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| Course Information | Instructor Information |
| ENG 1150, Sec. 007 | Dr. Paul Wise |
| Composition II: Language and Identity: Natural Sciences/Health Professions  TR 11:00-12:15  FH 1260 | Office: 1400C Fieldhouse  Office Hours: T 10-11, 2-4; R 10-11, 2-3  Phone: 419-530-2708  Email: [paul.wise@utoledo.edu](mailto:paul.wise@utoledo.edu) (or through Blackboard) |

You will not need to purchase a textbook for this course. Assigned readings will be available online and linked through our blackboard site. Print out copies of assigned readings and bring them to class OR be able to access them on an electronic device in class.

You must have an Epsilen account and be familiar with using Blackboard course sites.

**Course Description:**

We will analyze and compose types of documents commonly used by both scientists and nonscientists to communicate science to the public. The class will examine and respond to arguments that comprise scientific debates, conduct primary and secondary research to generate both a team produced report in an electronic format as well as an individual research paper project.

**Course objectives:** Students who successfully complete ENGL 1150  will build on the knowledge established in Comp I and be able to:

Create a thesis that establishes claims for both a main argument and intermediate arguments that support it.

Be able to distinguish between background, primary, and secondary research sources, and use those sources appropriate for the genre they are writing and the audience for whom they are writing

Write collaboratively with others, while remaining responsible for their own contribution to a group project

Use at least two different citation styles, and identify the disciplines for which they are appropriate.

Apply advanced methods for integrating outside sources into an argument, such as endnotes, footnotes, appendices, or similar references.

**Assignments:**Major assignments in the course will consist of:

Shorter and longer summaries of a professional journal article

An essay reviewing research in a science or health field.

A team-produced presentation on campus attitudes toward climate change

A formal research report

A portfolio of writing completed for the course uploaded to an Epsilen learning matrix

Several of these assignments will include proposals and other supporting texts that will count for credit. Quizzes will be given on most assigned readings, and there will be graded in-class writing exercises.

**Policies:**

ATTENDANCE:  Regular class attendance and active participation are vital to your success in this course. I will take attendance at each class meeting. You do not need to notify me if you will be away, but you are responsible for being prepared for the next class meeting, which includes keeping up with reading assignments and completing any written work due.  You may accrue up to **four** unexcused absences without penalty; additional unexcused absences will result in the loss of all participation credit. Please note that unauthorized use of electronic devices (text messengers, laptops, phones, etc.) during class time counts as an unexcused absence. Excused absences are defined in accordance with the university’s missed class policy (http://www.utoledo.edu/facsenate/missed\_class\_policy.html). Documentation for excused absences must be provided upon return

PAPER FORMAT: Unless I indicate otherwise, revised drafts all major assignments, and others as directed, must be submitted as electronic files to an appropriate drop box on our Blackboard web site as an MS word file with a .doc or .docx extension. (I cannot open files with a .wps extension.) Use a Calibri or Times New Roman 12 pt. font. **Papers must be submitted to the appropriate drop box by the beginning of class time on the day they are due**. I will collect first drafts of the second and third major papers in hard copy on the date the revised draft is due in the dropbox.

Rough drafts for peer review should be brought to class in hard copy; on days when revised drafts are due in the drop box, turn in the hard copy of your peer review draft in class.

LATE WORK: Late work hinders your participation in our class writing process. Drafts of  major projects other than the research paper will receive half participation credit if late, or if the writer does not submit a hard copy version of the daft peer reviewed in class. Having no draft or an incomplete draft of a major assignment other than the research paper for peer review days will also result in a 50% reduction of the participation grade. Research papers that are turned in late will incur a .5 deduction from the project grade, as will ones turned in without a hard copy version of the peer review draft. Failing to bring a complete rough draft for the research paper peer review day will also result in a .5 deduction from the project grade.

PARTICIPATION: Your participation in class will count for 10% of your grade. Participation includes: Contributing actively and thoughtfully to class and small group discussions; listening attentively when others are speaking; working diligently on in-class writing projects; fulfilling responsibilities for group projects.

ELECTRONIC DEVICES: Please turn off mobile phones, MP3 players, etc. and **put them out of reach**.

You may use tablets and laptop computers for in-class writing or other projects, or to open assigned online readings. Otherwise,  laptops  should be closed. They may be used for notetakeing only if the Office of Accessibility notifies me that you require one. Use of phones, text messengers, etc. during class counts as an unexcused absence.

PLAGIARISM: Representing the work of another as your own constitutes plagiarism. Examples of plagiarism include:

Having someone else write your paper in whole or part.

Having someone give you substantial help with the substance of your paper.

Using the words or thoughts of another person in your paper without giving them proper credit through in-text citations and a works cited page. Note that you must give credit for ideas and thoughts, not just for direct quotes.

Cutting and pasting or otherwise copying materials from sources without integrating them into a coherent paper and/or without giving them credit.

A paper plagiarized in part or whole will receive an F (0 participation credit for initial drafts of major assignments other than the research paper and ineligible for credit in the semester portfolio), and the student producing it may receive an F in the course. The paper may be turned over to administrative supervisors for further action. Plagiarism can result in dismissal from the University. Please review the University’s plagiarism policy as outlined in the University catalogue.

Evaluation: Your work will receive credit to the extent that it--

Fulfills objectives and formal requirements of assignment.

Offers a persuasive/authoritative position on its subject and is directed toward a well-defined rhetorical situation.

Reflects an understanding of and reflection on course ideas and materials.

GRADING:

Initial submissions of major essays other than the research paper will receive two grades: a participation grade based on completing preparatory work and fulfilling basic assignment requirements, and an advisory grade reflecting the merit of the current draft. The advisory grade  does not count toward the semester grade. When revised and submitted for the semester portfolio, these assignments will receive a grade that will count toward the portfolio grade, and thus the semester grade.  In order to be eligible for full credit in the portfolio, the assignment must have been completed on schedule when it was initially assigned.

 Assignments will receive number grades based on the four-point scale: A=4.0; A- =3.7; B+ = 3.3; B=3.0; B- = 2.7; C+ = 2.3; C=2.0; C- = 1.7; D+ = 1.3; D=1.0; F=0.0

Grades for assignments consisting of several graded components, such as the research paper, may receive grades in between these specified numbers.

You may track your grades on the “My Grades” page on our Blackboard site. To determine your average in the course, multiply the numbered grade for each assignment by the percentage that grade counts toward your course grade.

In order to fulfill your college composition requirement, you must earn at least a C in this course.

Assignments are weighted as follows:

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| Participation | 10% |
| Participation credit for first 2 major projects | 10% |
| Reading quizzes and In-class writing projects | 10% |
| Climate change survey project | 10% |
| Research Report | 30% |
| Portfolio | 30% |

Schedule

We will try to maintain this schedule as closely as possible, however readings, assignments, and deadlines may change at the instructor’s discretion. All changes will be announced in class and on our blackboard site.  All readings are available on the “Reading” page on Blackboard. Print out assigned readings and bring them to class OR be able to pull them up on a laptop or tablet for use in class.

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| Week | Tues. | Thurs. |
| 1/7-11 | Introduction.  Begin article summary project  Research profiles | Finding research reports; elements of summary  Read: Page et al, “Effects of Fructose vs Glucose…”, summaries from  *EurekAlert, Scientific American*, the Associated Press (and be ready for the quiz!) |
| 1/14-18 | Read summaries of smile research from MIT, *Time*  Analyzing your audience. Using wikis.  Choose the article you will summarize by today. *You will informally present it to classmates.* | Read: Griffith-Lendering et al., “Cannabis Use and Vulnerability to Psychosis…” *Print only pp. 4-14 for class and be ready to write about the article!*Complete wiki summary in groups. **Due: Audience Profiles. Upload to drop box** |
| 1/21-25 | No Class- Conferences on summaries in my office (FH 1400C). Bring complete drafts of both short *and* long summaries | No Class- Conferences on summaries in my office (FH 1400C). Bring complete drafts of both short *and* long summaries |
| 1/28-2/1 | **Due: Full Draft of short and long summaries. Bring copy of article you are summarizing.**  Peer Review | Begin climate change survey project.  Read: “Generation X is Surprisingly Unconcerned about Climate Change” “Climate Change and Environmental Issues”; “Evaluating Student Awareness of Global Climate Change” Due: Revised drafts of both summaries—upload to drop box by class time. Turn in peer reviewed hard copies in class |
| 2/4-8 | Film: *Age of Stupid* | Finish viewing *Age of Stupid* |
| 2/11-15 | Designing surveys; preparing the climate change study | Creating Presentations  **Due: Climate change study proposal.** |
| 2/18-22 | No Class—work on presentations | **Deliver climate change survey presentations.** |
| 2/25-3/1 | Begin literature review project.  Reading TBA | Searching for review sources. |
| 3/4-8 | No Class—Spring Break | No Class—Spring Break |
| 3/11-15 | Patterns and trends in research | Organizing your review; writing to show the patterns.  Bring copies of sources for your lit review today and Tues., 3/19  Due: Review planning grid. Upload to drop box *by midnight Fri., 3/15.* |
| 3/18-22 | Integrating sources. | No Class—Conferences on lit reviews in my office (FH 1400C). |
| 3/25-29 | **Due: Complete rough draft of literature review.**  Peer Review | Begin campus research reports Choosing topics, framing research questions |
| 4/1-5 | Investigating questions, gathering data.  *Be prepared to discuss tentative study topics today.* | Employing evidence.  Discuss portfolio project.  **Due: Research Paper proposal. Upload to drop box.** |
| 4/8-12 | Organization; oral presentations. | No class—Research report conferences in my office (FH 1400C). |
| 4/15-19 | No class— Research report conferences in my office (FH 1400C). | Research Presentations |
| 4/22-26 | Research Presentations, cont. | **Due: Complete rough draft of research report.**  Peer Review  Course evaluations.  **Upload revised draft of research paper. to drop box AND place peer reviewed hard copy in my mailbox by 11:59 PM on Mon, 4/29.** |
| Exam Week | Upload portfolio documents to Epsilen learning matrix by 11:59 PM Thur., 5/2. | Have a good break! |