INSTRUCTOR: Diane DeBella
OFFICE: STAD260A (enter gate 9, take door on your right, then elevator to 2nd floor--enter at 262)
OFFICE HOURS: MWF 1:00 – 1:50 pm and by appointment
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COURSE OVERVIEW AND OBJECTIVES:

The course framework for WRTG 3030 stresses the role of genre in scientific and engineering communication. In your work you will frequently be expected to communicate your ideas on science and technology to others--to people both within and outside of your specific field. This course will help you improve your critical thinking, writing, and speaking skills so that you may communicate your ideas effectively. You will not only gain familiarity with professional documents within your field of study, but you will also learn to apply your disciplinary expertise to broader social and ethical issues. Because the rate of technological change is so fast, it drives social and cultural change more than any other factor. Emerging technologies also often raise controversial moral issues regarding such things as privacy (information technologies), mixing species (genetically modified organisms), and creating novel forms of life (synthetic biology). As you analyze issues within this interplay of contexts, you’ll learn to exercise your abilities and responsibilities as individuals within the profession and as citizens within your community.

This class will be conducted as an intensive workshop: you will not only present drafts of your work to classmates, you’ll read and critique drafts of others, and then discuss them in class. We will focus on strategies of analysis and argument, and upon shaping your ideas so that your writing becomes both clear and persuasive.

University of Colorado Core Requirement: WRTG 3030 fulfills the core upper-division writing requirement for majors in the College of Engineering and in the following Arts and Sciences majors: MCDB (Molecular, Cellular, and Developmental Biology), EBIO (Ecology and Evolutionary Biology), GEOL (Geology), ASTR (Astronomy), IPHY (Integrative Physiology), PHYS (Physics), ENV (Environmental Studies), MATH (Mathematics), ECON (Economics), BCHM (Biochemistry), CHEM (Chemistry), and PSYC (Psychology). The course is approved for the Arts and Sciences core curriculum: written communication, and builds on the skills practiced through the first-year writing core requirement by applying an advanced understanding of rhetorical concepts to communication within specialized fields.

Program Curricular Goals and CCHE Course Criteria: In addition to attaining goals universal to all PWR courses, Professional Writing courses address the demands of particular fields.

Effective professional writing grows out of sound, incisive critical thinking. For the professional, exceptional thinking must be grounded in an understanding of the rhetorical context—not only the immediate audience and purpose, but also the professional and social contexts that shape the field. As writers analyze issues within this interplay of contexts, they learn to exercise their abilities and responsibilities as individuals within the profession. Writers in professional contexts understand that writing is a process, involving informed participation in a community of writers as well as attention to the demands of style.

By the end of the semester, students should meet the following core goals:

Critical Thinking

Students should learn to:

• Analyze issues, problems, or opportunities relevant to their field or profession.
• Identify and evaluate information sources for relevance, validity, and credibility.
• Apply advanced rhetorical knowledge in order to recognize the elements of sound reasoning.
• Pose questions that lead to sustained inquiry and innovative thinking.
• Frame an issue and develop a stance based on evidence and sound reasoning.
• Recognize the elements and logical progression of persuasive arguments.
• Employ rhetorical strategies to produce a coherent and persuasive argument.

Rhetorical Context

Students should learn to:
• Analyze the professional and, as appropriate, societal context of issues, problems, or opportunities under consideration.
• Understand writing and other forms of communication as collaborative dialogues among authors, audiences, editors, critics, and colleagues.
• Recognize and address the imperatives of social responsibility.
• Understand how constraints such as time, resources, professional protocols, conflicting obligations, or political pressures influence any rhetorical situation.
• Analyze the values, perspectives, and expectations of different audiences.
• Base rhetorical strategies from an advanced understanding of audience and a highly focused purpose.
• Shape rhetorical strategies from an advanced understanding of the elements of genre, persuasion, voice, and style.
• Use field-specific language appropriate for other professionals that, where appropriate, remains intelligible to a non-expert audience.
• Understand and employ information technologies in communication.

Writing Process

Students should learn to:
• Understand writing as an ongoing, recursive process that requires multiple drafts as well as various strategies for developing, revising, and editing texts.
• Develop skill in critiquing works in progress, whether it is their own or the work of colleagues.
• Convey meaning through concise, precise, highly readable language and understand options for shaping meaning through syntax and diction.
• Use standard grammar and mechanics and develop the habit of proofreading.

WRTG 3030 meets CCHE criteria for an Advanced Writing Course (GT-CO3). Specifically, this course will extend your rhetorical knowledge, your experience in the writing process, your mastery of writing conventions, and your awareness of effective communication strategies.

Extend Rhetorical Knowledge. Rhetoric, simply put, is an individual’s use of language and images to move an audience. Awareness of how a writer can shape words to successfully present ideas to an audience makes a critical difference in a writer’s success. In this class, you will gain insight into the various strategies different writers employ to influence their audiences. You will read pieces covering a wide variety of fields. You will critically examine the purpose, content, tone and style of each piece you read as you critique each author’s effectiveness and work to extend your rhetorical knowledge across disciplines.

Extend Experience in Writing Processes. In this course you will be exposed to a variety of research technologies, and you will learn to evaluate sources for accuracy, relevance, credibility, reliability and bias. You will expand your research skills through the use of the university library’s subject guide for WRTG 3030, found at http://ucblibraries.colorado.edu/engineering/sciandsoc.htm. Through the process of critical reading, writing and revision, you will learn to critique your own work as well as the work of your classmates as you develop multiple drafts of each major writing assignment. In peer critique sessions you will present early drafts of your papers to other members of the class, which will allow you to see how an audience reacts to your work. As you examine the work of others, you will gain a stronger sense of the needs of the audience, which will influence your writing as you revise your draft. Peer critique will also allow you the opportunity to practice effective approaches to working collaboratively.

Extend Mastery of Writing Conventions. The written projects required in this course call for appropriate conventions of academic and professional writing. You will learn how audience determines the conventions you use, whether you are writing an informal response, a literature review, or a white paper. Instruction will focus on rhetorically informed strategies relevant to the communication needs of engineering and scientific fields, dealing with issues of style, grammar,
and organization in the context of larger rhetorical and argumentative concerns. The goal will always be to create clear, dynamic writing that meets the needs of the audience. You will make ongoing use of two nationally recognized rhetoric and composition websites: The Purdue University OWL (on-line writing lab): http://owl.english.purdue.edu/owl/ and the Colorado State University Writing Center, which offers an array of writing resources pertinent to this course: http://writing.colostate.edu/. I also encourage you to take advantage of CU’s Writing Center, which is staffed by professional writing consultants and is located in Norlin Commons (E111) close to the east entrance. To make an appointment, go to www.colorado.edu/pwr/writingcenter.html.

Advance Content Knowledge through Communication Strategies: In this course you will be exposed to professional writings from various fields of study. You will apply the content knowledge gained to write effectively for various audiences and purposes, adapting your own content and style to respond to the needs of different audiences and rhetorical situations. The course will also help you improve your oral presentation skills.

REQUIRED TEXTS:


Readings accessed through the class blog: http://www.dianedebella.com/wrtg3030/. The password required to access the readings page will be given to you in class.

COURSE WORK:

Reading Quizzes: Each week you will complete a short quiz on the chapters assigned in Writing Science: How to write papers that get cited and proposals that get funded. Be sure that you always have loose leaf paper with you to complete quizzes.

Critical Reading Responses: The critical response will be a tool through which you can apply reflective strategies to the synthesis and communication of knowledge in this course. Throughout the semester you will respond to each reading assigned by posting a comment of substantial length to the class blog. You will critically examine the purpose, content, tone and style of each piece as you critique the work’s effectiveness. You will be responsible for posting your own response in a timely manner, and for reading the comments of your classmates, so that you are prepared to discuss each reading in class. You will need to register as a user of the blog. It is important that you register using your University of Colorado email account and your full first and last name all lowercase with no spaces (ex. dianedebella), so that you can receive proper credit for your posted responses. I will provide you with additional details regarding registering on the blog and posting responses.

Literature Review for White Paper/Feasibility Report/Substantive Article: Through your examination of course readings, you will develop an area of interest related to your field of study that you will then fully research in order to prepare a literature review for your longer project: a white paper, a feasibility report, or a substantive article intended for publication.

White Paper/Feasibility Report/Substantive Article: You will use your literature review to develop your longer project: a white paper, feasibility report, or substantive article. The longer project will help you develop more sophisticated ways to communicate knowledge to appropriate audiences, and demonstrate your comprehension of content knowledge through the use of effective communication strategies.

Oral Presentation: You will provide an oral presentation related to your longer project, which will include the use of visual and multimedia technology (PowerPoint, Prezio, iMovie, etc.). For help with digital projects, visit http://digitalwriting101.net/.

Peer Critique: You will provide constructive criticism of your classmates’ work, and you will receive constructive criticism of your own work. Peer critique and draft preparation is extremely important, and both will count towards your final grade.
**Class Participation and Attendance:** In a writing workshop, classroom attendance and participation are integral parts of the learning experience. Class participation (which may include informal writing assignments) and regular attendance are expected, and will count toward the determination of your final course grade.

**Comparable Workload:** To ensure a comparable workload across all sections of WRTG 3030, assignments will total roughly the equivalent 50 double-spaced pages of critical responses, drafts, and final assignments receiving substantial comments from peers and the instructor (this includes all of the assignments listed above).

**COURSE GRADE:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>5%</td>
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<tr>
<td>Critical Reading Responses</td>
<td>15%</td>
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<tr>
<td>Literature Review</td>
<td>15%</td>
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<tr>
<td>White Paper/Feasibility Report/Article</td>
<td>25%</td>
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<tr>
<td>Oral Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Critique</td>
<td>15%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
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*Grades for each assignment will be entered into D2L.

**GRADING SCALE FOR ASSIGNMENTS:**

A Exceptional in content, organization, style, and mechanics; illuminates the topic through its depth of analysis or argument.

B Well above average both in development of the thesis and in style; command of mechanics.

C Meets the assignment without major mistakes; mixture of strengths and weaknesses basically follows form.

D Fails to include all the elements of the form or doesn’t develop them adequately; poorly organized; contains many distracting mechanical errors.

F Incomplete, disastrously flawed, plagiarized or never turned in.

I will provide you with a more detailed grading rubric before you complete your first essay assignment.

**GRADING SCALE FOR PARTICIPATION:**

A Always prepared for class; participates without being called on; criticisms of other student papers show insight, close reading; comments are clear, succinct, and helpful.

B Generally prepared for class; occasionally participates without being called on; criticisms of other student papers demonstrate a good grasp of the course goals; comments generally are clear and helpful.

C Adequately prepared for class; only participates when called on; mastery of the course goals generally is evident, but criticisms of student papers, although somewhat helpful, demonstrate a less than thorough reading or understanding of the paper or course goals.

D Preparation is less than adequate; never participates unless called on; criticisms of other student papers demonstrate a casual reading, at best; comments demonstrate a failure to master the course goals.

F Disruptive to class (texting, talking, late to class, etc.); unprepared when called on; unable or unwilling to participate in class discussions.

**COURSE POLICIES:**

**Attendance:** In a writing workshop, classroom attendance and participation are integral parts of the learning experience. Class participation (which may include informal writing assignments) and regular attendance are expected, and will count toward the determination of your final course grade. Three absences (the equivalent of one week of class) are allowed without penalty. Missing nine classes (the equivalent of three weeks of class) will result in a failing grade. You are responsible for all assignments. If you miss a class, you will be expected to ask a classmate about the material covered in class, as well as any assignments given. Please do not arrive late for class. Three late arrivals will count as one absence.
Late Work: It is important to turn your work in on the date it is due. In fairness to all students in the class, late work will be penalized.

Electronic Devices: When you enter class, please turn off or silence your phones and other electronic devices. We will be using laptops on a regular basis in this computer lab. If you are not using the computer for work directly related to this class, I will ask you to leave class and you will receive an absence for that class period. Do not text during class.

UNIVERSITY POLICIES:

Disabilities and Medical Conditions
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. The Disabilities Services office is located in the Center for Community N200. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website.

Religious Observances
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. I will make every effort to accommodate your religious obligations provided that you notify me well in advance of the scheduled conflict. Whenever possible, you should notify me at least two weeks in advance of the conflict to request special accommodations. See www.colorado.edu/policies/fac_relig.html

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment
The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at www.colorado.edu/odh

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; 303-735-2273). 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). Other information on the Honor Code can be found at www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

COURSE CALENDAR (SUBJECT TO CHANGE):

WS = Writing Science
*You will be given a detailed assignment calendar with specific due dates. Both the syllabus and assignment calendar can also be found on the handouts page of the class blog.

Week of 8/26:
- Review syllabus, course overview, student introductions
- Review computer protocol, discuss course assignments
- Set ground rules for course

Week of 9/2:
- No class on Labor Day

**Text reading assignments:**
- WS ch. 1, Writing in Science; WS ch. 2, Science Writing as Storytelling
- Complete specific reading responses on blog and discuss readings:
  - “Ethical Theories”

Week of 9/9:

**Text reading assignments:**
- WS ch. 3, Making a Story Stick, WS ch. 4: Story Structure
- Complete specific reading responses on blog and discuss readings
  - “On Being a Scientist: Responsible Conduct in Research”
  - “What is Ethics in Research and Why is it Important?”

Week of 9/16:

**Text reading assignments:**
- WS ch. 5, The Opening; WS ch. 6, The Funnel: Collecting O and C
- Complete specific reading responses on blog and discuss readings
  - “The Ethical Dilemma of Genetically Modified Food”
  - “Meeting the Grand Global Food Challenge”
  - Discuss Literature Review/White Paper/Feasibility Report/Article
  - Overview of conducting research in Norlin Library

Week of 9/23:

**Text reading assignments:**
- WS ch. 7, The Challenge; WS ch. 8, Action
- Complete specific reading responses on blog and discuss readings
  - “A Communication Quandary”
  - “Bioengineering’s Big Worries”
  - Conduct research and hold conferences

Week of 9/30:

**Text reading assignments:**
- WS ch. 9, The Resolution; WS ch. 10, Internal Structure
- Complete specific reading responses on blog and discuss readings
  - “Science and Society”
  - “Ethics and Synthetics”
  - Conduct research and hold conferences

Week of 10/7:

**Text reading assignments:**
- WS ch. 11, Paragraphs; WS ch. 12, Sentences; WS. Ch. 13, Flow
- Complete specific reading responses on blog and discuss readings
  - “Shaping the Future”
  - “Preparing for the Worst”
  - Peer Critique
  - Discussion of white paper/feasibility report/article

Week of 10/14:

**Text reading assignments:**
- WS ch. 14, Energizing Writing; WS ch. 15, Words
  - Literature Review due
- Further discussion of white paper/feasibility report/article

Week of 10/21:

**Text reading assignments:**
- WS ch. 16, Condensing; WS ch. 17, Putting it all Together: Real Editing
Week of 10/28:  **Text reading assignments:**
WS ch. 18 Dealing with Limitations; WS ch. 19, Writing Global Science
Conduct research and hold conferences
Peer Critique

Week of 11/4:  **Text reading assignments:**
WS ch. 21: Writing for the Public; WS ch. 22: Resolution
Peer Critique
**White paper/feasibility report/article due**
Discussion of oral presentation

Week of 11/11:  Further discussion of oral presentation
Conduct research and hold conferences

Week of 11/18:  Conduct research and hold conferences

Week of 11/25:  No class

Week of 12/2:  Peer critique
Presentations

Week of 12/9:  Presentations
The Last Lecture