** **

**ENGL199C - Interdisciplinary Writing: Natural Science  (Spring 2019)**

Instructor: Hsinmei Lin (May)

Class hours: MWF 3:30-4:20PM

Class location: Savery 164

Office hours:  W 1-3 PM by appointment

Office location: Padelford B24

Email: hsinmei@uw.edu

Writing, just like any other disciplines, should not be bound by existing borders and prior knowledge but should be transferable, retainable, and collaborative. Whether you work alone or with others, you cannot escape working/learning with/from others, in a physical or thoughtful fashion. Writing is an essential and effective way to examine and enhance thinking and learning. In this course, we as thinkers and learners at the university will together use writing to explore/expand our creative and critical minds, tackle both curious and practical aspects of our professional life, and effectively present research to targeted audiences.

Our class will gear toward a "hybrid"-- face-to-face plus distant learning--style. The course materials will, first, be drawn from the (sub)genres of biology and poetry, which are two fields of study often thought of as irrelevant. By examining popular and scholarly writing in biology as well as poems that focus on life forms other than humans, students will build connections based on the intertextual conversation provoked by the reading of both genres and establish a bio-poetical discourse community where biology and poetry intersect and co-generate a prolific body of conversations. Then, your will work on academic and practical professionalization as early career researchers/scientists through writing cover letters, resumes, and peer-oriented mock interviews. Finally, the course will culminate in your demonstration of your insider knowledge in biological science, broadly speaking, for a general, public audience, as you conduct research, write literature reviews, and present your reviews on topics of your own choosing.

COURSE OUTCOMES

- to strengthen your ability to read and write across the disciplines.

- to acquaint yourself as a learner with metacognitive, collaborative, genre-based approaches to writing for your targeted audience.

- to harness research skills in terms of data/evidence gathering, presenting/discussing evidence, and literature review.

- to learn to use peer reviews and conferences to advance your learning and writing in a higher-education community.

CLASSROOM ETTIQUETTE

Our classroom will be a small community. It will also be a supportive and inclusive place. That means that it is important to come to class each day with an open mind, a sense of humor, and a willingness to share your point of view in polite dialogue with others. By doing so, you ensure that this course remains a safe forum for the expression of ideas, thoughts, feelings, and opinions—in other words, an environment where we can learn from one another. The course is collaborative in nature. You are expected to participate in class constantly throughout the quarter by practicing the acts of “learning from” and “learning with” and come out of the class feeling confident and comfortable in applying your writing skills in a diverse, interdisciplinary, and professional manner.

\*Be respectful: Derogatory language and behavior prevent the exchange of ideas and will not be permitted in this classroom.

\*Be punctual: Arrive to each class session on time and stay until the end of class.

\*Be prepared: Come to class having completed the homework and bring a printed or electronic copy of what we are covering that day if you are informed by me prior to the day of the class.

COURSE STRUCTURE AND EVALUATION

Three sequences:

1. Bio-poetical discourse community project (Week 1-4)
2. Professionalization project (Week 5-7)
3. Biological literature review and presentation (Week 8-11)

|  |  |
| --- | --- |
| **Sequence 1** (Week 1-3) **15%**Biological & poetic conceptualization 5%Group proposal 10% | **Sequence 3** (Week 8-11) **20%**Literature Review 20% |
| **Sequence 2** (Week 4-7) **25%**Cover letter 10%Resume 10%Mock interview 5% | **Participation 40%**Peer review 12%Conferences 20%Reflections\*4 8% |
| **Extra Credit additional 5%**Reflection on an extracurricular talk/lecture orCreative journal inspired by biological concepts |  |

SUBMISSION GUIDELINES

All assignments (unless otherwise noted) should be typed according to MLA (Modern Language Association) guidelines. This includes (but is not limited to):

* 12 pt. Times New Roman font
* Standard Margins (1 inch)
* Double-spaced
* Page Numbers w/ Last Name
* MLA style citation/Works Cited

If you feel unsure about what any of this means, or if you have a concern about this matter, please come talk to me. For assistance with MLA formatting and such, I also recommend the [Purdue OWL website](file:///Users/apple/Desktop/Eng199A_IWP_2018Autumn/Purdue%20OWL%20website).

CRITERIA FOR SEQUENCE 1&2 IN THIS CLASS

1. **Central Purpose**: Are the reasons for your writing clear? Does your essay fully respond to the prompt? Does your introduction clearly convey the main ideas of your paper?
2. **Organization**: Can your reader easily follow and understand your paper from beginning to end? Does the division into paragraphs make sense? Are your paragraphs connected to each other in a logical way? Do they all contribute to the main point of the essay?
3. **Details**: Do you offer your readers sufficient details and examples that are both relevant and effective in developing and supporting the paper’s central purpose?
4. **Fullness**: Does your essay fully accomplish its central purpose? Does it successfully connect your examples/evidence/information to the essay’s main ideas through analysis or explanation? Is the essay substantial enough to really show or teach readers something?
5. **Fluency**: How fluid, sophisticated, and effective is your writing at the sentence and paragraph level? Are sentences and word choices varied, clear and appropriate?
6. **Presentation**: Is your paper well-edited and spell-checked? Have you reviewed your verb tense/agreement, punctuation, and other grammatical elements? Have you followed all guidelines pertaining to formatting, citation standards, and other rules of appearance?

THE GRID (HOW WE WILL USE THE SIX CRITERIA)

On assignments for this class you'll find in addition to comments a set of six numbers, like:

CP:3 Org:2 Det:1 Full:3 Flu:4 Pres:2

These numbers correspond to each of the criteria described above in "Six Criteria for Writing in This Class" (i.e., the first number is the score for criteria item 1, “Central Purpose,” the second number is a score for “Organization,” and so on).  In general, the first four count equally towards the final grade for the assignment, and the second two are weighted less.

The point of these numbers is to give you a quick mini-grade on each of the criteria we use to score papers. You can get a score from 1 (not yet effective) up to 6 (as good as it gets) in each category. The number represents our judgment about how well your paper has done on that one category, as measured against both our general sense of how well 100-level students ought to perform, and the performances of other students in the class. As we assign each number, we have in mind the following general sense of what they mean:

**1**     **Not enough sense of this category to be functional in college level work.**

(e.g., a paper that hasn’t any specific details to explain or clarify the argument.)

**2      A sense of what this category is asking for, but not much more.**  (e.g., a paper that

offers specific details, but doesn't explain or develop them sufficiently to be effective.)

**3      Functional success with this category, but not yet showing full control.** (e.g., some

exploration of a few details, for example, but without fullness, or without consistency.)

**4      Functional success with this category, with some lapses and/or inconsistencies.** (e.g., full exploration of details, for example, but not with all, or without consistency or clear relevance.)

**5      Success with this category but a success not rhetorically integrated throughout the draft.** (e.g., a paper with a good sense of how to use details and to develop them far enough to make them useful to the argument, but not well deployed throughout the paper.)

**6      Full success with this category.** (e.g., a paper with insightful and well-developed details, all relevant and effectively informative.)

\*The relationship between these numbers and the final score you get will not always be exact (I don't just add them up), but there is a very strong correlation. Six 6's, for example, would undoubtedly earn a 4.0.

CRITERIA FOR SEQUENCE 3 IN THIS CLASS

**Background** - What is the general science and more study-specific background of the research reported in this paper?

**Question(s)** - What is the gap in knowledge that motivates the research question? What are the questions? The educated guess (hypothesis) that informs the study to follow?

**Methods** - What methods were employed to reconstruct the context, the gap, and test the hypothesis? How does each component of the method target a component of the question and hypothesis?

**Observations** - What observations (results) are reported? In what ways do they interact with the hypothesis? Which specific observations seem to support, contradict or require re-thinking of the answer proposed by the hypothesis?

**Discussion** - What is at stake in the findings? Have they shed light on the gap in knowledge and in what way? What implications might these results have for advancing the thread of science as presented in the background? What implications might the results have for future research studies or applications beyond the research setting?

COURSE MATERIALS

1) Online sources as shown in the calendar

2) PDFs/Word docs available in Canvas “File” section

EXPECTATIONS

*PREPARATION:*

* Please come to class prepared to participate in the activities for the day. You can keep up with the course schedule by referring to the course calendar (to be uploaded to the Canvas website). The course calendar is subject to change.
* To each class, please bring: a notebook (or something to take notes in), and your homework (when it is assigned). I will assume that everyone has done the assigned reading before class begins. Those students that do not keep up with the reading will see that reflected in their participation grade.

*CLASS/CANVAS DISCUSSION:*

* The more you engage in this academic community, the more you will learn. As with class attendance, it is important for you to participate in class/Canvas discussions as thoroughly as possible; we want our time to be productive. Even if you have a hard time participating in discussion, for whatever reason, I ask that you give it your best shot. Participation in classroom discussion will be part of your participation grade, and we can discuss your participation grade in conferences so there are no surprises.

*TECHNOLOGY:*

* You will be expected to set your cell phone to *silent* before class begins (NOT vibrate).
* Don’t text during class. It is extremely disrespectful. You will lose participation points if you do so.
* A similar policy applies to laptops. If you use your laptop to take notes during class, actually use it to take notes during class. Don’t e-mail during class, don’t check Facebook, and don’t do work for your other classes during this one.

*COMMUNICATION WITH INSTRUCTOR:*

* You may communicate with me either after class, during office hours, or via email.
* Check your Canvas course website and email daily for updates regarding course schedule, reading assignments, and pre-class preparations.

ACADEMIC INTEGRITY

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

WRITING RESOURCES

The Writing & Communication Center (WaCC) at UW Bothell supports students of all abilities, at any stage of the reading, writing, or presentation process. (https://www.uwb.edu/wacc)

DISABILITY ACCOMMODATIONS

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at [DRS website](file:///Users/apple/Desktop/Eng199A_IWP_2018Autumn/DRS%20website). (https://www.uwb.edu/studentaffairs/drs)