



Western Michigan University

Writing 2131G

COURSE DESCRIPTION AND OBJECTIVES

Writing in the Sciences introduces students to the basic principles and genres of writing required for science students in their under-graduate careers. Writing in the sciences requires students to observe clearly, record their observations systematically, follow and write clear procedures, summarize the work of others clearly, report the work of other researchers accurately, and communicate their own actions in detailed reports. This kind of discourse often takes the form of reports, research essays, poster presentations, and oral presentations, and as such will constitute the major assignments for this course.

In this course you will learn how to

- analyse scientific journal articles
- write for non-scientific audiences
- document your activities in a lab setting
- write research reports on scientific topics
- document your sources correctly
- write in a style appropriate to scientific discourse
- edit and revise your work to conform to Standard Edited English

REQUIRED TEXTS:

Thaiss, Christopher. *Writing Science in the Twenty-First Century*. Broadview Press: Peterborough, 2019.

Messenger, William E., Jande Bruyn, Judy Brown, and Ramona Montagnes. *The Canadian Handbook*. Second Essentials Edition. Oxford University Press: Don Mills, 2017.

Writing 2131G Course Pack

ASSIGNMENTS:

Rhetorical Analysis (Diagnostic Assignment)	500 words	0%
Writing for Non-Scientists	750 words	20%
Proposal and Annotated Bibliography	See assignment	10%
Poster	See assignment	15%

Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf”

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from ano

documentation. All requests for consideration for assessments worth more than 30% of a final grade must be directed to the Academic Counselling office of a student's Home Faculty.

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Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a

Class Schedule

Week 1 (January 10-14):

Topic: Introduction to the Course: Reading Rhetorically

Readings:

Writing Science: Chapter 1: Writing to Reach Readers

Course Pack: “Writing About Biology: How Rhetorical Choices Can Influence the Impact of a Scientific Paper”

Week 1 Lecture: Welcome to the Course

Week 1 Lecture: Writing About Biology

Week 2 (January 17-21):

Topic: Writing for General Audiences, and Grammar Basics

Readings:

Writing Science: Chapter 8: STEM Journalism

Writing Science: Chapter 9: Science Blogs

Week 5 (February

Topic: Illustrations, Tables and Charts (for scientific audiences)

Readings:

Revisit *Writing Science*: Chapter 3

Grammar Handbook: Chapter 15

Week 5 Lecture: Scientific Writing

Week 5 Lecture: Grammar

Assignments: Assignment #1: Writing for Non-Scientists due February 14-18

Week 6 (February 14-18):

Topic: Research Proposals, and Formatting annotated Bibliographies and Semicolons and Colons

Readings:

Grammar Handbook: Chapters 16 and 17

Week 6 Lecture: Proposals and Annotated Bibliographies

Assignments: Assignment #2: Research Proposal due February 14-18

Week 9 (March 14-18):

Topic: Writing to Persuade, Writing the Research Project, and Dealing with Sources

Readings:

Grammar Handbook: Chapters 14 and 35

Week 9 Lecture: Persuasive Papers

Week 9 Lecture: Documentation Styles

Week 10 (March 21-25):

Topic: Writing a Review and Dealing with Sources Continued

Readings:

Writing Science: Chapter 7: Writing the Research Review

Grammar Handbook: Chapter 36

Week 10 Lecture: Writing a Review

Week 10 Lecture: Plagiarism

Assignment: Assignment #4: Poster due by 5:30 on Friday, March 25

Week 11 (March 28-April 1):

Topic: Catch Up, Bringing it All Together, and Presentation Tips

Readings:

Writing Science: Chapter 11: Creating Oral-Visual Presentations

Review course readings up to this point with a particular emphasis on those that are relevant to the Research Paper

Week 11 Lecture: Presentations

Week 11 Lecture: The Total Quality Management Approach to Writing

Week 12 (April 4-8 reW* nBT/F1 11.04 Tf1 0 0 1 367.15 451.27 Tm0 g0 G[0