WRITE 103A: Writing for Science Undergraduates
3 credits, 42 hours

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 presentations.

Prerequisite: ENGL 30-1 or equivalent

Instructor

Jane Jacques
S211-D
780-791-4836
jane.jacques@keyano.ca

Office Hours

Monday 2:00 - 2:50 PM
Tuesday 11:00 - 11:50 AM
Thursday 1:00 - 2:50 PM
Friday 10:00 -10:50 AM

Hours of Instruction

Tuesday 2:00 - 3:50 PM
Friday 11:00 - 11:50 AM

Required Resources


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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation (750 words)</td>
<td>10%</td>
<td>October 4</td>
</tr>
<tr>
<td>Summary (500 words)</td>
<td>5%</td>
<td>October 14</td>
</tr>
<tr>
<td>Interview (750 words)</td>
<td>10%</td>
<td>October 25</td>
</tr>
<tr>
<td>Online Assessment (750 words)</td>
<td>10%</td>
<td>November 8</td>
</tr>
<tr>
<td>Visual analysis (1500 words)</td>
<td>15%</td>
<td>November 22</td>
</tr>
<tr>
<td>Scientific argument (2000 words)</td>
<td>20%</td>
<td>December 6</td>
</tr>
<tr>
<td>In-class writing (variable length)</td>
<td>10%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Peer response workshops</td>
<td>20%</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

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

Draft Workshops

Throughout the term, you will participate in a total of five 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 4% 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.
Grading System

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

Proposed Schedule of Topics

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 9</td>
<td>Introduction to course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 13-16</td>
<td>Audience and purpose in scientific writing</td>
<td>Chapter 1: pages 1-19</td>
<td>In-class writing 1 Sept. 13</td>
<td>Observation assignment given Sept. 16</td>
</tr>
<tr>
<td>Sept. 20-23</td>
<td>Writing the observation</td>
<td>Chapter 11: pages 173-185 Ackerman, Why leaves turn color in the fall (coursepack)</td>
<td>In-class writing 2 Sept. 20</td>
<td></td>
</tr>
<tr>
<td>Sept. 27-30</td>
<td>Writing the observation</td>
<td>Dillard, Living like weasels Doyle, Joyas Volardores (coursepack)</td>
<td>In-class writing 3 Sept. 27</td>
<td>Observation draft workshop Sept. 30</td>
</tr>
<tr>
<td>Oct. 4-7</td>
<td>Summary writing</td>
<td>Chapter 4: pages 68-74</td>
<td>In-class writing 4 Oct. 4</td>
<td>Summary assignment given October 7</td>
</tr>
<tr>
<td>Oct. 11-14</td>
<td>Writing the interview</td>
<td>Quammen, Being Jane Goodall (coursepack)</td>
<td>In-class writing 5 Oct. 11</td>
<td>Interview assignment given Oct. 11</td>
</tr>
</tbody>
</table>

Page 3
| Oct. 18-21 | Writing the interview | Library session Oct. 18 | In-class writing 6 October 18 | **Interview draft workshop Oct. 21**
| Online assessment assignment given Oct. 18 |
| Oct. 25-28 | Assessing research resources | Chapter 2: pages 21-57 | In-class writing 7 Oct. 25 **Interview due Oct. 25**
| Scientific argument assignment given Oct. 28 |
| Nov. 1-4 | Analyzing persuasive strategies | Bittman, Cohen, Linker, McWilliams (coursepack) | In-class writing 8 Nov. 1 | **Online assessment draft workshop Nov. 4**
| Nov. 8 | Analyzing a visual argument | Chapter 12: pages 186-214 | In-class writing 9 Nov. 8 **Online assessment due Nov. 8**
| Visual analysis assignment given Nov. 8 |
| NOV. 11 | REMEMBRANCE DAY | NO CLASSES |
| Nov. 15-18 | Analyzing a visual argument | In-class writing 10 Nov. 15 | **Visual analysis draft workshop Nov. 18** |
| Nov. 22-25 | Developing a scientific argument | Chapter 2: pages 21-57 Klinkenborg, Our vanishing night (coursepack) | In-class writing 11 Nov. 22 **Visual analysis due Nov. 22** |
| Nov. 29-Dec. 2 | Developing a scientific argument | Burdick, The truth about invasive species (coursepack) | In-class writing 12 Nov. 29 | **Scientific argument workshop Dec. 2** |
| Dec. 6 | Developing a scientific argument | Thoreau, Where I lived and what I lived for (coursepack) | **Scientific argument due Dec. 6** |

*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.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s 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. 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

Counselling and Disability Services
Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre
The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Jane Jacques, Instructor

Louis Dingley, Chair Date Authorized

Guy Harmer, Dean Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office