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| mage result for ccny logo | English 210 Section P  **SEM/YEAR:** Fall 2017  **Classroom:** SH 20  **Class Meeting Times:** Tues 2pm-3:15pm  **Online Meeting Times:** Th **Instructor:** Susan Delamare  **Contact Information:** sdelamare@ccny.cuny.edu  **Office Location:** NAC 6/318  **Office Hours:** Tues 1-2 PM |

**Course Description** The purpose of this course is to develop your writing and reading skills in the sciences. The exercises and assignments are designed to engage you as analytical readers of scientific papers, lab reports and other science writing. This course will help you synthesize information, find answers, and present ideas to an audience in different genres seen in science writing. Collaboration is an important part of this process and together through exchange and interaction we will learn to communicate our knowledge, plans and ideas in a professional manner.

This class is also a **hybrid online course**. In this class, we will combine in-class, person-to-person communication and exercises with online-based assignments, communication and class sessions. This means that a portion of our classes will meet through the online platform, Blackboard. You will be required to ensure that your Blackboard (Bb) account is accessible and functioning.

**Course Learning Outcomes**

* acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
* enhance strategies for reading, drafting, revising, editing, and self-assessment
* negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
* develop and engage in the collaborative and social aspects of writing processes
* engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
* formulate and articulate a stance through and in your writing
* practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
* strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

# Required Material

*Writing In The Sciences: Exploring Conventions of Scientific Discourse* by Ann M. Penrose and Steven B. Katz, 3rd edition, Pearson, 2010 (book or electronic copy) **(required)**

**City College Blackboard**: Other reading and writing materials, PowerPoint slideshows and videos will be posted online on Bb during the semester. **Please Note: You must use your CCNY email address in BB (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.**

# Assignment Grade Weights

Science Journal Entries (5) 15%

Scientific Rhetorical Analysis 10%

Annotated Bibliography 10%

Research Report 15%

Collaborative Research Project 20%

Digital Portfolio and Reflection Essay 20%

Participation (Attendance, Punctuality, Preparation, in-class Writing) 10%

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| **Grading Scale**  **A+**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 % |

**Plagiarism:** Plagiarism is the unacknowledged use of anybody else’s material (words or even ideas). Any paper with your name on it signifies that you are the author- that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. In academic environment where thinking is of primary importance, stealing the thoughts of others and passing them off as your own is not tolerated and is subject to highest penalties. Evidence of plagiarism will result in one or more of the following: a failing grade from the assignment, the course or a report with the college, and disciplinary action. In the era of easily available materials on the Internet, plagiarism – a serious offense – can become enticing to students. Students are asked to use this potentially wonderful resource with caution. Students can consult a writing manual on incorporating secondary research. They can also talk to the professor during office hours for more information about acknowledging references (especially when uncertain about the rules).

**Assignments**

All of your assignments will be submitted to our Blackboard (Bb) course site unless I inform otherwise. You will use the CCNY database for at least 50% of your research. The other 50% may come from reputable online publications (newspapers, magazines). Due dates for all assignments can be found in the ‘Weekly Schedule’ below.

**Journal Entries (250-500 word minimum)**

You will choose 5 separate news, magazine, or journal articles, from 5 separate sources on recent science updates to **summarize and respond** to. At least 2 of these sources must be from peer reviewed journals accessed from the **CCNY library database**. The other sources can come from online reputable sites (will provide a list). Your response will be a critique or evaluation of the author’s essay. Guidelines and examples will be distributed in class

**Scientific Rhetorical Analysis (1000-1250 word minimum)**

You will write a formal analysis of a scientific report (approval required) in which you comment on various aspects of the report. The goal is a rhetorical analysis of how the author writes by analyzing the strategies the author uses to achieve his/her purpose in writing the report. Detailed instructions to follow

**Annotated Bibliography (900-1200 word minimum)**

A minimum of 6 sources are to be used for the annotated bibliography. This is a list of your citations that will be used in the Research Report. Each citation (150-200 words) should make a relevant contribution to your Research Report. You will inform the reader of its relevance and accuracy.

**Research Report (1500-1750 word minimum)**

Choose a controversial issue in the science or applied science field that interests you (approval required). In this report, you will analyze the controversy and report on it in a documented essay with references to multiple sources. The tone of this essay should remain objective and neutral. Minimum of 6 sources are required based on your annotated bibliography. Detailed instructions to follow.

**Collaborative Research Project)**

Students choose a science topic, read multiple sources on the science topic and write summaries of the readings. You will then create a poster presentation and present your findings to the class with an oral presentation. Detailed instructions to follow.

**Portfolio and Self-Assessment**

The Portfolio and Self-Assessment Essay are in many ways the most important documents that you’ll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

The Portfolio should include, at a minimum, the Self-Assessment Essay (**1200-word minimum**); revised and edited versions of your papers you composed over the semester that help you demonstrate the extent to which you’ve met the course learning objectives and developed your understanding of writing and argument.

Detailed information on the Portfolio and Self-Assessment will be handed out separately.

**Other Writing Assignments**

Writing is a social act; it takes place in a community of peers. Every essay assignment in this sequence is drawn from a long history of essay writing. As writers, we both follow the format of the existing genre and, in writing, add our own spin to the genre. We’re taking part in a cultural tradition, but we’re doing so, usually, in isolation: sitting alone in front of a computer. For this reason, we need input. We need to learn from our fellow writers whether we’ve hit or missed the mark. And if we’ve missed it, how can we get closer?

While everyone would like genuine feedback, our primary goal is to create a positive, supportive learning environment. No one benefits from being made to feel bad about their writing. While suggestions to writers can sometimes be painful to hear, they should never be intentionally hurtful. They also shouldn’t be overly rosy. No one benefits from being told that their essay is so good that it doesn’t need any work at all.

**Discussion Board Posts (DBP 150-250 words)**

The DBP gives you a chance to think through and respond to the reading before class. For each DBP, I’ll provide you with a prompt. Usually, the prompt will ask for a specific response; the DBPs will be evaluated based on how well you respond to the question. While these posts will ask for specific information, the DBPs are informal. You won’t be evaluated for typographical and grammatical correctness as long as these issues don’t interfere with your meaning.

**Discussion Board Comments (DBC 50-100 words)**

For discussion board comments, you’ll not only have to post a response but also engage your classmates in discussion. Your goal, here, is to further the discussion, to ask **meaningful** questions, and to extend your thinking on the subject. As with your primary posts, these responses are informal. I expect at least 1 comment on another student’s post.

**Course Policies**

**CCNY’s Statement on Community Standards**

<https://www.ccny.cuny.edu/studentaffairs/community-standards>

**Late Policy on Major Assignments**: Assignments are due on stated dates by 2pm unless otherwise noted. I will still accept your paper and only 10% will be deducted from your grade as long as you submit it within 24 hours after the due date. If you miss this deadline you have an additional 5 days to submit your paper and will be deducted 20%. **No papers will be accepted after the 5-day extension.** This policy applies regardless of you being absent or not, so you should still attend class even if you have not completed an assignment! And, again, if there are extenuating circumstances, please contact me immediately.

**Note:** No late policy on homework assignments.

**Contacting Your Instructor**

I encourage you to contact me during my office hours. You must email for an appointment no later than **8pm** the day before my office hours. If you are unable to meet during office hours, please speak to me before or after class so that we can arrange a meeting. You may, also, contact me via email with questions. I will try to respond within 24 hours of receiving your email, but not more than 72 hours.

**CLASSROOM RULES**

1. **Attendance:** Itis MANDATORY to attend all sessions. You are allowed 4 absences for any reason, but you must email me to inform me of your absence. If you miss 5 classes your final grade will be deducted a half point. If you miss 6 classes, your grade will be deducted a full point. If you miss 7 or more classes, you run the risk of failing the course.
2. **Punctuality:** All students are expected to be on time and seated in the room when the class starts. Actually, it is better to be in time than on time. Give yourself five minutes to relax and socialize with your classmates and the professor before the class starts. In addition, 3 late arrivals equal one absence. Arriving to class more than 30 minutes late, leaving more than 30 minutes early, or leaving the classroom for a total of 30 minutes or more during a given session will result in a marked absence. If you foresee difficulty in arriving on time (for ANY reason), see me about withdrawing from class. If you are absent, you are still required to submit an assignment on time.
3. **Early Departures***:* Any students leaving the class without permission is absent for the day. Stay for the whole class unless you have notified the instructor earlier, or in case of an emergency.
4. **Participation:** Class participation is MANDATORY, and necessary for your own learning. It includes writing in class, working in pairs and groups, reviewing peers’ papers, speaking up in class discussions, asking interesting questions. To participate:

* *Presence:* You should be present physically in all classes for the whole session and arrive and leave on time. “Showing up is eighty percent of life,” said Woody Allen. I agree with him because you learn a lot from just being present and listening in the class.
* *Mindfulness and Engagement:* You should be present mindfully. That means you want to be awake, attentive, and responsive. Follow the lectures, be engaged in class activities such as writings, readings, discussions, cooperate in group works and be a team player by being both a leader and a follower. Ask and answer questions, and speak up in class. Come to class equipped with a pen, notebook, and the course texts. My classroom is a forum for the free exchange of ideas. Therefore, students are encouraged to challenge one another’s ideas with respect.

1. **Cellphones and Electronic Devices:** All cell phones must be off or silent. If you are in the midst of a potential family emergency (such as illness of a child or other loved ones),you may ask the professor at the beginning of a particular class to adapt the cell phone policy and make an exception that day. However, no student is ever to answer a cell phone or leave the classroom without explicit permission. You are allowed to use laptops or tablets for classroom purposes such as taking notes, reading the course texts, or research.
2. **Avoiding Disruption:** Know that disrespectful or childish behavior will not be tolerated. Students demonstrating consistent disruptive behavior will be dropped from class. Remember that your instructor has the right to take classroom behavior into consideration when determining final grades and, if necessary, refer students to the Dean of Students for disciplinary action.

* Avoid side-talks and personal conversations during class. We can discuss personal matters outside class.
* Avoid doing another class work, reading newspapers or magazines, or attending online spaces: facebooking, chatting, shopping, texting, etc .
* Avoid boredom: falling asleep, placing heads on desks, leaning on the wall, looking at the clock, or cellphones. What is worse is that boredom is contagious. Sit up, be alert and mindful during the class.
* Avoid setting a picnic table in the class. Have a quick snack, non-aromatic and non-noisy. Drinking is permitted (warm or cold) and non-alcoholic.
* Avoid bringing visitors and children in class at any time.
* Avoid packing up and preparing to leave before the instructor has dismissed the class.

**ONLINE PORTION OF THE CLASS**

Our class is an asynchronous hybrid class, so when we are out of the classroom, we can post at any time up until the due date. For the first week, we will meet at the regular class time on Tuesday and Thursday. From the second week on, we will meet once a week in class on Tuesday and Thursday class will meet online. What this means is that the due dates on your assignments are important. **Failure to submit online assignments on time will be considered as an absence.** There are **no late submissions** for online assignments. The online discussion forum will also be an essential part of this face to face class as discussion from the classroom will continue on the discussion board. There will be weekly discussions and blogs that are due online as well las the discussions that we have in the classroom. Students are encouraged to engage and challenge each other’s ideas with respect.

I will generally log in Monday through Thursday and check the Q&A forum for questions about the class as well as interact with the participants in the ongoing discussion. Questions that are not relevant to the rest of the class can be directed at me through email. **When you send an email please make sure to include the class information in the subject line as Writing for Sciences Hybrid.**

Note: **Your email contact address** is the email address you use for Blackboard. Be sure to check your email at your Blackboard address and **Notifications** in Bb every day to avoid missing important communications.

**Resources for Student Writers:**

**Libraries:** CCNY has several libraries that you can use: Cohen Library in the NAC building (enter from 2nd floor rotunda) the Science and Engineering Library in Marshak Science Building (Room J29), the Music Library in Shepard Hall (Room 160), the Architecture Library in the Spitzer School of Architecture, the Dominican Library (NAC 2/202). Go to the CCNY Library Home Page and click on the drop-down menu "Divisions" to find a list of all CCNY libraries with locations and hours of operation.

**Free Access to Microsoft Word:** <https://citymail.ccny.cuny.edu/pdf/About-Office-365.pdf>

**Free Access to The New York Times:** <https://myaccount.nytimes.com/verification/edupass>

**Computer Labs:** Several computer labs are available to students at CCNY. For a full list of these labs, go to <http://www.ccny.cuny.edu/it/hours.cfm>

**The Writing Center**

The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule and appointment either by going to the Center in person, or by calling (212) 650-8104. This is a free resource available to all students and recommended for all writing assigned in this class. The Center also has a computer lab open to students where students can use computers and printers during operating hours (up to 15 pages a day). For more information on hours, location and services, please visit the official website of the CCNY Writing Center: <http://www.ccny.cuny.edu/writing/>

**Student Support Services:**

**Gateway Advising Center**, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

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,** NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

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 at http//www.ccny.cuny.edu/sssp

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| **Weekly Schedule** | | |
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| **Date and Time** | **Assignments Due Before Class** | **In-class Activities/Online Activities** |
| **Week 1** |  |  |
| Tuesday, **8/29** |  | * Introduction to syllabus * Review Course Learning Outcomes * Student Questionnaire |
| Thursday**, 8/31 (computer lab Rm: STC2)** | **Read:**   * Ch. 1 “Science as a Social Enterprise” *Writing in the Sciences*   **Post**:   * Post by **Thursday midday** an introduction online in Discussions forum “**Getting to Know You**”. Respond to 2 of your peers (**before 2pm Thursday**). | **Discuss:**   * BB hybrid class navigation * Online discussion groups * Summary vs. Analysis * Summary exercise |
| **Week 2** |  |  |
| Tuesday**, 9/5** | **Read:**   * Ch. 3 “Considering Ethics in Scientific Communication” *Writing in the Sciences*   **Post:** | **Discuss**:   * Giving credit to sources; in-text citation and reference page * Paraphrase exercise |
| Thursday, 9/7  **Computer Lab (Cohen Library RM: STC 3)** | **Post:**   * **Paraphrase exercise due on BB by 2pm** | **Library Information Session:**   * Research for Journal entry * Scholarly article sources for Rhetorical Analysis paper * Research Paper sources |
| **Week 3** |  |  |
| Tuesday, **9/12** | **Read**:   * Ch.4 “Reading and Writing Research Reports. *Writing in the Sciences* * Sample Lab Report in 9/12 In-Class folder and bring a copy to class   **Post**  . | **Discuss:**   * IMRAD |
| **Thursday, 9/14** | **ONLINE** | **Online:**   * 1st Science Journal entry assignment due by midnight Saturday. See the submission upload in the Journal folder on BB. * Rhetorical Situation   “**Week 3-9/14”** folder |
| **Week 4** |  |  |
| **Tuesday, 9/19** | **ONLINE – Thursday schedule** | **Online**:   * Reviewing Prior Research   “**Week 4-9/19” folder** |
| **Thursday, 9/21**  **No class** | **NO CLASS** |  |
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| **Week 5** |  |  |
| **Tuesday, 9/26** | **Read:**   * Ch. 8, “Communicating with Public Audiences” *Writing in the Sciences*   **Post:**   * **Your Rhetorical Analysis draft to BB by 2pm. Bring 3 copies to class.** | **Discuss:**   * Assessing your audience   **Group:**   * Peer review |
| **Thursday, 9/28** | **ONLINE** | Online:   * Editing your paper **“Week 5-9/28”** * Work on your final Rhetorical Analysis paper |
| **Week 6** |  |  |
| **Tuesday, 10/3** | * Editing your paper | **Discuss**:   * In-class editing exercise w/ discussion * Brainstorming topics |
| **Thursday, 10/5** | **ONLINE** | **Online:**   * **Rhetorical Analysis** due on BB by **2 pm today.** * Methods in Lab Reports   “**Week 6-10/5**” |
| **Week 7** |  |  |
| **Tuesday, 10/10** | **Read:**   * Bring to class your sources for your Research Report | **Discuss:**   * Writing an Annotated Bibliography   How to critically analyze information sources.   * Abstracts vs. Annotated Bibliography |
| **Thursday, 10/12** | **ONLINE** | Online:   * 2nd Science journal entry assignment due by midnight Saturday. See the submission upload in the Journal folder on BB. * Annotated Bibliography process   “**Week 7-10/12”** |
| **Week 8** |  |  |
| **Tuesday, 10/17** | * Annotated Bibliography drafts | * Peer-review Annotated Bibliography |
| **Thursday, 10/19** | **ONLINE** | Online:   * Annotated Bibliographies for your Research Report **due by Saturday midnight on Bb.** * Research Reports cont’d & Group Discussion   “**Week 8-10/19”** |
| **Week 9** |  |  |
| **Tuesday, 10/24** | **Post:**   * **Research Report draft on BB by 2PM. Bring 3 copies to class for review** | * Peer-review Research Report |
| **Thursday, 10/26** | **ONLINE** | **Online:**   * Work on the Collaborative Presentation Topic   “**Week 9-10/26”** |
| **Week 10** |  |  |
| **Tuesday, 10/31** | * **Present your topic in class** | * **Group Project** |
| **Thursday, 11/2** | **ONLINE** | * **Research Report due on BB by 2PM.** * 3rd Science Journal entry assignment due by midnight Saturday. See the submission upload in the Journal folder on BB. * Review of the Literature   “**Week 10-11/2”** |
| **Week 11** |  |  |
| **Tuesday, 11/7** | * Ch. 6, “Preparing Conference Presentations” | * Posters and graphics |
| **Thursday, 11/9** | **ONLINE** | * Presentations cont’d “**Week 11-11/9**” |
| **Friday, 11/10** | **November 10 Friday Course withdrawal period ends. Last day to withdraw from a class with the grade of “W”; Last day to file for Pass/NC option** |  |
| **Week 12** |  |  |
| **Tuesday, 11/14** | * Ch. 6 cont’d | * Oral Presentation |
| **Thursday, 11/16** | **ONLINE**  . | * 4th Science Journal entry assignment due by midnight Saturday. See the submission upload in the Journal folder on BB. * Work on collaborative presentation   “**Week 12-11/16”** |
| **Week 12** |  |  |
| **Tuesday, 11/21**  **No class** | **NO CLASS** |  |
| **Thursday, 11/23**  **No class** | **NO CLASS** |  |
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| **Week 14** |  |  |
| **Tuesday, 11/28**  **Library** | * Meet in Library | **Discuss:**   * Portfolio and Self-Assessment |
| **Thursday, 11/30**  **Library** | * Meet in Library * 5th Science Journal entry assignment due by midnight Saturday. See the submission upload in the Journal folder on BB. | **Discuss:**   * Portfolio * Group Project |
| **Week 15** |  |  |
| **Tuesday, 12/5** | **Post:**   * **Self-Assessment draft Peer Review (bring 3 copies to class)** | **Discuss:**   * Self-Assessment Peer Review |
| **Thursday, 12/7**  **In-class** | * In-class Presentations * Written Collaborative Project due |  |
| **Week 16** |  |  |
| **Tuesday, 12/12**  **Last day of class** | * In-class Presentations * Student assessments for Collaborative Project due |  |

**NOTE:** This syllabus is subject to change throughout the semester. Any changes made to assignments, due dates, etc. will be communicated through Blackboard.