ENGLISH 231C, WEB INTRO TECH & SCIENTIFIC WRITING
SPRING 2020

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WEB ENG 231C, 27234 (WEB2) - 27235 (WEB 5) - 27236 (WEB 7), is a Web based asynchronous multi-CRN course organized by a weekly schedule, including following activities:

Readings
Assignments (Guidelines, instructions, writing samples)
Revisions
Peer Reviews
Discussion Board
Collaborative group work
Sharing
Workshops
E-mail
Electronic Grading, feedback
And other, as we explore, discover and expand our options throughout the semester

Course Themes: Advancement of science through writing: Writing as thinking, process, experimenting, discovery, exploration, imagining, creating, solving, and establishing of facts.

COURSE DESCRIPTION:
This course emphasizes critical reading, thinking, and writing as they apply to the technical and scientific disciplines. Students are introduced to principles of analysis, synthesis and argumentation and taught the requisite skills that will allow them properly to paraphrase, organize, document, summarize, synthesize and share research as it applies to and is most commonly found in the technical and scientific communities. **The course culminates in the preparation of a fully documented research paper.**

Note: A student with credit for ENGL 131C cannot receive credit for ENGL 231C. ALSO, STUDENTS MUST RECEIVE A GRADE "C" AND ABOVE TO PASS THIS COURSE.

COURSE ASSIGNMENTS LIST & GRADE POINTS

Participation (25)

Major Assignments (In order):

Profile of Research Community (**Interview**) (**Ch. 1, Activity 4**) (10)
Research Review Article (**Ch. 5, Activities 2–3**) (10)
Research Proposal (**Ch. 7, Activity 6**) (10)
Progress Report (**Ch. 7, described in Section 7.10**) (10)
Electronic/visual Presentation (**Ch. 6, Activities 2–3 or 4–5**) (10)
Research Report (**Ch. 4, Activity 7**) (25)

Total points available for the semester: 100

(* 25 point participation grade will include electronic portfolio (10), group peer-review sessions (5) and discussion board assignments (10))

-When assessing the group assignments, I will reward the efforts of the individual students.

Grade Distribution (by points)
100-93= A Range
 92-83= B Range
 82-70= C Range
  69-   = F

THE OUTLINE & ORGANIZATIONAL LOGIC OF THE COURSE ASSIGNMENTS

ORGANIZING THE STRUCTURE OF SCIENTIFIC WRITING, STEP BY STEP:
Scientific writing is the art of social synthesis where the main goal is to compose a universally meaningful whole, emerging from the analytical study of its parts
·   it starts as questions, rising from the gaps and the inconsistencies discovered in a field of a study that is essential for the community, in general (LITERATURE REVIEW GENRE)
·   interested researchers come up with hypotheses (RESEARCH) as potential answers plus plans for study
·   necessary funds (public and private) are obtained (PROPOSAL)
·   reporting of progress on the study, solving of problems (PROGRESS REPORTS)
·   the results and the conclusions to be shared with the community at large-peer and public confirmation-(ELECTRONIC PRESENTATION BACKED BY ELECTRONIC VISUAL AID)
·   publishing for legitimacy (WRITING THE RESEARCH REPORT)
·   this social activity is the writing of science, which is essential for the advancement of both, science and the technology.
·   The assignments in this course follow the conventional steps of science writing and publishing in the real world. The goal is to help students cognize the universal structure of scientific writing, arguing and thinking skills, which will be essential parts of their academic careers, both as students and following graduation.

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<u>COURSE OUTCOMES</u>:
Students will…
1.   Develop rhetorical knowledge by:
·   Analyzing and drafting a variety of compositions or genres shaped by readers' and writers' practices,
·   Transitioning between situations and contexts by adjusting structure, content, diction, and tone,
·   Matching the capacities of different technologies to a range of audiences and rhetorical situations,
·   Understanding that rhetorical situations differ across communities and disciplines.
2.   Develop critical thinking, reading, and information literacy skills by:
·   Using writing as a tool for critical thinking and reflection,
·   Reading and writing several genres that utilize analysis, reflection, narrative, critique, and argument skills,
·   Locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias,
·   Using strategies to compose texts that integrate the writer's ideas with those from appropriate sources,
·   Understanding that thinking, reading, and literacy skills differ across communities and disciplines.
3.   Develop multiple strategies, or composing processes, to draft texts by:
·   Working through multiple drafts of a writing project and reflecting on composing practices,
·   Exploring strategies for the writing process and adapting them for a variety of technologies and   modalities,
·   Learning to give and to act on productive feedback to works in progress,
·   Understanding that composing strategies and processes differ across communities and disciplines.

<u>TEXTS AND MATERIALS</u>:
***Writing in the Sciences: Exploring Conventions of Scientific Discourse*, 3d Edition**. Ann Penrose & Stephen Katz. – SHOULD HAVE IT BY THE SECOND WEEK OF THE SEMESTER, LATEST
·
ODU student email account and Internet access
Computer access
Blackboard access

Alert the instructor and contact ODU IT Dep Tech help – 757 683 3192 --when having difficulties with access

<u>ELECTRONIC FILES/PORTFOLIO</u>

STUDENTS ARE RESPONSIBLE FOR SAVING, ORGANIZING AND MAINTAINING ELECTRONIC COPIES OF THEIR WORK/FEEDBACK

<u>E-PORTFOLIO</u>: as a comp course requirement, students will submit an electronic portfolio, including clean samples of their major assignments, at the end of the semester.

<u>PAPER FORMATTING</u>: Final copies of typed assignments will be double-spaced with margins of at least 1 inch on all sides. Your name, English 231C, Course CRN, my name, date, assignment title plus the title of the article must appear on top of the first page. Revisions should add the word "Revision" on top of the first page.

Scientific format: Students have the choice to submit their final research reports in single space, double column publishing format.

REVISIONS: To be submitted on assignment's original submission page.

COMPLETION AND SUBMISSION OF ALL SCHEDULED WORK AND ASSIGNMENTS ON THEIR DUE DATE AND TIME IS NECESSARY FOR PASSING THIS COURSE. Incomplete or/and late assignments will be subject to point loss. I will accept late assignments however if the student asks for an extension before the due date/time. Emergencies have to be documented or applicable to the University policy. Check the university catalog on the excusable emergencies.

<u>POLICIES</u>:

·   PREPAREDNESS AND PARTICIPATION: Your course preparedness and participation will affect your grade **and failure to turn in an assignment constitutes failure of the course.**
·   COURSE CONDUCT**:** I reserve the right to ask a student to leave the course either temporarily or permanently if the student does not conduct himself/herself in a mature and professional manner.
·   PLAGIARISM: **I USE SAFEASSIGN** --Plagiarism is stealing the ideas and words of others; it is both a violation of academic ethics and the ODU Honor Code. You must give due credit to those that have added to a body of knowledge by using appropriate citation. In addition, if a student's work is obviously similar to another student, this form of cheating will be reported to the Office of Student Judicial Affairs. **Academic dishonesty includes submitting your own work written in a previous semester for my course or in the present time for another course or purpose, without my prior approval.**

Plagiarism is a serious offense and can result in automatic failure of the course. Below is the **ODU Honor Code** every student is expected to abide by:

We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the

dignity and respect that we also give to We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others.

· **Academic Misconduct**: See ODU's Course Catalog for a list of regulations covering student conduct and consequences for misconduct.

· **Disability accommodation policy**: "Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester."

· **Withdrawal: Timely withdrawal from the course is necessary for avoiding financial & grade penalties. Both, the chair and the dean must confirm late withdrawal emergencies.**

· **Incompletes:** It is ODU policy that once you have completed 75% of the semester's work (papers, discussion board, collaboration, participation), if for some reason you cannot complete a major assignment, you can take an incomplete with my permission. The work must then be completed by the end of the subsequent (full 16-week) semester.

· **Emergencies:** People get sick and have other type of emergencies, including military deployment. You must inform me ahead of time if you have an emergency and/or need additional time or other form of help. Check the University catalog for the list of emergencies that are excusable.

· **Late work:** No late course work will be accepted without my permission.
· **Make Up Work:** There are no makeup works per se, but in case of an emergency, students need to contact me by email prior to the due date. To avoid losing points for late work, consult with me BEFORE the work is due.
· **Grade Reports**: Progress (midterm) grades will be posted on LEO around the 5th week. All final grades are delivered via the web (LEO). Individual (assignment based) grades and the feedback will be made available electronically via the **Blackboard grade page**, throughout the semester. Participation (including discussion board and the peer-review) and E Portfolio grades will be calculated at the end of the semester.

TENTATIVE WEEKLY SCHEDULE

(Subject to Change- Check your student email at least once a day for potential notices of change to schedule. I will also post **announcements** on Blackboard. Weekly schedule is organized by the Monday of each week.

WITS: Writing in the Sciences **TBA**: To be announced **Bb**: Blackboard

Week 1   Intro to course, syllabus, the textbook
01. 13. 20   Reading assignment for next week: "Science as a Social
Enterprise"
(Chapter One) pg. 3, WITS. Bb discussion BLOG topic: TBA. Research
Topic selection
Interview paper (**PROFILE OF RESEARCH
COMMUNITY IS ASSIGNED)**. (Chapter 1, Activity 4-A, pg. 23-24)

Week 2   Discussion BLOG/Research Topic selections, Chapter One Intro/
01. 20. 20   Discussion. Monday is holiday (**Labor Day- take a break**).

Week 3
01. 27. 20   **PROFILE OF RESEARCH COMMUNITY IS DUE. REVIEW ARTICLE IS
ASSIGNED**. Research Topic workshop. Reading assignment for next
week" Reviewing Prior Research" (Chapter 5) pg 130 WITS.

Week 4   Chapter 5, Activities 2 & 3.
02. 03. 20   Share research, peer discussion. Citing sources. Reading assignment for
next week: "Communicating with public audiences," (Chapter 8) pg 198.

Week 5
02. 10. 20   **REVIEW ARTICLE DUE.** Rhetoric: Art and science
persuasive language. Chapter 8, Activity 2-
A. Documentation.
Reading assignment for next week: "Writing Research
Proposals"
(Chapter 7). Pg. 175.

Week 6   **RESEARCH PROPOSAL ASSIGNED.**
02. 17. 20   Chapter 7, activity 6. Bb TBA.

Week 7   Proposal workshop, including Chapter 7, activity 6
02. 24. 20

Week 8   RESEARCH PROPOSAL DUE. PROGRESS REPORT WRITING
03. 02. 20

SPRING BREAK – March 9- 14 (Monday- Saturday)

Week 9
03. 16. 20   ELECTRONIC PRESENTATION WORKSHOP.   149.

Week 10   ELECTRONIC PRESENTATIONS DUE.
03. 23. 20

Week 11   Reading: "Research on Kepler's Supernova," Chapter 12, pg. 349.
03. 30. 20

Week 12   Research Report (major paper) is assigned**.**
04. 06. 20   Reading assignment: 'Reading and Writing Research Reports,"
             (Chapter 4), pg 91.

Week 13   Discussion Section & Abstract Writing
04. 13. 20

Week 14
04. 20. 20   RESEARCH REPORT & E-PORTFOLIO WORKSHOP

Week 15   Wrap-up
04. 27. 20

LAST CLASS DAY OF THE SEMESTER: Monday, April 27

FINAL EXAM DAY: Wednesday, May 6: RESEARCH REPORT AND THE ELECTRONIC PORTFOLIO ARE DUE

(*** **There will be no exam. "Research Report" and the "Electronic Portfolio" will count as the finals)**

HAPPY SUMMER BREAK!