CO301B Writing in the Sciences: Syllabus

**Section Information: Section 011, TR 12:30-1:45, Eddy 107**

Instructor: Kiley Miller-Dickerson

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* Office: Eddy 337

Student Hours: In-person and virtually via MS Teams

* Tuesdays, Wednesdays, Thursdays, 2:00-3:00 and by appointment

# Course Description

Writing in the Sciences focuses on writing for non-expert audiences who expect polished, professional texts. By non-expert audiences, we mean that students write about their disciplinary knowledge in science for readers who do not have similar levels of expertise in the content. Students in CO301B write about scientific and technical topics for audiences ranging from children through senior citizens, elementary students to those just entering college, or adults with only general science backgrounds. This section of CO301B concentrates on students collaborating to compose a special issue. Readings about rhetorical issues will deepen students’ understanding of writing for a specific context. Students will also complete an analysis of readings and their writing processes to demonstrate how their work in the course had deepened their knowledge about writing in the sciences.

1. Critical reading of texts about the rhetoric of argument as well as critical analysis of sample arguments.
2. Understanding and practicing various modes of argument composed for a variety of contexts and audiences.
3. Writing processes with a special emphasis on accessing and evaluating sources from databases, peer critique, reflection on writing processes, and revising & editing.

CO301B is a gtPathways Course: The Colorado Commission on Higher Education has approved CO301B for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, visit the [Colorado Department of Education website](http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html).

## Written Communication Competency: Criteria for Written Communication:

Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

### Student Learning Outcomes (SLOs):

Students should be able to:

1. Employ Rhetorical Knowledge
   * Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content
   * Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
   * Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Use Sources and Evidence
   * Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   * Follow an appropriate documentation system.
5. Control Syntax and Mechanics
   * Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

### Advanced Writing Course (GT-CO3) ―Content Criteria

1. Extend Rhetorical Knowledge
   * Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
   * Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
   * Learn more sophisticated ways to communicate knowledge to appropriate audiences.
   * Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Extend Experience in Writing
   * Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
   * Critique one’s own and other’s work, including the work of professional writers and/or scholars.
3. Extend Critical and Creative Thinking
   * Reflect on the implications and consequences of context.
   * Incorporate alternate, divergent or contradictory perspectives or ideas within one’s own position.
   * Extend and complicate the consequences of the stated conclusion.
4. Use Sources and Evidence
   * Select, evaluate, and synthesize appropriate sources and evidence.
   * Use discipline-appropriate criteria to evaluate sources and evidence.
5. Extend Application of Composing Conventions
   * Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
   * Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects.

This curriculum is also designed to help us reach three broader educational goals:

1. Engage as active members of the CSU community
2. Engage as active and interested learners
3. Extend student understanding of your position as a world citizen responding to significant global challenges.

### CSU Principles of Community

As part of the CSU community, our course will depend upon and revolve around the CSU Principles of Community, provided below. Assignments, readings, and discussions take place with these principles in mind in order to strengthen our relationships with each other in the classroom, as well as the broader Fort Collins community.

* **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
* **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
* **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
* **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
* **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

### In keeping with CSU’s mission and with its history in mind as we move forward this semester, this course recognizes the Land Grant Acknowledgement:

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

# Course Information

To be successful in CO301B, review the general course information below and ensure that you have all the necessary materials needed to be prepared for the semester.

## Materials Needed

* Access to the [CO301B Canvas Course page](http://canvas.colostate.edu)
* Access to a reliable printer for printing readings, research, and drafts
  + Students enrolled in composition have free printing credits in Liberal Arts buildings, including the Eddy 300 and Clark C computer labs
* Access to a reliable note-taking method. Note-taking and active, written brainstorming is required; you may choose to accomplish this digitally or to write by hand.
* Access to Microsoft 365 for use of MS Word.
  + CSU offers free access for all students, both for MS Online and the downloadable app, which [you can access here](https://www.acns.colostate.edu/all-services/ms-office-suite/).
* **Textbook**: Access the textbook from the Modules page, linked under Course Information
  + *Rhetorical Readings for the Science Writer* (3rd Edition) by Colorado State University Composition Program.
  + ISBN: 9781644856277

## Overview of Major Assignments

This class includes four major assessments that are strategically arranged to build on former knowledge and assignments, with process work and workshops being essential to succeeding in the final draft. Each project is assessed using a unique rubric, which will be distributed prior to collecting the assignment, and will follow the hierarchy of rhetorical concerns, beginning with purpose and audience, followed by focus, then development and organization, and finally style and conventions.

Students will have the option to follow MLA 9 or APA 7. Formatting and guidelines, including 12-point, Times New Roman font, double-spaced, 1-inch margins, and numbered pages, must be followed according to the preferred style guide.

Unit grades will consist of a genre analysis, outline, workshop, final draft, and reflection. All final drafts must be submitted to pass the course; missing a major project results in automatic failure of the course.

| **Category** | **Worth** | **Due Date\*** |
| --- | --- | --- |
| **Unit 1: Curiosity & Exploration**  **Project: Proposal** | 25% | Sunday, February 12 (Week 4) |
| **Unit 2: Discovery & Promotion**  **Project: Popular Articles** | 30% | Sunday, March 26 (Week 9) |
| **Unit 3: Sharing & Close Examination**  **Project: Presentation** | 20% | Sunday, April 30 (Week 14-15) |
| **Process Work** | 25% | Daily in-class and homework assignments |

\*Any changes to the value or due date of assignments will be announced in class and posted to Canvas. The instructor reserves the right to make changes based on the needs of the class.

## Grading Scale

The College of Liberal Arts does not allow for C- or D+ grades. Final grades are not rounded (e.g. an 89.99 earns a B+ letter grade) and are assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| A+ > 96.0 | B+ > 86.0 | C> 76.0 | D > 60.0 |
| A > 90.0 | B > 80.0 | C > 70.0 | F < 60 |

It is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Process work will be returned within one week, and major projects will be returned within two weeks. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

## Additional Grading Information

* No incompletes will be given for this course.
* You may use one extension on one major project. The assignment will be due at the beginning of the next class period (no more than 72-hours after the original due date). To use your extension, you must email me the day before an assignment is due. Requests made on the due date will not be honored.
* All grades are final. Lobbying for grade changes will not be tolerated, and I will not respond to emails requesting revisions or changes to grades. The time to ask clarifying questions or justify your rhetorical choices is during the writing process and before the final deadline, while receiving commentary from your peers and instructor.
* Please note that poor attendance may affect the grade you receive.
* Failure to submit any major project automatically results in failure of the course.

# Classroom Policies and Student Responsibilities

CO301B, section 011, is an in-person class. The instructor should be notified in the case of any absence. If you suspect that you may not be present in the physical classroom for a significant number of classes this semester (more than 2), you may reconsider if an in-person class is the best fit and switch to a hybrid or online format.

By remaining in the course, the student agrees to the above and following policies, in addition to the Additional Policies document to be created together during class:

## Attendance

Since learning to write effectively in college (and the world) depends upon regular interaction with other writers, the Composition Program expects your active participation in all class sessions, small group and individual meetings, and with online work via Canvas. In line with University policies, [university-sanctioned events](https://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/#attendance-regulations) and religious holidays are considered excused absences; please speak with me in advance about your participation in these events. If you have concerns about your ability to regularly attend class due to mental or physical well-being, please contact [Student Case Management](https://studentcasemanagement.colostate.edu/class-absences/). I value your contributions to our class learning environment and look forward to our time together.

More specifically, one week of absences (two classes) will result in a conference with the instructor to discuss an attendance planfor the remainder of the course; failing to schedule this meeting and/or additional absences may result in a grading penalty. Two weeks of absences (four classes) will result in a final message and the option to conference to discuss the possibility of passing the course. Students who miss more than three weeks of class are strongly encouraged to take composition during an alternate semester.  It is crucial that you communicate with the instructor regarding attendance, both as it pertains to your grade and performance in the course and as a show of respect.

Tardies are equal to 1/3 of an absence (3 tardies = 1 absence) and are included in your total absences.

## Mental Health

Taking care of your mental health is valuable health care. We know college can be stressful, and we want you to know you are not alone. Your student fees provide access to a wide range of support services that you can access at no additional charge. CSU Health Network Counseling Services has trained professionals who can help. Call Counseling Services at (970) 491-6053 to talk about what services might be right for you or visit [Counseling Services](https://secure.colostate.edu/,DanaInfo=health.colostate.edu,SSL+about-counseling-services) for additional student mental health and well-being resources. You can see all available resources on CSU’s [Mental Health Resources](https://secure.colostate.edu/mental-health-resources/,DanaInfo=health.colostate.edu,SSL+) page. If you want to start a more personalized approach to your well-being, we recommend you check out [YOU at CSU.](https://secure.colostate.edu/,DanaInfo=you.colostate.edu,SSL+) If you are concerned about a friend or classmate, use Tell Someone by calling (970) 491-1350 or visiting [support and safety](https://secure.colostate.edu/,DanaInfo=supportandsafety.colostate.edu,SSL+tell-someone) to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Should you be concerned about your ability to regularly attend class due to mental or physical well-being, please contact [Student Case Management](https://secure.colostate.edu/class-absences/,DanaInfo=studentcasemanagement.colostate.edu,SSL+) where a case manager can help you navigate your situation. The University Composition Program cares about your well-being. Please make sure you know of all the resources available for you to take care of yourself.

## Participation and Classroom Conduct

Civility and respect are the lifeblood of this class. Please respect your peers and your professor through your civility in class. Respect the opinions of other students and the authors we read (even if you don’t agree). There may be in-class discussions that broach sensitive or controversial issues, and it is absolutely necessary that civility and respect be employed at all times. I reserve the right to dismiss any students who choose to disrupt class, which will result in being marked absent. Disruptions include, but are not limited to, lacking respect and/or civility during class discussion, phone use during lecture or discussions, engaging in distracting behavior and/or conversation with neighbors, sleeping, etc.

Our composition classes thrive on interaction between writers; for you to thrive in this learning environment, you will need to participate to the fullest, whether that is in small group discussion or in a virtual environment. You will have opportunities to participate synchronously and at your own pace through discussion, collaborative writing, and small group work. We are in this learning together, and your presence matters. Being prepared not only positively affects the classroom community, but it allows you to encourage, support, and learn from each other. Being prepared means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed worksheets or homework when required, and you’re ready to talk. If you are not prepared to work, you cannot participate to the fullest, learn to the fullest, or contribute to the fullest.

When online, the core rules of netiquette should be observed, maintaining the level of respect provided in the classroom. More extensive notes on acceptable behavior can be found [here, in the “Netiquette: Ground Rules for Online Discussion.”](https://tilt.colostate.edu/TipsAndGuides/Tip/128)

Visit the [Composition Program’s policy page](https://english.colostate.edu/academics/university-composition-program/program/) for more information about our program policies, goals, and values.

## Assignment Submission

Process work is due online at the start of class, unless otherwise noted; missing assignments are automatically assigned a “zero” in Canvas as a way of notifying you that an assignment was not submitted. However, late work is accepted for up to 90% credit if submitted within 24 hours of the due date. After 24 hours, late work results in a zero. At the end of the semester, the two lowest grades in Process Work will be dropped, effectively allowing you to miss two assignments (or up to 10 points) without penalty. Workshop grades will not be altered.

Online submissions are often available, so process work and major assignments should be submitted on time, regardless of attendance. You may be asked to resubmit all process work with the hard copy of your final draft so that I may review your progress if necessary. Therefore you must keep track of all returned assignments.

Final projects are due electronically at the beginning of class (uploaded to Canvas), unless otherwise stated. Late assignments will be accepted up to 48-hours after the due date. Grades will be reduced by ten percent, or one full letter-grade, every 24-hours (e.g. a paper that earns an 87% would receive a 77% up to 24-hours after the deadline, then a 67% up to 48-hours following the deadline, then a 0% after 48-hours).

Problems with technology and/or failure to attach a document are no excuse for missing a due date; you should allow time for computer malfunctions (poor internet connection, long printer lines, etc.). Save your work in multiple places (cloud storage, USB, etc.), email it to yourself, or find an alternative way to alleviate the stress of computer failure.

Extensions may be granted on a case-by-case basis if a reasonable issue is clearly communicated prior to the due date of the assignment.

In most cases, major writing assignments will not be accepted without the required process work and in-class participation.

## Canvas and Class Communication

You will find our course materials on Canvas. This includes the syllabus, calendar, assignment prompts, campus resources, and additional readings. I recommend that you check Canvas every day to ensure you are prepared for class. All assignments, including homework, will be submitted and graded electronically through Canvas.

This class relies on Canvas (http://canvas.colostate.edu) for course content, daily homework, discussion posts, assignment descriptions, assignment submissions, calendars, etc. Familiarize yourself with this communication tool. If you experience difficulty using the technology, please make the student hours a priority, or schedule an appointment to be sure you are able to access and use Canvas effectively.

While we will use Canvas for coursework and you may use the Canvas message system, email is the primary method for communicating one-on-one. I will use campus email to communicate throughout the semester, so be sure to check your CSU email frequently.I will answer brief, clarifying questions via email on Monday-Friday from 7:00 AM-4:00 PM. Questions that require discussion or a lengthy response should be asked in class or during office hours. Please allow 24 hours for an email response. Your email should include a specific subject line, an opening salutation (“Dear Kiley”), context for your email, a closing with your name (“Thank You, Student”), and practice using email correspondence as a rhetorical situation.

## Reading and Writing

This course is labor intensive. You will read every day; you will write every day, even when major projects are not due. Expect to spend two hours outside of class time for every hour spent in class, for a total of six hours per week. Homework will be assigned every class period and due the following period.

### Writing Center

The Writing Center is located in Eddy 23. It is a free service that provides feedback for all writers at all stages of the writing process. It is a chance to receive feedback from student tutors who are familiar with CO301B and have a wealth of experience and advice. Their services are highly recommended for all writers at each stage of the writing process.

Make appointments at the Writing Center website below or submit your assignments online for review. [Visit the Writing Center's website here](https://writingcenter.colostate.edu/).

## Workshop Policy

On workshops days, you are expected to have a complete rough draft, with a start-middle-end, unless otherwise noted. Process points will be awarded based on these draft requirements, attention in class, and on the comments you offer. Any absence on a workshop day will result in a loss of substantial points for lack of participation as the process of providing commentary is as important as receiving commentary.

Please communicate any extenuating circumstances that would result in absence from workshop. Accommodations or alternatives may be provided on a case-by-case basis.

## Plagiarism and Academic Integrity

This course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Any instance of plagiarism will result in a reduced or failing grade of the assignment, failure of the course, and/or removal of the Repeat/Delete option for the course.

Ignorance is not an excuse for “accidental” plagiarism. The following are examples of plagiarism (though this list is not exhaustive):

* + Submitting someone else’s work as your own, including purchased material;
  + Using someone else’s ideas, language, or structure and not properly attributing them;
  + Submitting an assignment completed for another class
  + Using a phrase (whether quotation or paraphrase) without acknowledging its source;
  + Using a source without citing it correctly;
  + “Padding” a bibliography by making up sources or citing a source you didn’t use in your research.

CO301B follows the Academic Integrity Policy of the General Catalog and the Student Code of Conduct. Colorado State University and other institutions of higher education take plagiarism offenses very seriously. In accordance with the Academic Integrity Policy, if you submit work that contains plagiarism, you may receive a reduced grade for the work, a failing grade in the course, and/or the Repeat/Delete option for the course may be removed. In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Office of Conflict Resolution and Student Conduct Services.

It is very important that you understand how to avoid plagiarism and CO301B should help you with this. In this class you will learn how to maintain academic integrity in your research and writing processes.

To encourage academic honesty in all assignments, each project will require that you include an Honor Pledge stating: **I have not given, received, or used any unauthorized assistance.** Process work may also be demonstrated as evidence of your draft development over the course of the assignment. This is a great way for you to demonstrate that your work is your own and can act as “insurance,” so you are expected to keep all process work throughout the semester.

If you have any further concerns, please discuss these with me during office hours, send me an email, or visit the Writing Center.

## Classroom Technology Policy

We will determine the policy collectively as a class.

# Additional Information

## Accommodations

Any student eligible for academic adjustments because of a learning disability or medical condition should [contact the Student Disability Center (SDC) at (970)491-6385](https://disabilitycenter.colostate.edu/) for development of appropriate accommodations. All Canvas and course materials meet university expectations for accessibility, however, if you find materials that do not meet your needs, please communicate directly with the instructor.

## TITLE IX Reporting and Student Resources

CSU’s Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a “mandatory reporter” of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

* Emergency Response 911
* Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
* Colorado State University Police Department (non-emergency) (970) 491-6425
* For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services. [Find information at CSU Health Network](https://health.colostate.edu/)
* The Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. [Find information at the Women and Gender Advocacy Center.](https://wgac.colostate.edu/)

Additional resources and support may be available to you, and your instructor can assist in navigating these options. Please see the instructor for help or advice in seeking any additional support.

## Policy and Schedule Changes

Changes to these policies will be made if it is in the best interest of the whole class; announcements will be delivered in writing in advance of their taking effect. By remaining in this class, you acknowledge agreement to the course policies and demonstrate your willingness to make a commitment to the class and your writing. As your instructor, I also make a commitment to this class and my students and am here to help you with your writing and critical thinking.