SYLLABUS

ENGLISH 390.1801: SCIENCE WRITING Fall 2015

Wednesday, 6:30 p.m. to 9:10 p.m.
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Acknowledgments
I am indebted to several faculty and staff in the Professional Writing Program. I very much appreciate their consultation and willingness to help me during my orientation process and first semester. They have been mentors, ensured I have background material, shared ideas, and allowed me to visit their class or use their grading system or handout material. Their influence or material is found throughout this syllabus. These individuals include: Dan Pendick, Mary Beth Shea, Joe Wappel, Tom Lowderbaugh, Mark Forrester, Mike Winett, Scott Wible, and Helen McClung.

Course Description, Philosophy, and Goals

This class will be student oriented, so please let me know how the syllabus may be improved now and in the future. Each student is responsible for understanding the contents of the syllabus and assignment instructions, so read all documents and ask questions if parts are not clear. This document should be much shorter, but I am trying to answer your probable questions and concerns, and avoid potential confusion regarding assignments and grades. Changes to the syllabus may be made throughout the semester.

Course Description and Objectives

Much of this section is taken from the English 390 Sample Syllabus. English 390, Science Writing, was created to assist students prepare for graduate or professional school or careers in the physical and biological sciences and related industries or allied industries. English 390 fulfills a university requirement that undergraduates complete a course in ‘real world’ writing, with a corresponding audience.

To paraphrase the official Professional Writing Program (PWP) memo, which is provided as a handout, English 390 Science Writing provides opportunities for each student to improve their professional writing skills. Assignments and exercises promote high level scientific writing through practical assignments similar to what students may find in their career. Collaboration is fostered through the use of peer review exercises and development of contracts with teammates.

Of utmost importance is appreciation of the concept that science, and science writing, is based on a search for the best estimate of truth and is not open to biased interpretation or promotion of an agenda. Rules of grammar and proper English are stressed through exercises and evaluated through the completed writing assignments. However, all the proper English in the world cannot correct ethical lapses or sloppy science or sloppy communication of scientific findings. Your science writing must be as clear, concise, accurate and precise to the extent possible. You must paint a picture of reality that is as true as possible.

We will discuss and use conventions found in several types of scientific writing and in communications with industry and general audiences. Students are expected to have a specific interest in the sciences or at a minimum an interest in learning and writing about science.

ENGL 390 is a skills, or studio, class and as such attendance is required. Because this is not a lecture class, the focus is on providing opportunities that help develop your rhetorical skills to create high quality writing. An appreciation for the proper use of standard English is essential to that process, as is the ability to identify a specific primary audience and target your message
accordingly. Exercises on various aspects of English or the assignment for the week will begin each class. A guest lecturer will be featured at the beginning of some classes. Class participation and collaboration with teammates is required. Writing assignments focus on the simple to the complex, with an emphasis on writing that is clear, concise, accurate, precise, and objective. Students are expected to follow the UMD Honor Code.

Course objectives include the following. This class is geared to meet the needs of students, so assignments are flexible in order to address unique writing requirements students may identify. Few can predict with confidence their career opportunities immediately after graduation or especially as they near retirement. Therefore, the assignments are to provide students experience in some basic types of writing they will probably encounter in their career or careers in the sciences. The intent is to help students think about issues and write in a balanced manner. Another goal is to understand the importance of providing solid peer reviews, with critical yet positive editing of another's work. Objective analysis of supporting documents, and carefully editing and revising your drafts are important skills that contribute to success. Students are expected to understand their audience and use appropriate grammar, sentence structure and tone to convey their message. The ultimate goal is to help students improve their science writing skills and thus improve their chance of success in their career. Students must have a primary goal to do well in the class. But more importantly, they need to understand how to in the future incorporate the principles covered in our relatively few hours of work to in part support a successful career (see the Learning Outcomes section).

**Philosophy**

Remember, when you leave the safety of the university system, your home, or the USA, most of the rest of the world really does not care about you, your excuses, or issues. I will be as supportive and understanding as possible, but there are basic expectations.

In the real world, there will be certain expectations of you which we will try to mimic in this class. I expect you to treat the assignments like real world situations (e.g., like an assignment as part of a job). I will not find all of your errors, nor will co-students who provide a peer review. You will certainly not find all errors as part of a self-edit. It is incumbent upon you to prepare drafts and final products as close to perfection as possible because they are practice for the real world.

Students should appreciate the opportunity to practice a skill that often separates leadership and policy makers from followers, or those that find it difficult to find a job. That skill is clear and concise writing. You have no idea how you will earn a living in 20 or even 10 years, but writing could be a major component of your job description. Or, you might wish that was true. Being able to clearly express concepts and your opinions (some professionals believe they have “judgements”) through good writing skills can open many doors for you. Excellent skills, even more. Poor skills may jam the door shut.

As indicated elsewhere, the class will emphasize student needs, or perceived needs, not on a rigid class structure. A goal is to assist in your individual learning process regarding writing skills, and to that end I will attempt to individualize the course content to better suit your needs. I do not grade on a curve. You may all earn the same high, or low, grade. The focus will be on “real world” situations as I have seen them or as you may envision in your future. Through modeling real world expectations, opportunities, and potential employee obligations, your assignments should become relevant. And, you should know where to look for answers to
your writing questions long after you have graduated. Some of the content will be common to all students. Another goal is you enjoy this process. Life is too short to take it seriously, but too long not to. We will attempt to find the balance point and have a bit of fun along the way.

High quality writing is often difficult and stressful. There is no reason that a class intended to improve writing skills should have unreasonable expectations and unnecessary stress. The class is intended to be enjoyable to the extent possible, but should not be considered an easy grade. One stress reducing concept is the modification of mastery learning principles, that I refer to as Individualized Skill Satisfaction Learning (ISSL). This concept is also mentioned in the Grades section, but the bottom line is that within reason and with some restrictions, you get “do-overs”. And, within reason you have the opportunity to personalize assignments. If you believe an alternative assignment is more appropriate for you, please see me. Do not wait until the end of the semester and wish you had made this request.

A requirement of writing science based articles is an understanding that scientific inquiry is based on a search for the best estimate of truth, not promotion of personal bias or politics. Facts and data must be evaluated and the results of your analysis communicated clearly and without prejudice. In that way, one can use science to better define gray areas of reality and stimulate progress for your career area and for society. Ethics are an integral component of scientific endeavors, and politics could be viewed as the antithesis of science. As appropriate, your papers will be expected to acknowledge an appreciation for uncertainties, and as possible elucidate and reconcile conflicts. This class includes raising questions and clearly communicating your findings in an objective manner.

Writing is an art form where you paint pictures with your words. Their flow, cadence, intensity, and intellectual challenge are able to create an ambiance for effective communication. Errors diminish these qualities. Errors are buzz-kills. Errors wound or kill credibility. Try to write clearly, concisely, accurately, precisely, and properly. Know your audience. Know when to draw with a crayon or a pencil, and when to use a fine fountain pen. I hope this course helps you make appropriate choices and minimize errors.

Grading, opportunities to participate, penalties for being late or absent, points deducted for errors in assignments, etc. will be uniform for all students. I intend to treat everyone as equals, under the concept of “we will never achieve equality if we perpetuate inequality, and by abiding by the Golden Rule (treat others like you want to be treated)."

Learning Outcomes or Goals

The University of Maryland Learning Outcomes for Fundamental Studies document provides the following goals. A portion reproduced here.

For Academic Writing
The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond. Goals for Academic Writing students are covered in a handout.

For Professional Writing
The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation. On
completion of a Professional Writing Course, students should be able to do the following:

1. Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
2. Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
3. Identify and implement the appropriate research methods for each writing task.
4. Practice the ethical use of sources and the conventions of citation appropriate to each genre.
5. Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
6. Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
7. Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

In addition to the Learning Outcomes developed by the university for professional writing, my goals for students follow, as modified from the Instructor Handbook.

1. Appreciate the basic goal of science, as a search for the best estimate of truth or reality, and that this understanding is reflected in your ethical communications of all types.
2. Improve professionalism and competence through better understanding and use of correct grammar, punctuation, spelling, design or format, and syntax in all documents. Communications are coherent, clear, concise, accurate, and precise.
3. Understand the need for competent use of appropriate research methods to summarize data for reports by reliable sources. Provide objective analysis and ethical presentation of information including the appropriate citation of references in all rhetorical activities
4. Analyze references and write articles for diverse class assignments, peer review and self edit drafts to create a final paper for the specific audience and type publication, and be sensitive to constraints they may impose (e.g., knowledge, skill levels, guidelines for publication).
5. Students produce ethical and persuasive texts that reflect the available evidence and provide both sides of issues.
6. Understand the rhetorical triangle (logos, pathos, ethos) and the process of writing (analyze references, plan, edit and revise drafts to create the final document) to produce objective professional writing.
7. Understand where to look for answers to their writing questions.

Required and Recommended Resources

Please purchase the Penrose and/or Williams texts. Or, these and other texts will be available for your use at McKeldin Library.
The Penrose and Williams texts will be used for reading assignments which will be part of exercises or otherwise discussed in class. Penrose has more case studies and Williams a good approach to clear and concise writing. The Humble text is valuable because it contains basic information that is easy to find. Their primary value is as a reference later in your career.

Humble, Roberta Mudge. Writing for a Reason, edition 4. Available from Dr. Humble at 1088 Warwick Neck Avenue, Warwick, RI 02889. It is also available from the Community College of Rhode Island. The price is approximately $21.00 per book.


Suggested Resources for Your Consideration

You should have a good dictionary. The one on your computer may or may not be appropriate.

You should purchase or have available to you through the library or another source, the style handbook used by your professional organization or field of study. Your papers should be consistent with this manual. If you are undecided, use a generic style manual such as the Council of Biology Editors Style Manual. This will be a good reference throughout your career.

Grading

All Professional Writing Program classes require six graded assignments, comprising a minimum of 25 pages of “original” writing (6,250 words). Graded writing will constitute at least 75% of the course grade. The range of total words to be written for your assignments is about 7,250 to 11,050. I prefer you be concise. Oral reports and extra credit are not part of the word count.

Audience Analysis

Each assignment submitted must have an audience analysis.

The analysis may be provided as part of your document or on a separate piece of paper, and does not need to be long but must be complete and clear.

Your audience analysis in most cases is intuitively obvious. But it is beneficial to formally identify the audience because the process could expand your capacity to develop an effective strategy to reach your rhetorical goals.

When creating your audience analysis, ask, why am I communicating, what is my reader’s skill level, who are my readers, and how may I most effectively communicate with them? Write your analysis to answer these and other appropriate questions.
Considerations:
purpose of document
audience characteristics
  peers, scholar to scholar
  instructor to student or vice versa
  employee to supervisor or vice versa
  expert to novice or vice versa

You need to define your audience, their level of expertise, interest in the subject, potential to be open to your comments, your standing) or relationship to the audience (will the reader respect your opinion?), etc.

Examples you might consider follow.
  The purpose of this paper is to discuss the ethical considerations of a situation related to ....... The primary audience is college level students who have a working knowledge of scientific principles and who are interested in ethical considerations of ....... research.
  Or,
  The purpose of this paper is to inform the primary audience of college students about ............ . My audience members are peers, who have a basic understanding of the issue and related vocabulary. They are interested in the topic of .... but are uninformed regarding this specific subject.

Or, some other wording you prefer...

Assignment and Point Summary in the Determination of the Overall Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Your current resume (bring this to class, or make one)</td>
<td>5*</td>
</tr>
<tr>
<td>2. Reflective essay &quot;Establishing Expectations&quot;</td>
<td>10</td>
</tr>
</tbody>
</table>
3. Job/position or school application 25*
4. Nomination letter 15*#
5. Trade magazine OR newspaper article OR letter to Policy Maker 15*#
6. Analysis or Summary of Peer Reviewed Journal Article 20*
7. Thank You Letter 10*#
8. Reflective essay “Mid-Term Self Assessment” 10
9. Ethics in Science 25*
10. Technical or Laboratory Manual, OR Directions, OR SciFi article 10*
11. Grant Proposal 20*
12. Interview article 10*
13. Reflective essay “Revisiting Your Expectations” 10
14. Term Project 30*
15. Oral Presentations for Term Project, power point or other media 25
16. Evaluation of Term Project team members according to contract 5
17. Completed Portfolio 25
subtotal 270 points

Term Project Progress Reports are 5 points each x 2 (Day 5 and Day 10)
+2 consultation discussions (Day 7 and Day 13) = 5 points x 4 = 20
(No peer review)

Guest Speaker newsletter articles (10 points x 4) = 40*

Peer Review of teammate’s newsletters, assignments, essays
5 points each x (11 + 4) = 75

Attendance, Participation and Professionalism,
Attendance 15 days x 2 = 30 (late = minus one point; absent = zero points)
Participate 15 x 1 = 15
Professionalism 50 (10% of grade; see page 10) 95
subtotal 230

total points 500 points

* = plus peer review and audience analysis
# = plus an option for 5 bonus points (15 total)
add your name to each paper you peer review

Grades will be assigned in 0.1 point increments. This allows for the perception of a more accurate score. For example, if a paper for an assignment having a total value of 10 points contains errors which downgrade it to less than an A- paper, but the quality is above a B-, the paper should not be given a 9 or an 8. Perhaps a fair grade would be an 8.4 rather than forcing a score of 9 or 8. The conversion of percentages to letter grades is in the next section.

Conversion of percentages to letter grades and points will be as follows:

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<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>96.7 - 100%</td>
<td>484 - 500 points</td>
</tr>
<tr>
<td>A</td>
<td>93.4 - 96.6</td>
<td>467 - 483</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 - 93.3</td>
<td>450 - 466</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 - 89.9</td>
<td>434 - 449</td>
</tr>
<tr>
<td>B</td>
<td>83.4 - 86.6</td>
<td>417 - 433</td>
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Defining a letter grade will be accomplished as covered in the University of Maryland’s Undergraduate Catalog (see http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1534)

A+, A, A- denotes excellence in the mastery of the subject and outstanding scholarship
B+, B, B- denotes good mastery of the subject and good scholarship
C+, C, C- denotes acceptable mastery of the subject and the usual achievement expected
D+, D, D- denotes borderline understanding of the subject and marginal performance
F denotes failure to understand the subject and unsatisfactory performance
XF denotes failure due to academic dishonesty

Expectations, Requirements and Related Grade Points

Grade Reductions

Part of your grade for each assignment will be based on the presence of an assignment cover sheet I provide. Or, you may provide this information as a heading on the document. There is a 5% grade reduction if this is not present.

Part of your grade for each assignment will be based on the presence of a formal audience analysis. This may be on a separate sheet of paper or on the first page before your document starts. There is a 5% grade reduction if this is not present. It does not need to be long and involved.

All assignments are to be turned in as hard copy. Electronic submission of assignments is only rarely acceptable. If you have a problem, see me or send me an email. With few exceptions, if I have to print papers, there is a 5% grade reduction (e.g., 9.5 not 10 points; 19 not 20 points).

A late paper will result in a 5% grade reduction per week. Extenuating circumstances result in no immediate grade deduction and must be discussed with me. Life happens so a good reason is not a problem, but this should not happen every week. Treat this class like the real world.

If I ask for a paper to be rewritten the final grade will be the average of the two grades (the original paper and the rewritten version).
Assignment format standards

Citation style should be governed by document type and the audience. Your expected profession may have specific requirements for their communications. However, unless otherwise stated please use the following guidelines. The margins for all papers will be one inch top, bottom and sides of the paper. Please use double spacing because it is easier to read and to make comments. And, the font should be Arial or Verdana 11 point, or Times Roman 12 point.

Professionalism

Professionalism is very important. I consider the professional component of your grade an indicator of your potential for success in your career and your positive impact on the careers of others. Because this is a skills or studio class, your classmates depend on your presence and participation in class. While much of this component is subjective, every attempt will be made to quantify deductions to your score (no deductions is preferred).

You cannot expect to earn full points for professionalism if you are not what most bosses would consider professional. For example, you will not earn many points if you:

* spend most of the time during many of the class periods playing games, communicating with others, or other activities on your telephone or computer,
* are disruptive (the class is intended to be a fun filled experience, so we are talking about balance),
* are disrespectful or hurtful of others.

If you think an action is not professional, it probably is not.

The class will be based on the Golden Rule.

Note that sycophants will not be successful in obtaining points in professionalism. I do not consider that approach to be either honest or that of a team player. And, it is annoying.

Class Participation and Further Professionalism Expectations

Few jobs permit one to just sit around and do little. I expect respectful yet active participation, in and out of class. You are expected to do homework assignments, assigned readings, language and style exercises, etc. You should be prepared to discuss readings, issues, and ideas in class.

Much of the work in this class is collaborative, and cooperation with others is part of professionalism. You will share drafts, contribute thoughtfully to the work of others through your peer reviews, explore ideas, etc. Your attendance and participation at these work events is crucial. You are expected to bring a draft and have something helpful to say to those with whom you work.

Students who are present and on time, involved in discussion, thoughtful and thorough in their answers, and comport themselves respectfully and maturely will receive high grades in class participation and professionalism. Failure to do so will negatively impact your grade. Students who are frequently absent or late, do not participate in discussions, are not prepared
to answer questions, and/or are not respectful toward others will receive a low mark for professionalism and participation.

_Eating in Class_

The class is at the supper hour and I realize some of you may have classes all afternoon or work until class starts, and eating after 9:10 p.m. is a late meal. You may eat in the classroom (assuming it is not a computer classroom) as long as the food is not odorous (stinky), noisy (e.g., crinkly paper, crunchy when you eat) or otherwise disruptive of the class. You should also be discrete. When that happens the privilege is removed for the entire class. Not a way to make friends. If you spill food or drink, clean it up after class or the privilege will be removed for the entire class. Janitors are not servants.

_Late/Tardy_

If you are going to be late, email me. If you are ill and cannot come to class, attempt to turn in your assignment(s) on time. Email me regarding your situation. More on this elsewhere. Habitual tardiness or absence is not professional so you lose points in two or three ways.

_Grades will be based in part on the following expectations._

1. attend all class meetings (see section on university attendance policies)
   a. **attendance will be taken**
   b. there are only 15 sessions, so total points will be reduced for unexcused absences (2 point reduction for an unexcused absence)
   c. tardiness is not respectful to guest speakers or peers, so tardiness will result in a reduced grade (1 point for each time tardy); be on time unless prior arrangements are made with me
   d. **please visit with me if you have a problem**
2. participate in a respectful and reasonable manner; this is difficult if you are late or not present
3. participation records will be taken (deduct 1 point/day if you do not participate); note that this is one index card function
4. hand in assignments on time or suffer a full grade reduction
5. helpfulness to teammates and others (e.g., good team player); professionalism points will be reduced according to my observations,
6. honest attitude (e.g., the Golden Rule); recall the UMD honor code,
7. zero playing games, texting, googling, etc. on your electronic device
   a. pay attention
   b. participate
8. zero cheating, zero plagiarism
   a. remember science is a search for truth, and you are writing about science
   b. by definition, cheating is not being truthful
   c. giving proper credit is easy, it only takes a small amount of time and ink, and is important; if you make an honest mistake, see me.
   d. you are all very intelligent and have no need to let others think for you; cheating is not a sign of intelligence but of laziness; your opinion is as valid as most who consider themselves experts, but if their ideas are unique or better, then
reference them...ink is cheap, a lot cheaper than a low self image and poor reputation.

Grading Criteria for All Papers

Grading of specific assignments, as seen below, will follow a modification of Tom Lowderbaugh’s grading sheet, and may be adjusted for some assignments. To strengthen your papers you should create them, as appropriate, to conform to the expectations listed below.

Consider using this or another standard format when editing a document for yourself or others. The amount earned per criterion is roughly proportional to the total value of the assignment.

Student: use the assignment sheet cover page format I provide elsewhere

Criteria:

1. Does the document’s appearance convey the purpose? Remember, the cover sheets are not part of your paper, but are to organize papers and correctly record grades.

2. Does the first paragraph explain what the document is and why it exists?

3. Does the paragraph begin with an assertion that the rest of the paragraph supports and explains? Does the first sentence introduce the paragraph?

4. Does each author appear to accommodate the stated, implied or assigned audience by addressing the following questions before writing the text?
   A. Who is the target audience? This may be defined as part of the assignment and included on the cover sheet information, the audience analysis, or through introductory information in the title.
   B. What does the audience already know? Does the narrative assume too much?
   C. What does the audience not know? Is this needed information provided? Are the terms and other vocabulary appropriate?
   D. What does the audience need to learn from the document? Is it clearly written? Concise? Are cogent arguments provided?
   E. Can the audience easily understand the message(s) being conveyed in the document? Does the audience need to search for information? Are comments easily understood?
   F. Is an audience analysis provided?

5. Does the paper contain sufficient evidence to persuade the target audience? Does the paper adequately inform the audience of a situation or event?
6. Does the paper connect ideas from one sentence to the next, from one paragraph to the next? Is the flow of comments natural and easy to follow?

7. Does the paper include appropriate graphics (e.g., headings, subheadings, graphs, charts, maps) to assist the target audience in comprehending the argument? Do graphs, figures, charts, maps “stand alone” through the use of appropriate legends (title, cutline—the caption)?

8. Does the author give credit for ideas and language to others?

9. Is the text correct (spelling, grammar, punctuation, etc.)? I fully expect each student to use spell check for each document.

10. What is the paper’s greatest strength?!

11. What distracts from a clear understanding of the author’s points? What are the areas of improvement?

12. What specific advice can I give the author to further strengthen the paper?

Or, a point scale example rubric:

10 points Superior performance is indicated by a clear initiative to learn through appropriate analysis.
* the assignment is submitted on time
* the student presents a fully developed discussion of the topic including references as appropriate
* there is superior attention to detail
* the student fully describes and analyzes topic and provides a unique insight.
The reader fully understands the topic under discussion.

8 points Strong performance is indicated by demonstration of active engagement in the learning process.
* the assignment is submitted on time
* the student presents a good discussion of the topic including references as appropriate
* there is excellent attention to detail
* the student provides a good discussion but could do a better job in analyzing the topic, and provides few new perspectives or insights
The reader understands the topic under discussion.

6 points Satisfactory performance is indicated by acceptable written work.
* the assignment is submitted on time
* the student provides an adequate discussion of the topic and provides references
there is good attention to detail
the student could more fully develop the assignment, with more thoughtful analysis and supporting details, and little insight.
The reader has a reasonable understanding of the topic under discussion.

4 points Weak performance is indicated by inconsistent written work.
* the assignment is not submitted on time
* the student provides a marginal discussion of the topic with inadequate references
* there is marginal attention to detail
* the student provides inadequate details and provides only a superficial analysis of the topic
The reader has a basic understanding of the topic under discussion.

2 points Poor performance in indicated by poor quality written work.
* the assignment is not submitted on time
* the student provides a poor discussion of the topic and few or no references
* there is poor attention to detail
* the student provides few critical details and a poor analysis of the topic
The reader has a poor understanding of the topic being discussed.

0 points Unacceptable performance is indicated by unacceptable work.
* the assignment is not submitted on time or not submitted.
* the student appears to have limited expectations or understanding of the topic and provides a very poor discussion with no references
* there is unacceptable attention to detail
* the student provides few details and little or no analysis or discussion.
The reader has little or no understanding of the topic based on the discussion.

Extra Credit

Note that all extra credit options are contingent on good standing in the class. If you decide not to complete one or more of the assignments because you have an overall grade you prefer when including the extra credit points, the extra credit points become zero. As does the assignment you skipped. There is no chance for a late submission or points for a skipped oral presentation.

The following are general extra credit opportunities. You may also earn extra credit for mailing the thank you letter (5), the letter to the decision maker (5), and the nomination letter (5). If you earn all these points they are worth an increase of about a full grade.

1. Point for finding an error (1 point/person/day = 15 potential points)
For each error you discover in a science related article you will receive one point. Types of errors include: inconsistencies between data and the narrative, statistical errors, grammar, word omission, misspelling, wrong word, tense, bullets or paragraphs not aligned properly, heading inconsistencies, table or figure errors, etc.). Only the first person to provide the same error will receive credit. Your discovery will be shared with the class. Each person is limited to one point per class period.

An important caveat: please point out errors in the material I provide, but you do not get extra credit for these discoveries. The reason for this inconsistency is that I am prone to errors, so you would all get an A+, which would not be acceptable to the university. Please note that you all do have the opportunity to achieve a high mark, just not one that is artificially inflated.

This extra credit opportunity is intended to improve your ability to analyze many types of science writing. Also, improving your editing skills should enhance your ability to find errors in your writing, and to understand the impact on credibility that inattention to detail may create in the mind of your reader. This understanding should also reinforce the need to check your emails for errors before hitting the send button. Another take home message is that it is very difficult for anyone to find all the physical and conceptual errors in our own documents. Each of us should get in the habit of asking someone to review our papers.

The intent is also to encourage the critical analysis of all documents, and to help you question what you read rather than blindly accept what you are told. Finding a significant or obvious error in an author’s conclusions will also receive a point. This level of critical analysis should also be used for your peer review of student papers, even though student errors are not part of the extra credit opportunity. Critical analysis is also essential when you read newspaper or related articles, or listen to what politicians tell you.

2. **UMD Writing Center (5 potential points)**

You may earn one point per visit to the UMD Writing Center, up to five points during the semester. To receive credit, ask Center personnel to inform me of your visit.

3. **One Minute Elevator Comments (9 potential points)**

You will be able to earn up to three points for each One Minute Elevator Comments exercise. Choose an important topic for one of two scenarios (or another if you prefer): 1. You are asked by a supervisor for a professional opinion on a subject, and have less than a minute to respond (consider putting your response in the form of “In my judgment...”); 2. You approach a known decision maker (perhaps the person does not know you so introduce yourself), and you are trying to influence this person on a particular topic, or perhaps you are trying to obtain an invitation for further discussion. You will receive 1, 2, or 3 points per person per time, depending on how professional and convincing the argument. We will do this as time allows or for a break. You can earn up to 9 points for the semester. You should have someone agree to play the important person. That person will receive 1 point for each time they assist someone.

4. **Attend a special university lecture (5 potential points; 10 points maximum per student)**
Attend a special university SCIENCE lecture or lecture related to writing for a scientific audience, and write a summary newsletter article. Permission must be obtained prior to attendance for credit to be earned.

General Comments on Grades

I prefer to not give an initial assignment grade of less than C-. At my discretion, I will return such an assignment to you (no more than three times) and ask that you revise it and hand it in the following week. If you do not do so by the deadline, the grade when the paper was returned to you will stand. If your paper is returned for revision, I suggest you work with a tutor at our Writing Center, whether or not you resubmit an assignment for a higher grade.

I understand high grades are essential for acceptance to certain professional programs, or you may have personal standards you wish to meet. A component of the Individualized Skills Satisfaction Learning (ISSL) concept is that you may revise a document when you receive a grade below your requirement. An explanation is not required. The justification must be approved for you to submit a revision, which is due the class period after approval. You must provide a short revision request (not more than about 50 words) that summarizes how you plan to change the content to improve the paper and your grade. The revision request must be submitted electronically within 24 hours of the graded paper being returned to you. If you do not meet the request or revision deadline you cannot provide a revision. Note that merely correcting errors such as using more of the peer reviewer’s edits or my edits, while possibly important, does not fully count as a revision. Your revision must strengthen the paper such as through improved clarity and concision. Because I have time constraints, you may only revise two assignments. Your final grade will be the average of the original and the revised grade on the paper.

General Course Questions, Policies and Procedures in Support of Your Success

The following sections are modified from Scott Wible’s syllabus and are based on University of Maryland policies.

Professional Writing Program (PWP) Attendance Policies

To succeed in this course, you must be prepared and attend each class period. Classroom discussions and in-class work account for a significant part of your grade, and class participation, once missed, cannot be restored. In the real world you may need to miss a class, in which case it is critical you see me and explain the situation.

We meet one evening per week (equivalent to three 50-minute classes), so missing one class can be a significant problem. Assignments are due as a hard copy at the beginning of class. Students are expected to communicate on a timely basis if there is a problem. Electronic communication is expected but the telephone is a valid alternative.

Below are university PWP policies on unexcused and excused absences, as well as tardiness. Please note that missing more than two weeks’ worth of class (equivalent to six 50-minute classes) for any reason may result in a zero for the
participation/professionalism portion of your grade which will impact your overall course grade. If you are absent, it is your responsibility to find out what you missed. All assignments, power point slides, and other material discussed will be on ELMS. Missing more than two weeks of class will make catching up difficult or impossible.

Unexcused Absences. You may take up to one week’s worth of no-question-asked absences (that is equivalent to one class for 390.1801) per semester for both the expected (i.e., being the best man in your brother’s wedding) and the unexpected (e.g., flat tire, attend a funeral).

If you take a no-questions-asked absence, however, you are still responsible for whatever material was covered in class and for turning in assignments on time. If a major scheduled grading event (assignment due, in-class workshop/peer review, presentation) is scheduled for that class period, and you don’t show up and don’t have a university-sanctioned excuse (see below) then you will lose the points for that activity.

Excused Absences. The University excuses absences for your own illness or the illness of an immediate family member, for your participation in University activities at the request of University authorities, for religious observance, and for compelling circumstances beyond your control. Documentation is required for all excused absences. If you have an anticipated excused absence, you must let me know in writing by the end of the schedule adjustment period or at least two weeks in advance. Or provide notice as soon as you are aware of a conflict.

Absence for one class due to your own illness: The University requires that you provide me a self-signed note attesting to the date of your illness, with an acknowledgment that the information provided is true. Providing false information to University officials is prohibited and may result in disciplinary action. The Health Center has an online form that you should use for this purpose: http://www.health.umd.edu/sites/default/files/Class%20Excuse110.pdf. The university’s policies on medical and other absences can be found at: http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540.

Absence due to religious observance will not be penalized, but it is the student’s responsibility to notify the instructor within the first 3 weeks of class regarding any religious observance absence(s) for the entire semester. Work missed must be made up according to an appropriate schedule. The calendar of religious holidays can be found at: http://faculty.umd.edu/teach/attend_student.htm#religious.

Absence from more than one class because of the same illness: You must provide written documentation of the illness from the health care provider who made the diagnosis. No specific diagnostic information shall be given in this documentation. The provider must verify dates of treatment and indicate the time frame during which you were unable to meet academic responsibilities.

Non-consecutive medically necessitated absences from more than a single class: Such absences may be excused provided you submit written documentation for each absence as described above, verifying the dates of treatment and time frame during which you were unable to meet your academic responsibilities. However, as also noted above, if you miss too many classes—even if excused—though you are technically eligible to make up the work, in practice students are rarely able to do so.
Tardiness  In the professional world, tardiness is rarely tolerated. However, this campus is large, and another instructor may keep you late. So if you do arrive late on occasion, do not disrupt class, and let me know by the end of the schedule adjustment period if you anticipate ongoing conflicts. Remember that it is your responsibility to catch up on your own time, not class’s time. Thus, more than 2 late arrivals (or unexplained early departures) will result in a 1 point/day deduction from the attendance total of 2 points/day.

Late Papers  Papers are due at the beginning of class or by the announced times on their assignment sheets. Papers turned in late without prior permission are subject to a penalty of one letter grade for each class period day late, including the first one.

Paper Submission Requirements

All papers must follow the format provided for each type assignment. This is so proper credit is given each person. Titles must be informative and accurate. Note that “Assignment #1” is not an acceptable title.

As for all important documents, keep an electronic or hard copy as a back up copy. A hard copy will be expected for your assignment. All assignment components, as identified in the assignment sheet, will be expected to be turned in on the due date.

Late papers will receive a grade reduction of one grade per class period that it is late. If you know you will be absent on the day an assignment is due, and the absence is excused by the university, if possible the paper should be submitted before the deadline. Unavoidable absences require you document the event and visit with me (e.g., projectile vomiting due to the flu would be an example).

For documentation of references use the method suggested in the style manual for your field of study or guidelines for your peer reviewed professional journal. Each graded assignment submitted should include the handwritten honor pledge.

Folders and Record-keeping

Maintain 3 physical folders:

A. a Portfolio for submitting and storing the graded assignments and related papers,

B. a collection of all materials compiled through independent research for your assignments,

C. a folder for handouts from me or guest lecturers and papers from peers.

You are responsible for maintaining your files, both physical and electronic through the end of the semester. At the end of the semester, submit your Portfolio of all graded assignments, the drafts that were peer reviewed or the previous to the final draft if self-edited, segregated by assignment, and in chronological order (newest to oldest or oldest to newest is fine). I do not want to see the numerous drafts of any paper that were not graded. I reserve the right to ask...
you, at any time, to submit materials related to your research: book notes, articles, internet sites visited, notes of interviews, etc. (see point B., above) The update on your Term Project serves this purpose for most people.

Classroom Etiquette: If our class meets in a computer lab, you are expected to use the resources responsibly by following these and possibly other policies.

1. Do not use instant messaging software, browse the Internet, or check your personal email during class, unless an exercise explicitly requires these activities. Please pay attention, or leave, so as to not disrupt other students.

2. Do not expect to print your formal assignments from the PWP printer. There are printers in the libraries and in kiosks around campus you may use, for which you will need a Terrapin Express account. If printers are broken, come to class on time and we will deal with printer problems after class.

3. Do not use the computers in any way that violates the university’s “Student Guidelines for Network Computer Use.” See ethics@umd.edu, or www.it.umd.edu/security/Nethics/Policy/network_guidelines.html.

Failure to abide by these policies will reduce your professionalism grade.

Conferences

Two conferences outside class time are required. At the first conference (Day 7), we will discuss issues of concern and you will present your progress on the Term Project. At the second conference (Day 12), we will again discuss your concerns, and your draft of the Term Project, and Portfolio. We will discuss your Reflective Essays at each conference.

You are welcome to make additional arrangements to meet with me outside of office hours to discuss your work and your progress. In addition, you are encouraged to meet with fellow students outside class time in face-to-face or virtual environments to informally provide feedback to each other or otherwise work together. Peer review is an important part of the class so please find time to interact with other students. Also, please see me if you have ideas as to how to improve the course in the future.

Collaboration

Students are expected to engage in collaborative activities throughout the semester. All students are expected to take an active role in reading and editing the writing of others through peer review and drafting workshops during class.

Course Evaluations

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community (www.courseevalum.umd.edu). Your feedback is confidential and important to the improvement of teaching and learning at the University. Because CourseEvalUM does not ask specific questions useful to the Professional Writing Program, I will ask you to fill out a different, also confidential evaluation in class. Both evaluations are important for separate audiences and somewhat separate purposes, and I
appreciate your participation in this process. I cannot see any evaluation until all final grades are submitted to UMEG.

**Professional Writing Program Electronic Device Policy**

Use of cell phones and similar devices is not allowed in class unless authorized for specific projects. Please turn your cell phone off before class begins.

*Emergency situation:* If you are in an emergency situation (e.g., illness in the family, babysitters who may need to contact you, etc.), you should explain the situation to me before class begins if possible. Everyone should have their telephones set on vibrate or silence, and if an emergency call comes through just leave the room quietly and take the call. Emergencies by definition should occur rarely.

You must maintain and use an active email account, one that is not full. Most materials that are electronically generated, including most handouts, will be sent to you via our course reflector (distribution) list or posted on ELMS. Notices of new material on ELMS and other material may be sent only by email. Some homework assignments may require you to use email. In this course, email to me will be according to the business format provided separately. You must be able to send and receive .rtf and .doc attachments and to receive and view .pdf documents.

**Syllabus and Daily Agenda Changes** The syllabus will change as needed such as when an improvement identified during class or a significant event (e.g., weather) occurs, but otherwise it is not likely. Students will not be negatively impacted by any change in the syllabus. I may change the tentative agenda you will be provided electronically. For example, your writing may expose a concept that we did not cover properly, or there is new information you may find useful. We will work around weather related University closures, and complete all assignments.

**University Policies**

**Accommodations and Accessibility**

The University of Maryland is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or even if you think you have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the university’s programs or services, contact the Office of Disability Support Service (DSS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with DSS. The DSS works with students confidentially and does not disclose any disability-related information without their permission. I will follow that policy. If you have a documented disability, including learning disabilities (registered with DSS) and need accommodations, please speak with me as soon as possible. For further information about services for students with disabilities, please contact the DSS at:

Office of Disability Support Services
As necessary, there will be accommodation in addition to that offered by the university. Please visit with me. Because we all learn in at least slightly different ways, the organization of this course may not be optimal for your learning style. For example, you may prefer to process information by speaking and listening, so that some of the written handouts and scanned material may be difficult to absorb. Please visit with me as soon as possible about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Writing Center and the Learning Assistance Services Center (http://www.counseling.umd.edu/LAS), are available to all students.

To be clear, many of us have learning disabilities which are compensated for by working harder. Accommodations are not an exemption for a disability, but a device for everyone to excel.

Diversity and Social Justice

As outlined in the ARHU Syllabus Template, the University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. (See Statement of Classroom Climate, at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541.

As noted by Scott Wible, the University of Maryland is committed to social justice. I fully agree with that commitment and intend to maintain a positive learning environment based upon open communication, mutual respect and tolerance for alternative points of view, and non-discrimination at all levels. The University of Maryland does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you believe you are being discriminated against by anyone in any manner (other than due to not fulfilling your classroom obligations) please visit with me.

Emergency Protocol The course will be canceled due to weather or other conditions if the university is closed. Otherwise, we will meet on schedule. Successful completion of all assignments requires we meet as scheduled, so if there is a cancellation the assignment expectations (deadlines) will be modified. You will not be required to compensate for the cancellation. Assignments due on the cancellation date will be handed in during the next class.

Academic Integrity

Note: I intend to use plagiarism detection software to confirm suspected problems in papers.
As identified by Scott Wible in his syllabus, the University of Maryland defines academic integrity as the pursuit of scholarly activity in an open, honest, and responsible manner. All students should act with personal integrity; respect other students’ dignity, rights, and property; and help to create and maintain an environment in which all can succeed.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations (unless stated as part of the assignment), facilitating acts of academic dishonesty by others, submitting work of another person or work you previously used without informing the instructor, or tampering with the academic work of other students. For university procedures that I intend to follow when addressing academic dishonesty cases, please consult the University of Maryland’s Student Honor Council webpage: <http://www.shc.umd.edu/SHC/Default.aspx>.

**Code of Academic Integrity and Honor Pledge**

The University of Maryland “Code of Academic Integrity and Honor Pledge” is student led, <http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf>. The code prohibits cheating, plagiarizing papers, submitting the same paper for credit in two courses without permission of both instructors, buying papers, submitting fraudulent documents, and forging signatures.

This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Failure to abide by these accepted academic conventions, especially for those failures that seem to stem from intention rather than ignorance, will result in being charged with plagiarism or other form of insufficient academic integrity that may lead to an XF grade. You will be informed about the mechanics of proper citation and documentation during this course but in general simply follow the peer reviewed journal or style manual of your field of study. Please submit the relevant portion of such guidelines or reference it when you submit your paper.

All undergraduate and graduate students are asked to affirm their commitment to a University of Maryland Honor Code by writing, in longhand, and signing the following honor pledge statement on all major assignments:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.”

I expect your graded assignments to include this handwritten and signed honor pledge. I fully agree there are valid reasons for not doing so, but if you chose not to include the pledge please visit with me so I can understand your reasoning.

**Summary of Assignments and Due Dates**

*Within reason, some assignments may be modified to better suit your individual career requirements.* Again, this class is for your benefit, not to comply with an arbitrary decision I may make.
General Assignment Considerations

Assignments are expected to be turned in as hard copy at the beginning of class. You will place your assignment in a labeled box at the front of the class.

Your assignment must be labeled using a header on the first page that consists of:
- the class,
- your name, and
- the assignment title and final draft for the version you are submitting for a grade.

As a peer reviewer of any assignment, you need to sign your name to the draft you reviewed. I should not have to hunt for the final draft or for information necessary to provide your grade or your credit for reviewing a document. If you do not provide this information you will receive a zero.

Tentative assignments are included in this syllabus, with full details to be provided electronically on ELMS and as a separate handout for class discussion. An agenda for each day will be provided electronically and at the beginning of each class. Many classes will begin with a guest lecture and/or grammar or other exercises. Questions and comments during class are encouraged, with minimal participation mandatory.

All assignments will be graded according to the same general criteria, which is detailed in another section. Graded papers will generally be returned at the beginning of class after the due date.

Within reason, I am attempting to personalize the course as part of my concept of Individualized Skill Satisfaction Learning (ISSL), so your efforts are in line with your career goals and expectations. Assignments are expected to be modified slightly to reflect personal career requirements or preferences. The degree of difficulty of modified and existing assignments will be equivalent. The following is a list of tentative assignments and due dates.

NOTE:
* there are three major assignments, the Term Project with Oral Presentation, the Ethics paper, and your Portfolio
* peer review reports should at a minimum follow the template provided
  * include constructive suggestions for improvement
  * we are trying to encourage a safe learning environment for everyone, so comments should frame concerns in the positive; there is no need to be hurtful or hypercritical
* for each assignment, sign the copy of your peer review of a document
* there will be newsletter articles based on 4 Guest Speakers’ comments during the semester; there may be other speakers but an article will not be required
  * as time permits during class, you will be expected to ask relevant and professional questions of each speaker
* the presentation will be followed by a period for you to write a draft newsletter article for a lay audience, after which will be a peer review and discussion period with a teammate
Assignments

All assignments are due at the beginning of class.

Not all activities for each day are listed here. For example, each week we will discuss questions or concerns identified on the feedback cards you will fill out at the beginning of each class. We will also discuss errors, or concepts students did not understand as evidenced by errors in their graded papers.

Day 0 Wednesday August 26
Each student is requested to bring 2 copies of their current resume to class on Day 1 (one to turn in on Day 1; and one for your teammate to peer review and return to you, which you will use to create a final draft to turn in on Day 2). If you do not have a resume, make one. Even a crude one is fine for Day 1.

Day 1 Wednesday September 2
1. PWP Welcome Memo
2. short personal introductions followed by discussion with a teammate
3. introduction of your teammate
4. discuss the syllabus
5. peer review expectations and YouTube of a peer review
   * for all peer reviews, clearly, concisely, and completely provide constructive feedback (provide suggestions for spelling, grammar and other errors and comment on clarity or other issues) as a written evaluation of the document; provide the author specific suggestions for improvement
   * the peer review should be handwritten on the draft; or, you may use the editing feature on a word document
   * for each assignment that is peer reviewed, use the concepts in the provided template and add information as appropriate
6. the second introductory exercise will include an in-class peer review of your practice resume by a teammate

Note that all assignments will have a description of the assignment on ELMS
You are responsible for reading and understanding the assignment sheet. Please ask me if any part of the assignment is not clear. Read the information and let me know if you do not understand or for some other reason cannot complete the assignment. It is not a valid excuse to turn in your work late if you do not understand, and wait to contact me for clarification when it is too late to complete an assignment on time. A late assignment is a grade reduction.

7. discuss expectations for your reflective writing essay assignments; the first essay is "Establishing Expectations"; due Day 2
8. discuss the Term Project requirements; your topic must be approved, and is due on Day 2; the contract is due on Day 3; you may change your topic if approved
9. discuss your Portfolio (Glory File) requirements
10. discuss the job or professional school application package, including resume, letter or recommendation, cover letter, statement of philosophy, due Day 4,

Day 2 Wednesday September 9

A. turn in the corrected practice resume with the peer review comments (this is the practice resume you brought to class on Day 1)  
   NOTE: each peer reviewed document must identify the person who did the review for them to receive credit (points). That is why you sign papers you review. Authors must provide this information or they will also lose points. Spaces for this information is on the cover sheets I provide.

B. turn in your reflective writing essay, “Establishing Expectations” (self edit or ask someone to edit your essay; this review is not graded, but add the self-edited and/or peer reviewed draft to the assignment package for your Portfolio  
   * remember to LABEL and KEEP ALL peer reviewed drafts for your Portfolio

C. Very Important: submit your proposed topic for your Term Project which is intended as an individual project; the team members and contract is due Day 3
   With permission, you may form a team to address a complex subject but each member of the team will work on a separate paper that addresses a component of the controversial issue, a multiple author paper will not be approved

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1. Guest Speaker, UMD Writing Center
2. work on draft and peer review of newsletter article about Guest Speaker comments provided on Day 2 *
   all Guest Speaker articles should be between 250 and 500 words or 1 to 2 pages, double spaced
3. discuss and work on peer review of job/position application package: a. description of job or professional school (e.g., graduate, law, veterinary, medical) for which you will apply, b. final resume, c. cover letter, d. statement of philosophy, and e. YOUR reference letter for another student
4. discuss Term Project requirements, and creation of a contract
5. discuss the Nomination Letter or letter of support of someone for an award; due Day 4
* a submitted nomination receives 5 bonus points; provide a notice of receipt from the organization, or print the submission email

Day 3 Wednesday September 16
A. turn in your first newsletter article about the Guest Speaker for Day 2 (Writing Center) and the peer review comments provided by your teammate
B. Your proposed topic for your Term Project was turned in on Day 2. The Term Project is intended as an individual project; With permission, you may form a team to address a complex subject but each member of the team will work on a separate paper that addresses a component of the controversial issue, a multiple author paper will not be approved. Use of a reference by multiple team members is not acceptable without approval.

* Provide the name of all proposed Team members (2 or 3 members), and a proposed team contract that defines deadlines for the peer review of drafts or the term project paper. Topics do not need to be similar.

NOTE: this team will work together the rest of the semester as peer reviewers of drafts of the Term Project assignment of other members
NOTE: Peer review teams for individual assignments must not be composed of students who are part of the term project team. Some students prefer a consistent peer review team composition for individual assignments. Diversify! Meet new people. You will need to do this at a job.

* the Term Project team contract is mandatory, as is the end-of-semester evaluation of compliance of team members with responsibilities defined in the contract

* teammates are responsible for peer reviews and other obligations defined in your contract

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1. UMD McKeldin Library visit Guest Speaker, Elizabeth Soergel, Engineering and Circulation Librarian, Room 6103, McKeldin Library, 6:30 p.m. we will go to 0236 Tawes after our visit with Elizabeth
2. work on draft and peer review of newsletter article on Guest Speaker comments; due Day 5
3. work on draft and peer review of Nomination letter or letter of support of someone for an award and the peer review; due Day 4
4. discuss the Term Project, and grammar exercises

Day 4 Wednesday September 23
A. turn in your final nomination letter (or letter of support if a team effort) along with the award description and guidelines, and the peer review comments relating to the draft document
B. turn in your second newsletter article for the Guest Speaker on Day 3 (Elizabeth Soergel) and the peer review comments
C. turn in your final job/position or school application package and the peer review comments on all components of the application package

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1. discuss trade magazine OR newspaper article, OR a Letter to a Policy Maker; due Day 6

Day 5 Wednesday September 30
A. turn in the Progress Report on your Term Project (prefer 200 to 400 words)

1. work on draft and peer review of trade magazine or newspaper article; due Day 6
2. discuss and work on the Summary or Analysis of a Peer Reviewed Journal Article assignment; due Day 7
3. Sign up for your Consultation Time during week 7, October 14 and 15

Day 6 Wednesday October 7
A. turn in your Trade magazine or Newspaper article OR the Letter to a Policy Maker assignment plus the peer review of a draft

1. Guest Speaker, Pat Millner, USDA Agricultural Research Service
2. work on draft and peer review of newsletter article about Guest Speaker comments; due Day 10
3. discuss and peer review your Summary OR Analysis of a Peer Reviewed Journal Article; due Day 7
4. discuss second reflective essay, “Mid-Term Self Assessment” (self edit or ask for a peer review, not graded, include in your Portfolio); due Day 7, or During your Consultation Time
5. discuss the Thank You Letter assignment, peer review in class; due Day 9
6. discuss the Ethics in Science paper assignment; due Day 9
7. ensure you are signed up for your Consultation Time for next week, Day 7

Day 7 Wednesday October 14
CONSULTATIONS THIS WEEK October 14 and 15
we will hold class this week, review concepts and discuss questions

A. turn in reflective essay “Mid-Term Self Assessment” during your consultation period (200 to 350 words), or not later than the normal class period; (self edit or ask someone to review it as a favor)
B. turn in your Summary or Analysis of a Peer Reviewed Journal Article and peer review comments
C. turn in your third newsletter article about the Guest Speaker for Day 6 (Pat Millner, ARS) and the peer review comments

1. work on your draft of Ethics in Science paper (plus peer review outside of class); due Day 9
2. Work on your Thank You letter; due Day 9

Day 8 Wednesday October 21
A. turn in your Thank You Letter and the peer review
2. Discuss and peer review your newsletter paper on your discussion with Dr. Carpenter, due Day 9
3. Discuss and peer review of draft of the Procedure for a Technical Manual, Laboratory, OR Directions OR SciFi article assignment; due Day 11
4. Discuss Grant Proposal assignment (this will be the topic of Pat’s discussion)
   a. You may work in a team on this project, but see assignment sheet on ELMS for restrictions
   b. If so, also submit a contract to address rank order of authors, responsibilities, etc.

Day 9 Wednesday October 28
A. Turn in your fourth newsletter article about the Guest Speaker for Day 9 (Glenn Carpenter, NRCS) and the peer review comments
B. Turn in progress report on your Term Project and peer review comments
C. Turn in your Ethics in Science paper, and the peer review comments

Day 10 Wednesday November 4
A. Turn in your Procedure for a Technical or Laboratory Manual, OR Directions OR SciFi article assignment

Day 11 Wednesday November 11 Veteran’s Day
A. Turn in Grant Proposal and the peer review by a teammate or another person if this is a team effort

Day 12 Wednesday November 18
CONSULTATIONS THIS WEEK November 18 and 19
A. turn in Interview Article and peer review comments during your consultation period
B. turn in third reflective essay “Revisiting Your Expectations” during your consultation period (200 to 350 words); this is a self-edit but ask someone to edit it as a favor

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1. Work on Oral Presentations and Term Project
2. Review grammar and other exercises

Day 13 Wednesday November 25  Thanksgiving  No Class

Day 14 Wednesday December 2
A. turn in Portfolio at beginning of class; presentations will occur over two days; your Portfolio will include the power point slides for your presentation, so this deadline will provide the same time for all students
B. turn in Term Project, plus the Peer Review comments from a teammate
C. turn in the Evaluation of Term Project team members according to your Contract
D. turn in final draft of the Power Point slides or other media you use for your Oral Presentation; students who present on Day 15 may modify their slides but the slides to be graded are due on Day 14 so all students are treated the same

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1. Term Project Oral Presentations on Days 14 and Day 15 (25 points)
   * the media grade will be part of the 25 points for the Oral Presentation
   * I will add the power point slides to your Portfolio
   * see assignment sheet for details
   * do not miss your scheduled time, all students are expected to attend the presentations

Day 15 Wednesday December 9
1. continue Term Project Oral Presentations

Day 16 Wednesday December 16
NO FINAL EXAM; your grades should be on ELMS by December 11

Resources and Free References

Undergraduate Writing Center

The UMD Writing Center is world famous, and it is a free resource for your benefit. Even if you are having few problems in your writing assignments you would benefit from visiting the Center where their trained tutors may be able to provide helpful hints. You are all encouraged to take your draft of a written assignment to the Center and one of their personnel will be able to provide assistance. You were given a business card on the first day, but here is the contact information again:

Telephone: 301.405.3785
Email: writadmin@umd.edu
Website: <http://www.english.umd.edu/academics/writingcenter>.
If a sufficient number of my class members believe it beneficial, I will schedule a workshop on resume development or some other topic for which they provide expert assistance. This training may be held as a special outside class event in conjunction with another PWP class.

**Enterprise Learning Management System (ELMS) and Canvas**

The following is from the ELMS website, http://otal.umd.elmsservices. ELMS provides secure online spaces for distributing course materials, communicating with students, managing grades, etc. ELMS as an acronym also expresses the mission of the environment: Enhancing Learning for Maryland Students.

Term-based course spaces are automatically created for instructors. The system includes a set of integrated tools from which you can choose to meet a variety of needs. I will:

* upload the syllabus, exercises, articles, power point slides, and other items. Students may access this material through the secure course site,
* send announcements to students, in addition to using your email
* use the grade book option and send grades to UMEG,
* discussions may be available to encourage student interaction (upon request).

The Division of IT Learning Technologies will be developing documentation, video tutorials and other training materials for UMD faculty and students. Final grades will be submitted from Canvas to UMEG. UMEG is the university’s electronic grade book software.

**Terrapin Express**

Terrapin Express may be used at a printer kiosk to print your papers or peer review comments after class. One location is in the Art/Sociology Building, near the entrance closest to Tawes Hall. To learn more, contact the Terrapin Express Office at: 1109 South Campus Building, Mezzanine Level 301-314-8068 terpexp@dining.umd.edu. As indicated elsewhere, if the printers are not working, come to class on time. We will deal with the printer issue after class.

**Free References**


2. owl.english.purdue.edu/owl (the free online writing laboratory at Purdue University)

3. http://lib.guides.umd.edu/pwp (UMD’s library page for PWP classes)

4. www.engl-pw.umd.edu (PWP’s home page)

5. Free walk-in tutoring at 1101 Hornbake: http://omse.umd.edu/tutoring.html; omse.umd.edu/tutoring.html; Telephone: 301.405.5616

6. University of Wisconsin, Madison’s Writing Center: http://www.writing.wisc.edu/

**Options:** Should You Take This Class Now, or This Section of ENGL 390?
My intent is you consider this class enjoyable, are happy with the grade you earn, and retain
knowledge and skills gained or know where to go to refresh that knowledge. The purpose of
the workload is not to create undo stress, but to provide a broad experience in science writing.
Also, you or your parents should feel your tuition dollars were not wasted. Please see me if
you have concerns.

This is a studio or skills class, not a lecture. You should consider taking another section if
you are uncomfortable with any of the following.

1. We meet only one time each week, so there is not a lot of room for error in scheduling
   assignments, submission of work, and returning graded papers to you.

2. With few exceptions, no assignment is very long. Most are 200 to 500 words. But one
   or more assignments are due almost every week, which demands a serious
   commitment to your work. If you fall behind, your grade will probably suffer. Late
   papers receive a grade reduction. Procrastination is not a viable option.

3. Your textbook readings, and research for the Ethics in Science, Grant, and Term Project
   papers may be challenging. You will need to budget enough time to read, reflect on
   your findings, interact with peer reviewers and revise drafts of your paper to produce a
   product of optimal quality. If you may have verifiable personal commitments such as
   work or family obligations that would make taking this class a significant burden at this
   time, please see me because I do understand the dilemma.

4. There are no exams (unless you request some).

5. We will not dig deep into the rules of grammar, sentence structure, and the identification
   of sentence components. However, knowledge and appreciation for these concepts
   and rules are essential to successful writing. We will cover this type of information as
   part of in-class exercises, reading assignments, and comments on your papers. If you
   require additional assistance I will provide extra help. Also recall you have a
   world-class Writing Center next to the PWP Main Office in Tawes Hall, and other
   sources of quality assistance.

6. The title of the class is “Science Writing”. There are many aspects of writing in the
   sciences in which a scientist should have experience or be proficient. This class offers
   a wide range of opportunities for students. However, the class is not focused on writing
   journal papers and assembling data, or learning how to break down a study and simplify
   it, or a similar approach to science writing.

7. After looking at the list of assignments on pages 24 - 28, if they appear to have limited
   value then perhaps another section would better suit your requirements.

8. Class attendance and participation are essential to your success and grade.
   Unexcused absences or tardiness will also impact your grade. All of these situations
   are monitored. Therefore it is essential you contact me if you have an actual problem
   such a car breakdown, illness (see university guidelines), or other issue.
9. You will submit your peer review of several articles, and discuss your comments with the teammate. This work is graded and part of your Portfolio assignment. Consider another class if you do not want this experience.

10. Your guest lecture based articles probably demand you take notes, either handwritten or on your computer. You must provide a legible draft of the article to your peer review teammate for their review. You will each discuss your comments with your teammate during class, which should improve the content of each other's paper. Your handwritten notes and peer reviewed draft for these lectures will become part of your Portfolio.

11. There is zero tolerance for cheating and plagiarism. Also see the university statements on this subject. Do not test me. If you have a problem or question, talk to me, but do not cheat or plagiarize in any manner. If you err, err on the side of caution. Computer software will detect plagiarism.

12. My role is not to lecture. My role is to be your mentor, and provide opportunities for you to learn by writing and editing your work and that of others.

13. Your responsibility is to be on-time and participate and try to succeed. Honest effort will succeed.

August 18, 2015  ENGL 390.1801