

## W2-Summer Session 2014 Breaking Science

TTH 6-9:30  
J Baskin Engr 165

Dr. Joy Hagen  
Office: College 8 Rm 333  
Hours: W 10AM-2PM & By  
Appointment

### TEXTS AND OTHER COURSE MATERIALS

- ✓ Lunsford, A. 2009. *Everyday Writer*, 4e. Bedford, St. Martin (**Or Equivalent**)
- ✓ *Science and Nature* journals: Access the UCSC Library subscriptions on-line eCommons course page, \$\$ for copies and loads of printing
- ✓ Following some Science and Nature podcasts is recommended

### Breaking Science

In this course, we will investigate and make sense out of a variety of complex issues in science, including tracking current news from issues of Science and Nature magazines and other sources. We will engage in understanding and communicating concepts in the physical and biological sciences, including communicating in different genres for a variety of audiences and purposes. We will engage rhetorical principles in our writing of persuasive arguments on a wide range of topics affecting science and society. As in every Writing 2 course, students in this class will write several substantive essays, including a research project (literature review) and a convincing, persuasive paper based on researched sources. Emphasis is on the relationships between scientific inquiry and writing, between clear thinking and clear writing.

*Writing 20 (By instructor permission only) prepares you to satisfy ELWR by portfolio. Your portfolio is due on the last day of class.*

*Or,*

*Writing 2 satisfies the C2 (Rhetoric and Inquiry) requirement. Students must have satisfied the Entry-Level Writing Requirement (ELWR) and the C1 (Introduction to University Discourse) requirement before enrolling. Students who did not pass their college Core class with a grade of C or better have not satisfied the C1 requirement.*

### Intellectual Habits of Mind at UCSC:

At UCSC, we pursue quality thinking and learning, including cutting-edge research. Our specific habits in this course will promote your academic growth, provided we assume these simple goals:

1. Developing as critical thinkers requires welcoming civil disagreement and debate, and so you will pursue the intellectual habits of **curiosity, openness, and persistence**.
  - a. The classroom is a safe space for the interchange of ideas.
  - b. Take risks, both in your writing and in class participation generally.
  - c. Be a fantastic collaborator, striving to contribute honestly in group work.
  - d. Respond to peer writing critically and helpfully, but not judgmentally.
2. Respect your own thinking and learning (and, by extension, writing), and that of your classmates and instructors. Cultivate the intellectual habits of **engagement, responsibility, and flexibility**.
  - a. Take ownership of your writing. Revise deeply until you are truly happy.
  - b. Challenge yourself. Choose challenging topics, try new approaches.

- c. Use your resources to attain new competencies in writing and research. Resources include all course materials (on-line and in-class), instructor office hours, peer and instructor feedback, and campus research and writing resources. <http://www2.ucsc.edu/writingprogram> and <http://library.ucsc.edu/>.
  - d. Always bring your writing (drafts & copies), a handbook, and laptop with you to class and always use your own writing to practice course concepts and writing skills.
  - e. Be ready to talk, write, and think critically about writing and readings.
  - f. Answer procedural questions outside of class time: read all assignment instructions; check the course schedule each week; check eCommons and mail within 12 hours of class.
  - g. Be on time. Keep your deadlines and do not fall behind.
  - h. Be present and engaged.
  - i. Failing to properly acknowledge and cite your sources, or pretending that the work of others is actually your own, is called plagiarism and is a serious violation of University rules. So as you do your research, be sure and note the sources that you've consulted and the information that you have taken from each" UCSC policy cited in nettrail at <http://nettrail.ucsc.edu/ethics/index.html>, Jan. 2010.
3. Develop your thinking by developing your writing, and vice versa. Cultivate habits of mind that include **creativity**, **persistence**, and **metacognition**.
- a. Write to learn
  - b. Write to define and hone your own thinking and learning
  - c. Write to communicate
  - d. Develop your writing process recursively
  - e. Pursue a variety of goals for your writing
  - f. Challenge yourself to try new approaches
  - g. Use multiple strategies to accomplish your writing and research goals
  - h. Reflect after each class, exercise, writing session, or revision to identify the skills or learning outcomes involved in your work.

**Following the habits of mind outlined here will lead to success in the course. The course components that serve these habits are outlined in more concrete detail here, including revising, instructor conferences/ office hours, attendance, participation, assignment deadlines, and grading.**

#### REVISIONS AND GRADING:

Your goal is personal development as a writer and a scholar, with the instructor coaching your progress toward as much as possible during the meager ten-week quarter. If you choose a graded option for the course, your progress is measured through a single comprehensive letter grade. Grades are not given to individual pieces of writing; instead, a complete portfolio of your work is graded holistically.

- ✓ Some of your work will be marked check-plus-minus, with a check indicating that it meets course expectations ("+" is stronger than average work and "-" indicates shortcomings).
- ✓ Revising and Papers: You are encouraged to revise any and all of your writings and **you are required to revise major assignments**. Incomplete portfolios

with non-passing essays (for assignments with required revisions) will receive no credit, an incomplete, or a "D", depending on the situation.

- ✓ All passing assignments (for assignments with required revisions) receive a **sticker** once they are considered passing. Often, multiple revisions/rewrites are required.
- ✓ Grading the Process vs. the Product: Course material in Writing 2 centers on the writing process, not the product (your papers). The real "product" is reflected in your competence at the end of the quarter. To do well, you must challenge yourself with the assignments, using the resources provided in this class to achieve a new skill level. Revising deeply improves your writing and gives you practice in useful approaches for your future writing situations.
- ✓ Revision Due Dates: When your paper is returned to you, write your due date at the top of the paper. Turn in new drafts with all previous drafts. Comments, and response letters attached. Binder clips are good.

#### CONFERENCES AND OFFICE HOURS:

You are encouraged to seek me out during my office hours with or without an appointment. In addition, we will conference on important papers. I urge you to take advantage of the individualized attention your writing can receive in conferences and hope you will not hesitate to come to my office with questions about assignments, class, writing, science, caterpillars, *Raphanus raphanistrum x sativus*... whatever. **Please bring all your assignments and your course notebook to conferences.**

#### MAJOR PAPERS:

To assure good course performance, show your progress through several complete drafts and challenge yourself to research and write at your best and then strengthen your skills even more.

- ✓ The research project is a review of the academic literature surrounding a specific topic that you explore and develop early in the class. This assignment consists of **two article critiques** and an unbiased **Literature Review**, with the goal of giving you competence working with in-depth sources through the UCSC library and to show competence integrating those sources smoothly into your own writing following conventions for good citation.
- ✓ Keeping the same topic in mind, you will then write an **Argument Paper** and an **OpEd** that further develop a specific persuasive thesis. In your Argument Paper, you will do a detailed analysis of your argument followed by a comprehensive revision.

#### WRITING/ ASSIGNMENTS:

Instructions for the assignments are discussed in class and posted to the course website (refer to course schedule). Please read the assignments through carefully and ask yourself if you have enough information to decide all of the following about your upcoming paper: Purpose, topic, tone, genre, deadline, length, and format. If you have questions or want more detail, ask! You are responsible for keeping track of the assignments and due dates. 1) Check the course schedule frequently. 2) Listen for additional instructions in class. 3) Read all assignment instruction sheets (on eCommons) thoroughly. 4) Check for additional resources or announcements on eCommons.

ASSIGNMENTS (yellow highlights are major assignments with required revisions).

Assignment 1: Writer's Goals

**Assignment 2. Literature Review (Required Revision)**

- 2.1/2.1(a) Article approval
- 2.1 Topic Exploration I
- 2.2 Topic Exploration II
- 2.3 Keyword Tree
- 2.4 Topic Proposal
- 2.5 Critical Article Review 1 (Review paper)

**2.6 Critical Article Review 2 (Primary Research Paper. Required Revision)**

- 2.7 Annotated Bibliography (Must be complete for a C2 grade; Replaced with Annotated Revision for WRIT 20)

**Assignment 3. Argument (Required Revision)**

- 3.1. Positions/ Premises
- 3.2. Ratio firmamentum! (Must be present for a grade)

**Assignment 4: Opinion/ Editorial (OpEd) paper (Required self-revision) DUE in portfolio**

STYLE EXERCISES:

We do frequent exercises in class on style to increase your writer's toolbox.

- ✓ Exercises are brief, but you are expected to use further resources on eCommons.
- ✓ You will use your own work, such as a current or recent assignment, to practice in-class exercises. **Please bring your work with you to class, no exceptions.**
- ✓ You must show your practice and competency with in-class style topics in your revision and writing. Striving to master the style changes is an important part of succeeding in the course.

READINGS:

The gist of our reading is weekly tracking of current scientific news, including issues of *Science* and *Nature*. Specifically, the minimum required reading is the weekly "News of the Week" feature in *Science* and any one of the "News in Focus" items in *Nature*.

NOTEBOOK:

You will keep a "lab" notebook where you will record observations and notes. Blue Books or regular notebooks work well. Specific formats (discussed in class) are required for entries, including weekly reading note assignments and several sets of observation notes. Of course, your notebook can be used for in-class exercises and course notes.

eCOMMONS:

**The class website is hosted through eCommons**, where many course materials and readings are available. Familiarize yourself with the site and check before each class meeting for new announcements. The course web site also serves as a fruitful collaborative space to facilitate collaborative work and even peer review.

#### ATTENDANCE:

Attendance is very important because there are many things in class (style and grammar exercises, information on assignments, in-class writing work, etc.) that are difficult or impossible to make-up. Missing class hurts your work and your grade. According to Writing Program policy, you are allowed **no more than ONE absence**. Contact the instructor right away to make arrangements for any absence.

#### PARTICIPATION and COLLABORATION:

You will be expected to share your questions, ideas, and opinions in class.

- ✓ Be prepared to talk and write about the readings and share your writing in class.
- ✓ You will work collaboratively throughout the quarter and collaboration is evaluated in detail, including peer reading assignments and an ongoing topic collaboration group.

#### PRINTING and DEADLINES:

**Late work absolutely hurts your final grade.** You are graded mainly on how much progress your writing skills show and late work cuts into the calendar time you have to work on skills in any individual assignment, as well as cutting into instructor response time for that assignment. The responsibility for providing a printed hard-copy of your assignment is yours, not the instructor's. For every paper I print, I could be reading and commenting on another; ultimately, printing cuts into time for paper comments.

#### DRC ACCOMMODATION:

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g. office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.