City University of New York (CUNY)

CUNY Academic Works

2018

Writing for the Sciences

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CUNY City College

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The City College of New York
Writing for Science—Public/Community Science 210.03

210.03 Writing for Science
Tuesday / Thursday
NAC 1/301Y
Phone & Text 914 565 1774

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Office Hours: By Appointment

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, lab reports, and other scientific writing and by observing, considering, and questioning science, the scientific method, 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 Outcomes

English 210 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)

In the Classroom

Be prepared for class. Be on time. Meet your classmates, exchange phone numbers with your assigned groups. The classroom is a forum for ideas—don't be afraid to ask questions or share your opinions. Disrespectful behavior will not be tolerated. Do not bring food to class, but drinking is allowed. Set all electronic devices to silent mode. **Your participation is necessary. The topics we will discuss have no right answers. Each of our classes is meant to be a discussion and a forum for ideas, your ideas. Read every assignment twice and come to class ready to talk.**

Grades/Assignments

- Portfolio = 15%
- Infographic=10%
- Multimedia Project/Wiki = 10%
- Blogs = 20% Multiple
- Scientific Process Description = 10%
- Group Literature Review = 20%
- Oral Presentation = 15%

Absence/Lateness Policy

- The fourth and every following absence from class will result in a deduction from the final grade.
- The third and every following late entrance to class will result in a one-point deduction from the final grade.

Plagiarism/References

Plagiarism is the act of presenting another person's ideas, research, or writings as your own. The following are some examples of plagiarism, but these instances are not exhaustive: a) Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source; b) Presenting another person's ideas or theories in your own words without acknowledging the source; c) Using information that is not common knowledge without acknowledging the source; d) Failing to acknowledge collaborators on homework and laboratory assignments; e) Internet plagiarism (which includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution. Please refer to the CUNY Policy on Academic Integrity other examples of Academic Dishonesty and the related consequences: http://www.cuny.edu/about/info/policies/academic-integrity.pdf

The Writing Center

All students are encouraged to use The Writing Center. According to their website: "You should visit [the Writing Center] 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 further information, or to schedule an appointment, go to their website:

http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/

Remember to always bring a copy of your assignment sheet to the Writing Center in order to help your tutor better understand what needs to be done.

Assignments

We will use safe assign on Blackboard for papers and any other written assignments such as blogs. Homework assignments from the textbook will be brought into class for discussion on the due date. **I will not accept hardcopy in the classroom of any assignment EXCEPT the assigned *Writing in the Sciences* textbook questions which you will compile into a portfolio in a folder that I will review in the midterm conferences and at the end of the term**. The Tech center on the first floor has computers for your use. Assignment links are located in the Assignment and/or Blog area on the Blackboard menu which is on the left side of the screen. **You must use your school email for all communication** from our class as Blackboard will not allow outside email. Make sure you check your email!

Use the following page of the syllabus as a template for assignments without a formal required format such as the Lab Report and the Literature Review.

Your name

Instructor's Name

Class Name

Due Date

For this class, all assignments are to be typed, double-spaced, on regular letter-sized paper. Use black ink. Use 12-point font, preferably Times New Roman. All papers should have one-inch margins and the text should be aligned left—if your computer has standard settings that are different than these requirements, you must learn how to change them. All assignments of more than one page must be paginated, and have a header including your last name. **DO NOT DOUBLE SPACE BETWEEN PARAGRAPHS. DO NOT DOUBLE SPACE BETWEEN PARAGRAPHS!**

Clearly mark the following in the upper corner of the first page of every assignment, as shown above: your name, the course name, the course section, and a description of the assignment. Leave a space or two between this heading and your title. The text that follows the title must be double-spaced—there will be no exceptions to this rule.

Paragraphs should be indented one-half-inch from the left margin and should begin on the line immediately following the previous paragraph. Papers that use an excessive amount of empty space, or any other tricks, to fulfill minimum page requirements will be regarded as incomplete, receiving less or no credit depending on the specific case.

For each of the longer papers you will be given an assignment sheet detailing the requirements of the given assignment. These will include page requirements and due dates as well as expectations about the structure and specific formatting issues of each assignment. This page is to be considered a template for each of these assignments.

Date	Lesson	Assignment Due
January 30	Syllabus Review/Time Line/Assignments	
February 1	Group Selection/Working in Groups	
6	Service Learning Commitments	
8	Primary vs. Secondary Literature /	**Topic Selection**
13	Research	
15	Research Tools	**2/15 Awareness Campaigns**
22	Venngage Building an Infograhic	**2/21 Research Articles**
27	Infographics	
March 1	Narrative	**3/6 Narrative**
6	Narrative in Science Writing	
8	Narrative Multi Media Presentations	**3/13 Blogs Examples Due**
13	Blogs	**3/15 Blog Topics Due**
15	Blogs	
20	Peer Review Multi Media Presentation	**3/20 Draft Multimedia project Due in class**
22	Peer Review Blogs	
27	Preview of Literature Reviews	**3/27 Blogs Due**
29	Peer Review of Entire Projects	**Draft of Projects Due in Class**
April 8	Project Presentations	**4/10 Awareness Campaign Projects Due**
12	Project Presentations	
17	Literature Reviews	**4/15 Reflections of Campaign Due**
19	Introduction/Methods	
24	Results/Discussion/Abstracts	
26	Parts of Review Continued	**Bring Copy of draft with abstract**
May 1	Literature Review Workshop	**Literature Review Due**
3	Oral Presentations	
8	Oral Presentations	
10	Oral Presentations	
15	Oral Presentations	**Literature Review Due**

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General Education Rubrics

Writing

	Beginning (1)	Developing (2)	Proficient (3)	Accomplished (4)
1. Thesis and Topic Sentences	-Responds to the assigned topic but lacks a coherent thesis -Body paragraphs lack topic sentences, or topic sentences either fail to address or only partially address the assignment	-Has a coherent thesis, but the thesis is either too vague or too self-evident to be effectively developed -Body paragraphs have topic sentences, but they may be too general or too specific to be effective -Some but not all topic sentences develop thesis	-Has a thesis with sufficient focus and clarity to be effectively developed -All body paragraphs have effective topic sentences that serve to develop thesis	-Has a strong explicit thesis, which may take into account competing point(s) of view -All body paragraphs have effective topic sentences that serve to develop complexity of thesis
2. Structure and Organization	-Lacks a coherent introduction -Progression of thought within paragraphs is unclear or illogical -Progression of thought from paragraph to paragraph is unclear or illogical -Lacks a coherent conclusion	-Has a coherent introduction but needs greater focus to set up the thesis -Progression of thought within paragraphs is clear and logical, but progression of thought from paragraph to paragraph is not -Has a coherent conclusion, but needs greater focus	-Has a sufficiently focused introduction that effectively sets up the thesis -Progression of thought both within and between paragraphs is sufficiently clear and logical -Has a sufficiently clear and focused conclusion	-Has a clear, focused, and compelling introduction that effectively sets up the thesis -Progression of thought both within and between paragraphs is clear and logical -Has a clear, focused, and compelling conclusion
3. Evidence and Development	-Has little supporting evidence or evidence is too general -Has major omissions of essential evidence -Makes limited use of specific examples -Connections between evidence and assigned topic are minimal or missing -Engages in little to no analysis and relies too heavily on summary	-Has supporting evidence but not enough to effectively develop thesis -Has some omissions of essential evidence -Some paragraphs do not provide specific examples that develop thesis -Makes connections between evidence and thesis, but connections are not consistent throughout -Engages in some analysis but relies mostly on summary	-Has sufficient supporting evidence to effectively develop thesis -Has no omissions of essential evidence -All body paragraphs sufficiently provide specific examples that develop thesis -Makes sufficient connections between evidence and thesis throughout -Engages sufficiently in analysis and provides summary when appropriate	-Has effective supporting evidence and considers counter-evidence to demonstrate a broad understanding of the topic -Has no omissions of essential evidence -All body paragraphs effectively provide specific examples that develop thesis -Makes effective connections between evidence and thesis throughout -Engages effectively in analysis and provides summary when appropriate
4. Mechanics and Style	-The writing is unfocused and unclear at the sentence level -The tone and style is not appropriate for the genre and audience -There are major problems in grammar, punctuation, and usage, many of which undermine the communication of ideas -The paper appears to be a first draft	-The writing is focused and clear at the sentence level but not at the paragraph level -The tone and style is mostly appropriate for the genre and audience -There are significant problems in grammar, punctuation, and usage, but they do not significantly undermine the communication of ideas -The paper appears to have not been proofread	-The writing is focused and clear at both the sentence level and the paragraph level -The tone and style is sufficiently appropriate for the genre and audience -There may be minor problems in grammar, punctuation, and usage, but they do not undermine the communication of ideas -The paper appears to have been proofread	-The writing is focused and clear at both the sentence level and the paragraph level -The tone and style is effective and appropriate for the genre and audience -There are almost no errors in grammar, punctuation, and usage -The paper appears to have been proofread

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General Education Rubrics
CRITICAL THINKING

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events
before accepting or formulating an opinion or conclusion. (*for more information, please contact value@aacu.org*)

	Begning (1)	Developing (2)	Proficient (3)	Accomplished (4)
1. Explanation of issues	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
3. Influence of context and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
4. Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
5. Conclusions and related outcomes (implications and consequences)	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

Resources

- Library: http://ccny.cuny.edu/library

- Online Databases: http://libguides.ccny.cuny.edu/atoz

- Writing Center: http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/index.cfm

- Computer Labs and Printing: http://www1.ccny.cuny.edu/facultystaff/it/facilities/index.cfm

- AccessAbility Center: http://www1.ccny.cuny.edu/current/student/services/access

- Counseling Center: http://www1.ccny.cuny.edu/current/student/services/counseling/index.cfm

- Career Center: http://www1.ccny.cuny.edu/current/students/services/careers/index.cfm

- Oxford English Dictionary: http://www.oed.com.ccny-proxy1.libr.ccny.cuny.edu

- Purdue Online Writing Lab: http://owl.english.purdue.edu

- Directory of Open Access Journals: http://doaj.org

Support Services

There are several Support Services available for CCNY students.

Check this website for a complete list http://www1.ccny.cuny.edu/current/tutoring_services.cfm:

- *Gateway Advising Center*, NAC 1/220 – students without a declared major receive academic advising through the Gateway Center.
- ***Samuel Rudin Writing Center*, NAC 3rd floor plaza – offers writing assistance to all CCNY students through one-on-one tutoring and group workshops. ESL tutoring is also available through the Writing Center.**
- *AccessAbility Center Tutoring Services*, NAC 1/218 – provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.
- *SEEK Peer Academic Learning Center*, Harris 08 – offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.
- *SSSP Academic Resource Center*, Harris 03 – offers tutoring in most core subjects and group workshops in Math and Biology for students who meet financial qualifications and have interviewed for the program.