**English 210.03: Writing for the Sciences**

**Fall 2017 Guidelines**

**Required Textbook**

You may choose either one of two textbooks as your primary (required) ENGL 21003 textbook. The two books are listed below.

*Writing in the Life Sciences: A Critical Thinking Approach* by Laurence Greene (Oxford UP, 2010)

*Writing in the Sciences: Exploring Conventions of Scientific Discourse* by Ann M. Penrose and Steven B. Katz 3rd ed. (Pearson, 2010)

If you want to order a second supplementary book, I recommend this book: *Making Sense in the Life Sciences: A Student's Guide to Writing and Research* by Morgot Northey and Patrick von Aderkes.

**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
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)

**Recommended Writing Assignments for ENGL 21003:**
The following writing assignments are recommended for ENGL 21003. You may select your own writing assignments and determine their relative weights. Your curriculum should include three or four major writing projects for which revision and editing is required and two or more low-stakes, ungraded writing assignments. Your students should complete a minimum of twenty (20) pages of revised and edited writing.

1. A report (or a profile) based on an interview with a science professor or a practicing scientist about the topics, procedures, practices and goals of that person's research topics and professional life. Questions to be asked during interviews could be discussed in class and then formulated by each student individually based on the particular person to be interviewed and the student's interests.

2. A summary of a scientific report or a lab report plus a written response (in which students comment on various aspects of the report). Here is a link to a student-written lab report that appears in The *Norton Field Guide to Writing*, 3rd ed. by Richard Bullock: http://wwnorton.com/college/english/write/fieldguide/3e/Web\_Essays/3e/Thoma s.pdf You could use this lab report or you could use another scientific report that you find in your textbook or in another source.

3. A formal letter of introduction written to you by your students at the beginning of the semester, with reflective comments on the student's goals as a college student and as a student in your ENGL 21003 course.

4. A summary and written response to an essay in *The New York Times* Science Section, which is published every Tuesday. CCNY students and faculty have free access to *The New York Times*. You could use *The New York Times* Science Section as required reading for your course if you wish.

5. If your students are writing scientific reports/ lab reports for other courses that they are enrolled in, you could consider inviting your students to work on the writing of that report for credit in your course. If students do so, they should inform their science course professors.

6. A collaborative research project in which students read multiple sources on one science topic, discuss the readings with students in their groups, write summaries of the readings, and then collectively create a poster presentation and present an oral report to other students in your course. You could prepare packets of materials for each group in advance.

7. A research report in which a student reads multiple sources on one controversy in a science or applied science field, analyzes the controversy, and reports on the controversy in a documented essay with references to multiple sources.