NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

WR 362 Science Writing (3 credits) Meets Bacc Core WR II Requirement

Instructor’s name: Sara Jameson
Instructor’s email: jamesosa@onid.orst.edu
Office Hours: Synchronous by phone, Skype, WebEx, etc.
TBA

Course Catalog Description: WR 362. SCIENCE WRITING (3). Students learn and practice the conventions for writing scientific material for a variety of audiences. Involves writing and research assignments, multimedia presentations, lecture, and in-class and online activities. (Baccalaureate Core Course) PREREQS: WR 121 [C-]

Baccalaureate Core Course Attributes: Core, Skills, WR II

For more information, contact: SCHOOL OF WRITING, LITERATURE AND FILM, MORE 238, 541-737-3244. Course Information: http://liberalarts.oregonstate.edu/wlf/students/courses

LEARNING RESOURCES:

Hardware: Computer with fast internet connection and frequent time to connect; headset to record narration for presentations; speakers/headset to listen to audio presentations

Software: Word processing, spreadsheet, and presentation (slide) software capable of saving and sending in .doc/.docx; PPT/PPTx; .rtf; and/or PDF formats.
For free versions try Zoho Notebook, Glogster or Prezi for presentations; for voice, in addition to narration in PPT, consider Slide Rocket, Audioboo.fm, etc.

REQUIRED TEXTS:

• Blum, et al.  A Field Guide for Science Writers. 2nd ed
• Zinsser  On Writing Well
• Subscription to New York Times (see handout for student subscriptions)
• A book of popular Science Writing of your choice (must be approved) for Unit 5
• At least one print copy of popular science magazine, such as: Smithsonian, National Geographic, Popular Science, Scientific American, and/or Discover
• Articles provided on the course site.

OPTIONAL-RECOMMENDED:

• Best American Science & Nature Writing, any year anthology
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

COURSE DESCRIPTION:
You will learn and practice the conventions for writing scientific materials for a variety of audiences, including print and digital publishing sites, adapting the materials and texts as needed to become increasingly sophisticated critical thinkers and writers who can shape material effectively. While working on good writing to create engaging feature articles which explain science to a general educated audience, the course will also look at the field of writing science for various audiences. You can work in the areas of science that most interest you and/or fields in which OSU excels. You may interview scientists to gather information for assignments.

We use the New York Times because of their outstanding science coverage and because our textbook already has readings from the NYT. Your subscription will get you access. We will use the NYT for all five units.

LEARNING GOALS AND OUTCOMES:
OSU Baccalaureate Core Outcomes for all Writing II Courses
- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing process, including revision.

Outcomes specific to WR 362: You will be successful when you can demonstrate the ability, at the 300-level, to
- Write feature articles that accurately and engagingly present complex scientific ideas clearly for various audiences
- Demonstrate understanding of how various publications/audiences determine style, vocabulary, and content.
- Demonstrate your ability to follow the conventions governing scientific communication, including correct, concrete and concise writing and appropriate documentation styles. This class uses APA style.
- Expand your information literacy (primary and secondary sources) for finding, evaluating, integrating and synthesizing ethically the necessary information and visuals for the completion of a project, including working with scientists and using scientific exhibits (graphs, charts, images etc) to supplement text.
- Workshop, revise text, and respond effectively to peers’ work in progress, and participate in collaborative learning activities.

Canvas — This course will be delivered via Canvas, our online learning community, where you will interact with your classmates and with me. Within the course site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Canvas and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

You need to have frequent access to the internet, check your ONID email and Canvas several different times a week to keep current.

Overview of Assignments

<table>
<thead>
<tr>
<th>Unit 1: Media Project PPT</th>
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<tbody>
<tr>
<td>Unit 2: Case Study of a Science Writer</td>
<td>210</td>
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<tr>
<td>Unit 3: Review of Literature /Annotated Bibliography</td>
<td>115</td>
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<tr>
<td>Unit 4: Feature Article</td>
<td>290</td>
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<tr>
<td>Unit 5: Book Review</td>
<td>130</td>
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</table>
ASSIGNMENT OVERVIEW (see assignment sheets for specifics). Citations in APA except for Unit 1.

- **Unit 1: Media Project (Information Literacy)**
  Use primary and secondary research on a particular popular magazine which exists both in print and online to report on the topics and styles of science writing used, with comparison to the same material in *The New York Times*. Report the data in a PowerPoint presentation using modified citation style. Choose from a specific list of magazines.

- **Unit 2: Case Study of a Science Writer**
  Use secondary research to analyze the work of a prominent science writer featured in *The New York Times*. Option to include primary research to interview the person by phone, email, or in person. Utilize at least two graphic exhibits effectively.

- **Unit 3: Review of the Literature/Annotated Bibliography (Information Literacy)**
  Locate, analyze, summarize, and evaluate scholarly and popular sources on a topic and produce an Annotated Bibliography/ Review of the Literature to support the Unit 4 Feature Story

- **Unit 4: Feature Story**
  Write a longer informative feature story for a well-educated audience and a particular outlet. This should include some narrative elements along with featured people and described settings. Include at least three visuals/graphic exhibits effectively. This should not be an argument. You have the option to make this a profile of a researcher or science professional. Story should be 4-6+ pages in magazine style format for a broad general audience /specific outlet.

- **Unit 5: Book Review**
  Read a book of popular science (get approval) and write a short review for a particular magazine/ newspaper (to be approved).

- **Weekly Discussion Board Posts (HW), peer workshop, and other informal assignments.**
  This helps strengthen our learning community and collaborative writing experience.

<table>
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<tr>
<th>Assignment</th>
<th>Weekly HW Discussion Board and small assignments</th>
<th>110</th>
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<tr>
<td><strong>Total</strong></td>
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<td>1000</td>
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**Evaluation of student performance:**

- Exceptional: A = 1000-940; A- = 930-900;
- Superior: B+ = 899-870; B = 869-840; B- = 839-800;
- Satisfactory: C+ = 799-770; C = 769-740; C- = 739-700.

**COURSE POLICIES:**

**Submitting Assignments:** Assignments are due at the date and time specified. Late assignments may not be accepted and will lose points. All assignments must be submitted in order to pass the course. Proofread. Grammar counts. Save all your document files until final grades are submitted. I recommend that you back-up your electronic files often in more than one place. Crashed computers/ lost flash drives are no excuse.

**Incompletes:** An Incomplete may not be available at all or only in extreme cases and usually only if the student has turned in 80% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away. Extensions may be possible, but are not automatic. Write to request one if needed.

**Statement Regarding Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098. Materials can be provided using screen readers and in alternative formats.
Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. All information, images, facts, and direct use of sentences or parts of sentences must be cited. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

This course uses OSU’s Plagiarism Prevention tool SafeAssign. You will be asked to submit one or more of your writing assignments to Canvas’s SafeAssign plagiarism prevention service. Your assignment content will be checked against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through SafeAssign and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

COMMUNICATION:

Ground Rules for Online Communication & Participation:
- **Online threaded discussions** are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class. Use the “Ask Questions Here” forum for drop in questions that anyone could answer.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- **Observation of “Netiquette”**: All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references:
  - writing online: [http://goto.intwg.com/](http://goto.intwg.com/)
- Please check the Announcements area and the course syllabus before you ask general course “housekeeping” questions (i.e. how do I submit assignment 3?). If you don’t see your answer there, then please contact me.

STUDENT ASSISTANCE:

**Contacting the instructor** — I will respond to emails no less than every 48 hours. Online Office Hours can be established for one or more students to conduct real-time live chat. You can use the “Ask Questions Here” forum for general questions. If I don’t reply to a post quickly, you may follow up with an email. Use my ONID address: jamesosa@onid.orst.edu.
Technical Assistance — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance or visit in the OSU Valley Library lobby if you happen to be on campus. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Tutoring – For help with writing projects, you can submit work for feedback from OSU’s Online Writing Lab http://cwl.oregonstate.edu/ or use NetTutor linked through Canvas.

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

Course Evaluation – You will have an opportunity to provide feedback on the course. This includes OSU Student Evaluation of Teaching. Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Simplified Sample Schedule:

Weekly homework discussion board postings, plus brainstorming, peer review workshop on drafts, research, etc. Some assignments may be group activity.

Week 1: Introductions to concepts / Start Media Project, HW 1, reading
Week 2: Proposal for Media Project & for Case Study of Science Writer, HW 2
Week 3: Reading, 1st draft Media Project PPT, work on Case Study, HW 3
Week 4: Reading, 1st draft Case Study, HW 4
Week 5: Final Media PPTs, Proposal for Book Review, HW 5
Week 6: Final Case Study; Proposal for Feature Article, HW 6
Week 7: Research, 1st draft Lit Review; HW 7
Week 8: Revise Lit Review, “conferences”; 1st draft feature; HW 8
Week 9: Final Lit Review; 1st draft book review; HW 9
Week 10: Final Feature Article; Final Book Review

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.