https://writingcommons.org/data-visualizations)
* [Speculative Visualizations: A New Rhetoric for Communicating Public Concerns](https://writingcommons.org/data-visualizations)

Day 6

* Draft of Rhetorical Analysis (Peer Review)

### Week Four:

Day 7

* [Video: Why Noise Pollution is More Dangerous than We Think](https://video.newyorker.com/watch/the-backstory-why-noise-pollution-is-more-dangerous-than-we-think)
* How to work well in groups
* Decide on a topic for the rest of the semester

Day 8

* [It's Time to Be Honest About Seafood](https://blogs.scientificamerican.com/observations/its-time-to-be-honest-about-seafood/?redirect=1)
* Final Rhetorical Analysis Due

### Week Five:

Day 9

* [Synthesizing Your Research Findings](https://writingcommons.org/synthesizing-your-research-findings)
* Introduce Literature Review Assignment

Day 10

* [Guidelines for Writing a Literature Review](https://www.d.umn.edu/~hrallis/guides/researching/litreview.html)
* In class: [Fireproofing the Future in California](https://video.newyorker.com/watch/fireproofing-the-future-in-california)

### Week Six:

Day 11

* [Phosphide Poisoning: A Review of Literature](https://doi.org/10.1016/j.forsciint.2011.06.018)
* [Physician Dual Practice: A Review of Literature](https://doi.org/10.1016/j.healthpol.2010.10.017)

Day 12

* Literature Review Rough Draft (Peer Review)

### Week Seven:

Day 13

* Meet with groups for collaborative research project
* Introduce Collaborative Research Project

Day 14

* Final Literature Review Due
* Meet with groups for collaborative research project

### \*\*Week Eight:

##

Day 15

*

Day 16

* Meet with groups for collaborative research project

### Week Nine:

Day 17

* Conferences on Group Projects

Day 18

* Conferences on Group Projects

### Week Ten:

Day 19

* Draft Collaborative Research Project Due/Peer Review

Day 20

### Week Eleven:

Day 21

*

Day 22

* Meet with groups for collaborative research project

### Week Twelve:

Day 23

*

Day 24

* Final Collaborative Research Project Due

### Week Thirteen:

Day 25

* Presentation Workshop

Day 26

* Group Presentations

### Week Fourteen:

Day 27

* Group Presentations

Day 28

* Group Presentations

### Week Fifteen:

Day 29

* Portfolio Workshop

Day 30

* Reflective in-class exercise and e-portfolio workshop

## \*\*Readings for weeks 8-13 will vary based upon the final project. Recommended readings for each project choice are listed below:

### Rhetorical Analysis

* [Student Sample](https://northeastern.digication.com/unbelievable_work_by_courtney_poletti/UNICEF_rhetorical_analysis_FINAL)
* [Audience Analysis](https://writingcommons.org/chapters/professional-technical-communication/audience-analysis/1218-audience-analysis-primary-secondary-and-hidden-audiences)
* [Public Awareness Campaign Example: Co-Sleeping](https://www.huffpost.com/entry/co-sleeping-ad-baby-knife-dangers_n_1097170)

### Literature Review

* [Writing the Literature Review: Rasgulla as Metaphor](https://www.rhime.in/ojs/index.php/rhime/article/view/22/4)

### Articles and Videos

* [Mosquito Borne Illness Could Threaten Half the Globe by 2050](https://www.scientificamerican.com/article/mosquito-borne-disease-could-threaten-half-the-globe-by-2050/)
* [We Can't Solve Climate Change Without Nuclear Power](https://blogs.scientificamerican.com/observations/we-cant-solve-climate-change-without-nuclear-power/)
* [Cats rival dogs on many tests of social smarts. But is anyone brave enough to study them?](https://www.sciencemag.org/news/2019/05/cats-rival-dogs-many-tests-social-smarts-anyone-brave-enough-study-them%E2%80%8B)
* [Video: Planting Trees to Fight Flooding](https://video.newyorker.com/watch/planting-trees-to-fight-flooding)

### Children's Book Final Assignment

* Suggested activity: have students do an informal rhetorical analysis of an example children's book about science
* Suggested activity: [Review a children's book](http://www.readwritethink.org/files/resources/lesson_images/lesson1022/ChildrensBookReviewGuide.pdf)
* [Books for Budding Scientists (A good list of examples)](https://science.sciencemag.org/content/362/6419/1104)
* [The Science in Children's Books](https://physicstoday.scitation.org/doi/pdf/10.1063/1.3034647)
* [Using Children's Books to Clarify Science Concepts in Early Childhood Programs](https://onesearch.cuny.edu/permalink/f/1sbhbm3/TN_ericEJ271115)

### Public Awareness Campaign Final Assignment

* [Assessing the Impact of Public Education on a Preventable Zoonotic Disease: Rabies](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/AB19DAAFADF96B7469C8611917493685/S0950268817002850a.pdf/assessing_the_impact_of_public_education_on_a_preventable_zoonotic_disease_rabies.pdf)
* [Instagram Public Awareness Campaign Aims for Real Talk About Mental Health](https://www.washingtonpost.com/national/health-science/instagram-public-awareness-campaign-aims-for-real-talk-about-mental-health/2019/05/24/cecfba8e-7cb5-11e9-8ede-f4abf521ef17_story.html?noredirect=on&utm_term=.d3ad11393e55)
* [Stop Raising Awareness Already](https://ssir.org/articles/entry/stop_raising_awareness_already)
* [NIH Education and Awareness Campaigns (examples)](https://www.nih.gov/about-nih/selected-nih-education-awareness-campaigns)
* [Rethinking Drinking (example)](https://www.rethinkingdrinking.niaaa.nih.gov/)

##