

**WRI 103A: Writing for Science Undergraduates**

*3 credits, 3 hour lecture*

This course provides intensive writing practice to help students improve their ability to communicate clearly in writing. By studying examples and applying principles of scientific writing to a variety of contexts, students will develop their skills in writing expository, analytical, technical, and persuasive prose. They will also learn to analyze and evaluate argumentation and to apply those skills to their own written and oral presentations.

*Prerequisite: ENGL 30-1 or equivalent*

**Instructor**

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**Office Hours**

Monday	1:00 - 1:50 AM
Tuesday	1:00 - 1:50 PM
Wednesday	11:00 -11:50 AM 3:00 - 3:50 PM
Friday	1:00- 1:50 PM

**Hours of Instruction**

Monday and Wednesday	4:00-4:50 PM
Friday	11-11:50 AM

**Required Resources**

Northey, M., Knight, D., & Draper, D. (2015). *Making sense: A student's guide to research and writing in geography and environmental sciences*. 6<sup>th</sup> ed. Don Mills, ON: Oxford University Press. ISBN 978-0-19-901022-6 (Either the 6<sup>th</sup> ed. or the 7<sup>th</sup> ed. is acceptable)

Course pack of readings

**Course Outcomes**

Upon successful completion of this course, students will be able to:

- Adapt writing to different audiences and genres, with an environmental emphasis.
- Develop a proposal, review scientific literature and write a comprehensive report to demonstrate an understanding of environmental research.
- Plan, draft, review, edit and proofread written work to university standards.
- Apply guidelines to give and receive useful feedback during peer editing sessions in order to facilitate continuous improvement.

**Evaluation**

<i>Assignment</i>	<b>Percentage</b>	<b>Due Date</b>
Observation (750 words)	10%	October 2
Summary (500 words)	5%	October 9
Interview (750 words)	10%	October 23
Scientific Argument Proposal (500 words)	5%	November 4
Online Assessment (750 words)	10%	November 6
Visual analysis (1000 words)	15%	November 29
Scientific argument (2000 words)	20%	December 4
In-class writing (variable length)	10%	ongoing
In-class informal activities	5%	ongoing
Peer response workshops	10%	ongoing

*A grade of C- is required for progression or transfer.*

**Draft Workshops**

Throughout the term, you will participate in a total of five peer response draft workshops. These workshops will give you the opportunity to provide and receive feedback on an upcoming assignment.

For each workshop, you will bring copies of your draft version of the assignment. You will share these copies with your small group, and students will offer feedback according to specified guidelines.

Participation in each peer response draft workshop is worth 2% of your final grade.

**In-Class Writing**

Throughout the term, a total of 12 in-class writing assignments will be given. These may take the form of paragraph responses, summaries of online research, memo reports, notes, or other styles. In calculating your final grade, I will drop the lowest two. Except under extraordinary circumstances, in-class writing MAY NOT be written outside of class.

**In-Class Informal Activities**

Group work, quizzes, discussions, and other informal learning activities in class will contribute to the final grade. You will need to be present in class to receive credit for these activities on any given day.

## Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory <b>Progression</b>	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor <b>Minimum Pass</b>	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

## Proposed Schedule of Topics

Chapter numbers refer to Northey, Draper & Knight. Other readings are in the course pack. Additional online readings may be assigned.

DATE	TOPIC	READINGS	ASSIGNMENTS	OTHER
Sept. 4-6	Introduction to course		In-class writing 1 Sept. 6	
Sept. 9-13	Audience and purpose in scientific writing	Northey, Draper & Knight, Chapter 1	Observation assignment given Sept. 9	
Sept. 16-20	Writing the observation	Chapter 11 Ackerman, Why leaves turn color in the fall (coursepack)	In-class writing 2 Sept. 20	
Sept. 23-27	Writing the observation	Dillard, Living like weasels Doyle, Joyas volardores	In-class writing 3 Sept. 27	<b>Observation draft workshop Sept. 25</b>
Sept. 30-Oct. 4	Summary writing	Chapter 4	Summary assignment given Sept. 30 <b>Observation due Oct. 2</b> In-class writing 4 Oct. 4	

Oct. 7-11	Writing the Interview	Quammen, Being Jane Goodall	Interview assignment given Oct. 7 <b>Summary due Oct. 9</b> In-class writing 5 October 11	
<b>OCT. 14</b>	<b>THANKSGIVING</b>	<b>DAY</b>	<b>COLLEGE</b>	<b>CLOSED</b>
Oct. 16				<b>Interview draft workshop Oct. 16</b>
Oct. 18	Library class			<b>Meet at Keyano Library at 11 a.m.</b>

Oct. 21-25	Assessing research sources		Online assessment assignment given Oct. 21 Scientific argument assignment given Oct. 23 <b>Interview due Oct. 23</b> In-class writing 6 October 25	
Oct. 28	Assessing research resources	Chapter 2	In-class writing 7 Oct. 28	
<b>OCTOBER 30</b>	<b>KEYANO</b>	<b>PROFESSIONAL</b>	<b>DEVELOPMENT</b>	<b>COLLEGE CLOSED</b>
Nov. 1				<b>Online assessment draft workshop Nov. 1</b>
Nov. 4-6	Analyzing persuasive strategies	LeBlanc, Tattrie, Dillon, Moss & Sheer, and Tsong	<b>Scientific argument proposal due Nov. 4</b> In-class writing 8 Nov. 4 <b>Online assessment due Nov. 6</b>	
<b>NOV. 8</b>	<b>READING</b>	<b>DAY</b>	<b>NO</b>	<b>CLASSES</b>
<b>NOV. 11</b>	<b>REMEMBRANCE DAY</b>	<b>COLLEGE</b>	<b>CLOSED</b>	
Nov. 13-15	Analyzing a visual argument	Chapter 12	Visual analysis assignment given	

			In-class writing 9 Nov. 15	
Nov. 18-22	Developing a scientific argument		In-class writing 10 Nov. 22	<b>Visual analysis draft workshop Nov. 20</b>
Nov. 25-29	Writing a scientific argument	Chapter 2 Klinkenborg, Our vanishing night	In-class writing 11 Nov. 29 <b>Visual analysis due Nov. 29</b>	<b>Scientific argument draft workshop Nov. 27</b>
Dec. 2-4	Editing and proofreading a scientific argument		In-class writing 12 Dec. 2 <b>Scientific argument due Dec. 4</b>	

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Laboratory Safety**

In the science laboratories, safety is important.

Students must complete the *WHMIS for Students* online training course on Moodle before entering the science laboratories.

Students must comply with the mandatory laboratory safety rules for this course as provided in the laboratory manual. Failure to do so will result in progressive discipline such as a verbal warning, refused entry into the laboratory, or suspension from the College.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### **Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered

throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**