Syllabus: Topics in Writing: Environmental Writing
WRTG 3020 — FALL 2010

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Office Location: Benson rm. 246  
Office Hours: Tuesdays & Thursdays: 9:30–10:30 A.M., & 12:30–1:30 P.M., and by appointment

Class Meets: August 23–December 11, 2010
Section 058: Tuesday & Thursday in CHEM145 8:00–9:15 A.M.

Course Description
Writing courses are required by the university because writing is an important aspect of your education. During your education and throughout your life you will at times find yourself being judged based on your skills as a writer, a judgment that might be about the quality or clarity of your ideas, but one that often is reduced to an evaluation of the correctness of your grammar, spelling, or punctuation. This course is an upper division writing course (junior or senior status is a prerequisite), yet for some of you, this could be only one of two and likely the last writing course you take at the university. It is highly probable that writing will be important in your career—whether you work for a non-profit or for-profit organization, or continue in academics either in graduate school, teaching, or both—and that you will spend from 25 to 75 percent of your time on the job writing. Writing will become even more important than it is now to record your activities and as the method by which you develop and present your ideas. In many cases, your peers and colleagues will know as much about you through your writing as they will know about you by what you say or what you wear. Whether your future pursuits and endeavors relate to your profession or your obsession—and those might be the same—I define all of the writing you will do beginning today as “professional writing.” This course will reflect how you will write professionally—not necessarily as a professional writer, but as a professional who writes. Regardless of whether or not you currently think of yourself as a writer, you will be better when you have completed this course.

In all in this class we will practice and develop essential skills, knowledge, and habits of mind, bearing in mind that we become better writers with conscious effort and practice, not in a single semester but over a long period of time. Formally, writing falls under the academic discipline of rhetoric. Dating back to the ancient Greeks, the study of rhetoric is roughly as old as studies in philosophy, anatomy, geometry, and astronomy.

All aspects of the writing process will be practiced, including using the writing process to create and develop your ideas and to solve problems, to write accurately and clearly, and to communicate to specific audiences. We will review and practice some fundamental writing skills and knowledge while covering the broad range of writing-related topics, focusing on environmental issues. We will define professional writing for you, specifically the concept of reader-focused writing versus writer-focused writing, and practice the skills of framing a problem or necessary communication, then researching and writing about it, and using computers to both do research and produce the final product. We will often review each other’s progress in workshops. And we will learn new skills and practice being good listeners, good readers, and good researchers—three skills vital to continued success, and all fundamental to critical thinking.
You may have already discovered that many decisions a person makes or actions that a person takes related to what we broadly define as the environment are often not the result of a logical thought process; more often the decision or action is based on that person’s values. Indeed, I would argue that those of you who are environmental studies majors probably chose this major based on a decision rooted in your morals and ethics. Regardless of your major, because many folks you will encounter and need to communicate with may not share your values, you will in this class practice how to address these readers in a way that breaks down barriers rather than creates them. Of course, this begins with a conscious awareness of your own values and biases. For each of us, our values and biases are derived from our personal and collective culture. According to the dictionary, culture is defined as, the total pattern of human behavior and its products embodied in thought, speech, action, and artifacts and dependent upon man's capacity for learning and transmitting knowledge to succeeding generations through the use of tools, language, and systems of abstract thought.1

An important aspect of enculturation is our formal education. Thus, one goal of the self-conscious critical thinker is to understand the strengths and limitations of our own education and how we best learn, and toward those ends we will discuss aspects of education throughout the semester.

**Assignments in Brief**

Specific assignments are discussed in more detail later in this syllabus. In brief, for most assignments you will write about topics of interest to you personally and related to your interests in the broad field of environmental studies so that you can practice and further develop these skills specifically: critical thinking; your own creativity; your writing style, grammar, and correctness; how to articulate and argue environmental issues; your technical, technology, and research literacy.

The tentative schedule requires that you write several short projects of 1 to 4 pages, a poster presentation, a literature review research project of 10–12 pages, a grant proposal, and a number of memorandums, both in-class and out, and an exam; we will work on writings in workshops. Several of the assignments can be useful to you in your career, for researching and writing an Honors Thesis, and/or for preparing you for a job, internship, or research position you have or desire. Reading and writing develop together, so reading is a vital part of this writing class. Plan to read the textbooks and the course handouts.

We will spend two class periods out of the classroom meeting in a computer lab in the library; there we will build on library research skills you learned in the freshman writing course and teach you how to research in the Government Publication section of the library. You need to have easy access to a computer for this course. Several computer labs are available on campus; most have weekend and evening hours.

**Framing a Problem**

You might be wondering what I meant in the first section of this syllabus by the phrase “framing a problem.” You are probably quite used to the academic situation in which you are given a problem that we might call “canned”: math or science problems with answers in the back of the book, or re-examinations of case studies or historical analyses of economic issues, or laboratory experiments or philosophical constructs that have been

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1 *Webster's Third New International Dictionary, Unabridged.* Merriam-Webster, 2002
rehearsed countless times. Each of these represents a different discipline, and very often the limitations of solutions to these problems are that they are framed within a discipline. As you well know, environmental studies is an interdisciplinary field of study in which every course emphasizes an understanding of the science, policy, and values associated with a topic. Many of the problems related to environmental issues today are framed within a discipline, and indeed in many cases may not be well-framed at all—yet.

Framing a problem or question is an exercise in critical thinking: It is an imaginative, interactive, creative, and analytical process of identifying something as a problem or question and defining aspects of the problem—which include who or what could be injured or benefited by an action, what are appropriate remedies or methods for analysis, and how the values of the various stakeholders or participants affect the problem and solution. Framing a problem means including all aspects that must or ought to be considered, while providing boundaries that limit the scope of a project or problem so manageable solutions can be developed.

In the class we will read essays by mostly well-known individuals who have framed problems; we will read both to understand what they have written for our own personal benefit, and to examine the author’s thought processes as the ideas are framed and presented in writing. Some essays are classic pieces while others are contemporary.

**Texts**

The course texts are listed below. Most of the materials will probably become a part of your personal reference library:

  This text focuses on the rhetoric of science, on the social nature of science and the fundamental connection between writing and process and progress in science.

  This alphabetical reference is an excellent source for questions about grammar and correctness as well as document format.

♦ *Elements of Style*, Strunk and White.
  This is a classic text that encourages and teaches about correctness and concise writing.

♦ *Course Notes* and Readings, which will be distributed throughout the semester; keep them in a 3-ring binder along with class notes.

♦ A good collegiate dictionary, preferably paper, or on-line such as Merriam-Webster’s.
  Many free on-line dictionaries are incomplete in their coverage of English vocabulary, thoroughness of definitions, and/or explanations of appropriate usage.

**Britton’s Writing Model**

James Britton was a writing theorist who represented types of writing as a continuum, illustrated above, to illustrate how writing originates and to where it can lead. Virtually all writing begins as a personal expression. In this course most of the writing will begin with your own expressions and interests, but all of the writing you will do will develop for
transactional purposes. Transactional writing generally moves the reader to take some action or it satisfies a need for information or instruction. Such purposes include these: applying for a job; getting permission or resources for a project, including grant funding; following-up with progress information while working on a project (sometimes so work can continue on a project); developing an idea or theory; and inquiries into problems or questions or ideas.

**Grading**

Class Participation, Preparation, and In-Class Writings 10%

Writing Projects:
- Internet Project 15%
- Memos and Resume assign. 20%
- Literature Review 20%
- Poster Presentation 5%
- UROP Grant Proposal 10%
- ICE Meeting recaps 5%
- Exam 15%

**Attendance**

Attendance is an important part this class and it will affect your grade, either helping it or hurting it. Please call or E-mail if you must miss class. Get notes from a classmate, then discuss with me what you do not understand. You need to come to class because I will give assignments in class, we will do in-class writing and reviewing, and because class discussions will help your writing process and are an important aspect of practicing critical thinking. Poor attendance comes off the top of your final grade: 30 absences will prevent you from passing the course, which means each 3 unexcused absences are worth a third of a letter grade.

**Activities and Your Responsibility**

You are expected to come to class prepared by having completed the assignment for that class period, which may be an assigned reading, some writing for review in workshop, some research, and/or a paper due.

**Desired Outcomes of This Course**

Below is a brief description of my desired outcomes for you in this course, that is, goals and what I expect you will learn in this class. Because you will write about topics you choose, it is expected that you will learn more about your topics that could not be described here.

1. To prepare you for professional and academic writing situations, which means:
   -- You learn about the various writing formats you likely will be using.
   -- You learn about or review a variety of correctness issues in writing, and how to continue learning on your own.
   -- You understand how to do what I call “frame the problem,” which relates to forming questions about a problem that might be answered through research and the presentation (the document created).
   -- You understand audience and purpose.
   -- You practice listening skills in understanding assignments and conducting research.
--You practice listening and note-taking skills in learning about assignments and while conducting research.

--You practice presenting your thoughts and ideas in writing and orally.

--You understand that in professional situations “publishing” includes everything from E-mail to memorandums to formal reports to Web documents to poetry to journal articles to books.

2. That you use the process of framing a problem to identify and learn about ideas. And that you be an active reader and use research to learn, which in professional situations means to apply or communicate the information to a specific reading audience.

3. That you engage in interactive intellectual debate with your reader—rather than “preaching” to them—using persuasion and argumentation. This is how I try to teach to you, and how you should present material to your readers or listeners.

**Classroom Behavior**

Generally, follow normal rules of etiquette and civility being respectful of other’s opinions and values; don’t hold conversations while others (including me) are speaking, including conversations by text with folks not in the room; recognize that learning is an interactive behavior—you must interact with the object of your attention, and often with others, which includes interacting with me. No phones, no texting, no e-mail, no noisy food. Please, as much as we love dogs and other animals, do not bring them to class.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. For more information on what the university has to say about appropriate behavior in the classroom, or if you would like to see examples of unacceptable classroom behavior, please go to the Web at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**Plagiarism and the Student Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

As the semester progresses, we will discuss some aspects of plagiarism as a normal part of this class. Additional information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

**Students with Disabilities**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be

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If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Schedule Conflicts

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please review your personal calendar and discuss an absence at least two weeks in advance of the conflict. See full details at http://www.colorado.edu/policies/fac_relig.html

WRTG 3020 Assignments — Brief Description

Below is an overview of the assignments for this course. Please understand that you will often be working on more than one piece of writing at a time, as often is the case in professional situations:

— Memorandum on Values. Research and write a one-page memorandum addressed to me on the topic, "What are my values (my morals and ethics), how did they develop and how do they change, what are my values toward the environment and on what are they based." This assignment allows you to practice your critical thinking skills to your own closely held beliefs and understandings.

— Internet Research How-to Document. Use your access to the Internet and World Wide Web to research this Question: "What are the strengths and limitations of Internet research in the environmental sciences." You will also do research to understand how search engines function, about Boolean logic, and the history of the Internet. Then you will write a 2-page instruction instructional document (one sheet, front and back) for a college freshman on how to use the Internet for research, including how to choose search engines and keywords, how to use Boolean logic, how search engines find and store information then rank it on a search results page, and how to decipher search results. For this assignment you will use a page layout program such as Publisher or InDesign to produce the final document. This assignment will help you to learn more about the Internet as a research tool, including its strengths and limitations, then communicate these ideas to a specific audience, practicing page design and visual arrangement of important elements and oral presentations of information.

— Career Path and Resume assignment. This is a five-part assignment in which you begin by researching your career goals or interests, then write a 2-page essay reporting on your inquiry into your potential career path, find a job or internship advertisement in your field of interest for which you are currently qualified (perhaps that you learned about during an interview), write a job description for a job you currently have or have had, and finally write a resume and application letter for the job or internship you found. You are required to interview 2 university professors and 2 professionals in your field of interest, as well as use career development resources on campus and on-line, and find an advertisement for a job or internship; this assignment emphasizes interview skills (both as the
interviewer and interviewee), analytical writing, and persuasive writing skills, and will use aspects of narrative, expository, and descriptive writing. As a part of the inquiry, especially during the four interviews, you should inquire about the importance of writing skills in the environmental (or other) field and career.

—Literature Review. The Literature Review is both a process and a form of published work. The process is used to educate oneself about a field of study, and to identify areas for original or additional research. The Literature Review format is a genre of scientific article generally written by a person well-experienced in a field of study; reviews of literature are also often included in grant proposals. For this assignment, you will research an environmental topic of your choice that you will use for this project, for the Grant Proposal, and for the Poster presentation. We will spend two days in the library in seminars first with a Reference Librarian, then with a Government Publications Librarian. You will be able to apply all of your new and existing on-line research skills, which you wrote about in the Internet Research Project, to the search engines and databases in the library.

The usual purpose for a Literature Review is to teach or inform yourself about relevant literature and research trends in a field of study. The audience for your Literature Review will be yourself and other students desiring to learn about your topic. One end goal of the Literature Review is that you discover topics to be researched; in the case of this series of three assignments (Literature Review, Grant Proposal, and Poster presentation) you must develop a project that is within your capability as an undergraduate or new graduate. If you are thinking about writing an Honors thesis or if you will work in a lab or on a project, you can use this assignment and the following assignments to research that topic and develop your ideas. Your topic might be one you learned about during your interviews or other research for the Career Path Inquiry essay.

The Literature Review process can result in a variety of projects, including a proposed project in a laboratory or in the field; a policy analysis or development of a new policy; a study or analysis related to environmental ethics or values; or a project related to environmental, experiential, or outdoor education; or a combination of any of these. You will write three Progress Memorandums described on the Schedule later in this syllabus that will inform me of your progress at key points during this several-week project.

For the Literature Review project, we will meet twice in the library, and you will research among peer-reviewed and other scholarly materials and government publications on your topic, ultimately writing about trends and important projects or published literature on the topic. This and the two subsequent projects will build on your research skills including interviewing for information (both from experts in the field and information experts—librarians) that we began in the Career Path Essay, searching on-line and paper materials for background understanding, searching in the library for on-line, paper, and microfiche materials, and analyzing what you find for trends and areas for further research. Applying your creative and critical thinking skills are inherent aspects of this project.

—Grant Proposal. Based on the project you develop as a result of your Literature Review, prepare an Undergraduate Research Opportunity (UROP) grant proposal, or other approved research or grant proposal. You are encouraged to use this project to begin or continue work on an Honors thesis, work in a lab on or off campus, for an internship, or preparation for a job. For this project you practice analytical, persuasive, and argumentative writing skills, as well as develop and justify a time schedule and a budget.
—Poster. Based on the project you develop as a result of your Literature Review and for which you are writing the UROP grant proposal, prepare your research proposal in the form of a poster for oral presentation to the class, continuing to practice design and visual arrangement of important elements, as well as oral presentations of data, proposals, and arguments.

—ICE Talks Memorandum. This is a memorandum due late in the semester that describes the three Investigate Careers in the Environment (ICE) talks you attended over the course of the semester. These talks are small, informal talks given by professionals in a wide variety of environmental careers, including academics, government agencies, non-profit organizations, for-profit organizations, environmental education, and more. You are to attend three talks, listening for and taking notes about the material the speaker is trying to present related to the particular career, but also listening for information useful to someone not interested in the particular career (perhaps yourself), such as job-searching tips, career-building tips, interviewing suggestions, aspects of environmental studies new to you, or the speakers style of presentation.

—Exam. The exam is a take-home, open-book exam covering questions about the writing process, class readings, and editing skills.

**Writing Evaluations**

The form below will be used for evaluating your writing. Notice that I grade on three general areas: Content, Writing Style, and Correctness.

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**Criteria for Evaluating your Writing**

| Writer ___________________________ | Date ____________________________ |
| Assignment ____________________________ |

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<tr>
<th>Content:</th>
<th>poor</th>
<th>weak</th>
<th>avg.</th>
<th>good</th>
<th>excel</th>
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<td>Quality and development of ideas</td>
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<td>Organization, relevance, movement</td>
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<td>Audience Awareness</td>
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<th>Style and Clarity:</th>
<th>poor</th>
<th>weak</th>
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<td>Your voice comes through</td>
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<td>Style, flavor, individuality</td>
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<td>Wording and phrasing</td>
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<th>Correctness:</th>
<th>poor</th>
<th>weak</th>
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<td>Grammar, sentence structure</td>
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<td>Punctuation</td>
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<td>Spelling</td>
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<td>Manuscript form, legibility</td>
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**Comments**

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How to read and use this Schedule: Below is the schedule for the semester. Notice that each week there are assigned readings. Readings are from one of the three texts, or an essay given to you as a handout. You should read these materials prior to class meetings for the week and generally as preparation for writing assignments you will be working on during that week. Also notice that on any given week there will be several readings from the Handbook; most of these are quite short, from less than a page to several pages. Very few of the Handbook readings will be overtly discussed in class, but are quite important for giving you context when we discuss topics for the week—if you don’t read them, sometimes you might not clearly understand what is going on in class discussions.

Assignments or drafts that are due for workshop are indicated in the third column from the left, following the date of class.

“Stump the Professor” is time allotted on Thursdays to give you the opportunity to ask questions you think I can’t answer about writing or environmental issues, or questions about current assignments, or questions that you have always wanted to ask on topics that were covered in previous classes but you missed because you were sleeping or talking or gone that day or that you would just like to discuss with me and the class.

| August | 23 | Topic: | Course Introduction  
|        |    | Discussion of course assignments, Library Seminars |
| 1st wk |    | DUE: | In-class Free Write: "How do I feel about writing?"
|        |    | Discussion: | Dickens essay "What is a Horse?"
|        |    | Assignment: | Memorandum on Morals and Ethics |

25 Reading: Preface of *Handbook of Technical Writing* (pp ix–xxiii)  
Handbook pages: 177–9 (Ethics); 328–30 (Memos)  
Introduction of Penrose book

Guest Instructor:

Workshop/Discussion: Memorandum on Morals and Ethics

| 2nd wk | 31 | Reading: | Penrose: chapt 1; Electronic Communication essay;  
|        |    | Handbook pages: 98–100 (Context); 162–7 (e-mail); 169–74 (English);  
|        |    | 498–502 (Sentence Construction); 307.9 (Listening);  
|        |    | 459–67 (Research); 310–11 (Literature Reviews). |

LIBRARY: Meet at Norlin for Reference Library seminar: Room E303.  
Bring an open mind and your research questions for the Memorandum on Values assignment.

| September | 2 | LIBRARY: | Meet at Norlin for Government Publications Library seminar: Room E303. |
### Important Dates & Semester Schedule, cont.

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<tr>
<th>3rd wk</th>
<th>7</th>
<th>Reading: Lynn White essay; Discovery reading</th>
<th>Due: Memorandum on Morals and Ethics</th>
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<td>Handbook pages: 463–5 (Internet research); 258–63 (Instructions); 295–300 (Layout &amp; Design); 343-45 (Newsletters); 167-9 (emphasis); 410-12 (Proofreader's Marks &amp; Proofreading);</td>
<td>Assignment: Internet Research Project</td>
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<td>Assignment: ICE Talks—plan to attend Tuesday evenings</td>
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<td>9</td>
<td>Workshop: Bring a first draft of Internet Research Assignment.</td>
<td>Discussion: Priniciples of page design</td>
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<td>Discussion: Stump the Professor</td>
<td>DUE: Internet Research Project</td>
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<td>4th wk</td>
<td>14</td>
<td>Reading: Penrose chapter 2; Eric Hoffer Essay</td>
<td>Workshop: Bring a revised draft of Internet Research Assignment.</td>
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<td>Handbook pages: 70–71 (Clauses); 77–83 (Comma Splice &amp; Commas); 383–4 (Plagiarism); 494–7 (Medium); 270–2 (Interviewing for Information)</td>
<td>Discussion: Introduction to Grammar &amp; Punctuation</td>
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<td>Assignment: Discussion of Resume and Career Path Inquiry assignment; write a Job Description for a job you have or have had in the past.</td>
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<td>&quot;My perfect job&quot; free write</td>
<td>You should begin tracking down professors on campus to interview.</td>
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<td>Assignment: Discussion of Resume and Career Path Inquiry assignment; write a Job Description for a job you have or have had in the past.</td>
<td>Stump the Professor</td>
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### Important Dates & Semester Schedule, cont.

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Workshop</th>
<th>Presentation</th>
<th>Assignment</th>
<th>Research</th>
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<tr>
<td>5th wk</td>
<td>21</td>
<td>Vesper reading on Resumes; Maslow essay; Ross essay Handboook pages: 497–98 (Semicolons); 285–7 (Job Descriptions); 471–88 (Resumes); 437–43 (Questionnaires); 459–67 (Research); 48–9 (Bibliographies); 129–53 (Documenting sources)</td>
<td>Bring a Draft of Job Description for a Job you have or have had</td>
<td>Sustainable and green home building and solar power</td>
<td>Investigate Careers in the Environment (ICE) talks begin tonight</td>
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<td>23</td>
<td>Resume Workshop</td>
<td>Grammar &amp; Punctuation</td>
<td>Write a first draft or revise your resume</td>
<td>Continue searching for interviewees for the Career Path Inquiry essay. Track down professors on campus and professionals off campus to interview. Stump the Professor.</td>
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<td>6th wk</td>
<td>28</td>
<td>Strunk &amp; White, sect. I; Carson essay; Handbook reading: 181 (Executive Summaries); 309–10 (Lists); 75–76 (Colons); 114 &amp; 245 (Dashes)</td>
<td>Bring a draft of your Resume</td>
<td>Summary of Qualifications</td>
<td>Grammar &amp; Punctuation</td>
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<td>30</td>
<td>Workshop: Bring a copy of the job or internship advertisement for which you are writing your Resume and Application Letter Workshop: Bring a draft of your Summary of Qualifications</td>
<td>Begin the Application Letter Stump the Professor</td>
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<td>7th wk</td>
<td>5</td>
<td>Penrose chapt 3; Gamow essay Handbook pages: 35–9 (Application Letters); 90, 245 &amp; 351 (Compound Words)</td>
<td>Application Letter</td>
<td>Grammar &amp; Punctuation</td>
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<td>October</td>
<td>7</td>
<td>Workshop: Bring a draft of the Letter and the Career Path Inquiry essay</td>
<td>Grammar &amp; Punctuation</td>
<td>Stump the Professor</td>
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Important Dates & Semester Schedule, cont.

8th wk 12  Reading: Penrose chapter 4; Miller & Swift essay; Handbook pages: 46–48 (Sexist Language)
Workshop Resume assignment: Bring revised drafts of all 4 parts for Workshop: Career Path Inquiry essay, Resume, Application Letter, & Job Description (also bring the advertisement for which you are writing the resume & application letter).
Discussion: Grammar & Punctuation

14 DUE: Resume Assign: 1-Career Path Inquiry, 2-Resume and 3-Application letter for a specific job or internship advertisement (turn in the ad also), and 4-Job description of a job you have held.
Assignment: Literature Review: Begin searching for an environmental topic of interest to you that will be used for Literature Review, the Poster presentation, and the Final Grant/Project proposal.
Discussion: Literature Review: Topic development and Research
Stump the Professor
DUE: Sunday Evening: E-mail me your Literature Review topic

9th wk 21  Reading: Penrose Chapter 5; Einstein essay; Hoffmann essay; Handbook pages: 459–67 (Research); 310–11 (Literature Reviews).
Workshop: Literature Review. Bring your preliminary Research

DUE by Wednesday Evening via E-Mail:
MEMO 1 of 3: Literature Review Progress—describe your topic, progress to date, and types of sources used/anticipated in a Memorandum format to me in an e-mail (not as an attachment).

23 Workshop: Literature Review: Bring your questions
Discussion: Libraries, Research.
Discussion: Grammar & Punctuation discussion
Important Dates & Semester Schedule, cont.

10th wk  28  Reading:  Penrose chapt 6; Strunk & White, sect. II; Hardin essay Handbook: 174–6 (EIS); 358–61 (Order of Importance); 390–91 (Prepositions)
Workshop:  Bring notes from preliminary research on the Literature Review project

DUE by Tuesday Evening:
MEMO 2 of 3: Literature Review Progress—research progress, sources found & draft of bibliography, early draft of thesis statement or research question in a Memorandum format in an e-mail to me.

30  Workshop:  Draft of Literature Review Introduction & Background
Stump the Professor

11th wk  2  Reading:  Thoreau essay; Watson & Crick essay Handbook: 361–5 (Organization)
Workshop:  Literature Review and Research

DUE by Tuesday Evening:
MEMO 3 of 3: Literature Review Progress—sources and draft of bibliography, revised draft of thesis statement or research question, content description or outline in a Memorandum format in an e-mail to me.

4  Workshop:  50% complete Draft of Literature Review for peer review workshop
Discussion:  Writing Abstracts
Assignment:  Poster Project Presentation; sign up for presentation dates
Stump the Professor

12th wk  9  Reading:  Penrose Chapter 7 Handbook: 412–33 (Proposals)
Workshop:  90% complete Draft of Literature Review for peer review workshop, including a draft of your Abstract
Discussion:  Grammar & Punctuation discussion

11  DUE:  Literature Review
Assignment:  Final Project: UROP Grant Proposal or other options
Discussion:  Poster Project Presentation
EXAM:  Take-home exam, open book, open notes, open minds
Stump the Professor
### Important Dates & Semester Schedule, cont.

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<th>Week</th>
<th>Date</th>
<th>Reading:</th>
<th>Discussion:</th>
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<tbody>
<tr>
<td>13th wk</td>
<td>16</td>
<td>Penrose Chapter 7&lt;br&gt;Handbook: 412–33 (Proposals)</td>
<td>Grammar &amp; Punctuation discussion</td>
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<td>18</td>
<td><strong>DUE:</strong> Take-home exam, open book, open notes, open minds</td>
<td>Assignment: Final Project: UROP Grant Proposal, or other options&lt;br&gt;Discussion: Poster Project&lt;br&gt;Stump the Professor</td>
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**NO CLASS—FALL BREAK and THANKSGIVING—November 22-26**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Workshop:</th>
<th>Discussion:</th>
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<tr>
<td>14th wk</td>
<td>30</td>
<td>Bring an early (50%) draft of Grant Proposal Project</td>
<td>Grant Proposal Project&lt;br&gt;Oral Presentations, expectations</td>
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<td>December</td>
<td>2</td>
<td><strong>Workshop:</strong> Bring a draft of Grant Proposal Project for Workshop, 90% completed</td>
<td>Stump the Professor</td>
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<th>Week</th>
<th>Date</th>
<th>Reading:</th>
<th>Workshop:</th>
<th>Due:</th>
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<tr>
<td>15th wk</td>
<td>7</td>
<td>Thoreau essay.&lt;br&gt;Handbook: 391-401 (Presentations)</td>
<td><strong>Grant Proposal Project Due In Class</strong>&lt;br&gt;<strong>Two-minute Project Presentations</strong></td>
<td><strong>DUE</strong> Grant Proposal Project Due In Class&lt;br&gt;Due: Two-minute Project Presentations</td>
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<td>9</td>
<td><strong>Workshop:</strong> Bring a draft of Grant Proposal Project for Workshop, 90% completed</td>
<td><strong>Finals week: December 11–15</strong>&lt;br&gt;Make an appointment for a Final Conference and pick up your Grant Project on December 10 or 13.</td>
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