

EH 102: English Composition II
Spring 2015: Section 2CA, T/TH 11:00 a.m. - 12:15 p.m. (HB 231)

Dr. Jeffrey A Bacha
Humanities Bldg. 217
Email: jbacha@uab.edu
Office Hours: T/TH 12:20 p.m. – 1:30 p.m.

Required Texts and Materials

Arola, K.L., Sheppard, J., & Ball, C.E. (2014). *Writer/Designer*. Bedford/St. Martin's.
Hacker, D., & Sommers, N. (2013). *A writer's reference for multimodal projects*. 7th ed. Bedford/St. Martin's.
Penrose, A.M., & Katz, S.B. (2010). *Writing in the sciences: Exploring conventions of scientific discourse*. 3rd ed. New York: Longman.

One two-pocket folder for handing in major assignments.

Course Description

All sections of EH 102 focus on preparing students for the rigors of academic writing. What distinguishes this section is our emphasis on scientific writing, both disciplinary discourse and public/popular coverage of science for audiences with varying degrees of scientific expertise. Throughout the semester, we will address the following:

- the social construction of scientific knowledge and research: how social values within and outside disciplinary communities influence what scientists study, why, and how
- characteristics of the “forums” (publications, conferences, etc.) in which scientists communicate
- knowledge and interests of a variety of audiences with whom scientists communicate: other scientists within and outside their own disciplines; policy makers; grant providers; users including doctors, engineers, journalists, and consumers
- strategies for effective collaboration on research and writing in scientific disciplines
- the development of “arguments” in scientific discourse, including an understanding of the “logic” of scientific inquiry and the structure of reported research (Introduction, Methodology, Results, and Discussion, or IMRAD)
- application of appropriate documentation of ideas (in APA), with particular emphasis on the ethics of scientific communication
- development of visual communication to clarify complex scientific ideas and to support arguments
- development of public speaking skills needed by scientists who intend to share their knowledge with professional and public audiences
- attention to the conventions of scientific writing, including the use of headings, bullets, and other format devices; the incorporation of visuals; and appropriate sentence structure, word choice, and stylistic principles for communicating science

Course Assignments and Evaluation Percentages

Collaborative Case Assignment: in groups of 3-4, students analyze and respond to a scenario involving a range of scientific issues and parties. Strategy Statement required. (10%)

Scientific Communication Analysis and Critique

The following two assignments will be completed simultaneously and included in the same portfolio. Students will earn separate grades for each analysis and critique.

Analysis and Critique of a Scientific Report (Professional Audience): examination and assessment of a scientific report published in a professional journal, drawing on specific criteria discussed in Penrose and Katz. Research required. (15%)

Analysis and Critique of a Popular Scientific Text (Public Audience): examination and assessment of a scientific text related to the research presented in the scientific report but targeting a lay audience (e.g., a brochure, popular magazine article, etc.), drawing on criteria for “adapting” information in Penrose and Katz. Research required. (15%)

Final Project: a project completed individually drawing on a topic of each student’s interests that has been approved by the instructor, demonstrating an understanding of the principles and practices we have covered throughout the semester: written documents including one text targeting a scientific audience (20%) and one text targeting a lay audience (15%) and an oral presentation (includes presentation abstract) (10%). Research required. Strategy Statement required.

Homework Folder: a series of homework assignments that draw on material we are covering in class. Some homework assignments are evaluated on a scale of 1 (lowest) to 10 (highest), while others receive a check for completion. Scores from reading quizzes are also incorporated into this portion of students’ grades for the course. (15%)

Revision Opportunities and Policies

Student will have the opportunity to revise the following assignments. Policies related to grade calculation for revisions are indicated.

Scientific Communication Analysis and Critique

Both of the write-ups for this assignment may be *revised once* for a higher grade. Students who earn a C or higher on the first attempt will be allowed *to replace* their grade(s) on the assignment with the higher grade. Students who earn a D or F on the first attempt will be allowed *to average* the revised grade(s) with the initial grade(s) on one or both assignments.

Academic Misconduct and Plagiarism

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current *UAB Student Catalog*. Please consult this resource for additional information regarding

the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct: <https://www.uab.edu/students/academics/honor-code>

- **ABETTING** is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
- **CHEATING** is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
- **PLAGIARISM** means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sourced, or copying another person's ideas.
- **FABRICATION** means presenting falsified data, citations, or quotations as genuine.
- **MISREPRESENTATION** is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated.

Assigning Grades Involving Plagiarism – Plagiarism is defined as “using the words or thoughts of another person without proper citation; specifically, it is submitting as one's own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.” This policy includes both traditional material and electronically mediated material such as that found on websites. The faculty member is entitled, under the policies of the University, to record an “F” for the course in which the offense has been committed, penalize the grade on an individual assignment, or assign additional sanctions as outlined in the UAB Academic Code of Conduct.

Evaluation Criteria

All major assignments will receive letter grades of A, B, C, D, and F, with pluses and minuses. These assignments will be graded according to the following: 1) **invention/process work** (brainstorming and other idea-generating work as well as development of drafts for a particular assignment), 2) **rhetoric** (the combined elements of audience, purpose, and content for a particular argument), and 3) **style** (the effective and appropriate use of language, sentence structure, source incorporation and documentation, etc.).

Specific criteria for each letter grade are as follows:

A = Excellent	Demonstrates <u>clear and consistent competence</u> ; Effectively addresses the writing task in purpose, audience, and textual and contextual features; Is well organized and fully developed; Uses clearly appropriate examples to support ideas; Displays consistent facility in the use of language; Demonstrates variety in sentence structure and range of vocabulary
B = Good	Demonstrates <u>reasonably consistent competence</u> ; Effectively addresses the writing task in purpose, audience, and textual and contextual features; Is generally well organized and adequately developed; Uses appropriate examples to support ideas; Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary
C = Average	Demonstrates <u>adequate competence</u> with occasional errors and lapses in the quality of writing; Addresses the writing task in purpose, audience, and textual and contextual features; Is organized and somewhat developed; Uses examples to support ideas; Displays adequate but inconsistent facility in the use of language; Presents some errors in grammar or diction; Presents minimal sentence variety
D = Poor	Demonstrates <u>incompetence</u> and is flawed by one or more of the following weaknesses: Inadequate organization or development; Inappropriate or insufficient details to support ideas; An accumulation of errors in grammar, diction, or sentence structure
F = Unsatisfactory	Demonstrates <u>incompetence</u> and is flawed by one or more of the following weaknesses: Lack of adherence to the writing task; Poor organization; Thin development; Little or inappropriate detail to support ideas; Frequent errors in grammar, diction, and sentence structure; Cases of plagiarism

Late Work

Assignments are expected to be turned in on time and include all items required for the final portfolio for a particular assignment (e.g., notes, drafts, reader responses, strategy statements, copies of sources, etc.). The final grade for late papers will be lowered by one-half letter grade for each additional business day following the stated deadline. Also, notification that an assignment will be handed in after the deadline must be communicated to the instructor *prior* to the deadline.

Attendance and Participation

Students are expected to attend each class meeting and to participate in class discussions and individual and group exercises. Frequent quizzes and writing exercises will be given to ensure that students come to class prepared to discuss the assigned readings and writing assignments. Given the complexity of much of the material we will cover, it is crucial that you keep up with the reading schedule.

Each student is allowed **3 absences** throughout the semester, though you should not plan to miss simply because it's allowed (you will miss important information about major assignments you're working on or related in-class work). After the third absence, students' final course grades are subject to penalty. Students are also expected to arrive to class on time and to stay throughout the class period. Students who come to class after the instructor has taken attendance or who leave before we have finished will be marked late, and two "lates" equal one absence.

UAB considers the following absences "excused," requiring some accommodation for students to make up missed work. Note the instruction in each case to notify me of the situation within a certain time period.

- 1 Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
2. Absences of students registered with Disabilities Services for disabilities eligible for "a reasonable number of disability-related absences" provided students give their instructor notice of a disability-related absence in advance or as soon as possible.
3. Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided the following procedures have been followed:
 - Before the end of the add/drop period, students must provide their instructor with advanced written notice of the unit or department sponsoring the activity.
 - If a change in the schedule occurs, students are responsible for providing their instructor with advanced written notification from the sponsoring unit or department.

If you do miss class for any reason, you are responsible for finding out what you missed, including any changes to the schedule and assignments due the next class meeting.

Early Alert System

The Early Alert System (EAS) enables professors to alert students experiencing difficulty in their classes that they are not performing at an acceptable level and to direct them to campus resources.

Withdrawal Deadline: Students enrolled in EH 102 may withdraw from the course with a "W" on or before **March 30**.

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Course Description

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- the social construction of scientific knowledge and research: how social values within and outside disciplinary communities influence what scientists study, why, and how
- characteristics of the “forums” (publications, conferences, etc.) in which scientists communicate
- knowledge and interests of a variety of audiences with whom scientists communicate: other scientists within and outside their own disciplines; policy makers; grant providers; users including doctors, engineers, journalists, and consumers
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Course Assignments and Evaluation Percentages

Students enrolled in EH 202 will adhere to modified requirements for the scientific communication analysis and critique assignment, the final project, and some homework entries. You will be provided further information when guidelines for these assignments are discussed.

Collaborative Case Assignment: Completed in groups of 3-4, students analyze and respond to a scenario involving a range of scientific issues and parties. Strategy Statement required. (10%)

Scientific Communication Analysis and Critique

The following two assignments will be completed simultaneously and included in the same portfolio. Students will earn separate grades for each analysis and critique.

EH 202 students will take a slightly different approach than 102 students in completing this assignment. Rather than locating a scientific and popular text addressing similar scientific issues, the popular text will need to address the specific scientific research study examined. The write-up will therefore involve determining why the study was appropriate for communication to a public audience.

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Homework Folder: a series of homework entries that draw on material we are covering in class. Some homework assignments are evaluated on a scale of 1 (lowest) to 10 (highest), while others receive a check for completion. Scores from reading quizzes and other brief in-class exercises will also be incorporated into this portion of students’ grades for the course. (15%)

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Early Alert System

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Withdrawal Deadline

Students enrolled in EH 202 may withdraw from the course with a "W" on or before **March 30**.

**EH 102/202: English Composition II for SciTech Honors Students
Spring 2015 Schedule**

Week 1

Tuesday, January 6

Introduction to the Course

Thursday, January 8

Discuss Penrose and Katz (P&K), Chapter 1: “Science as a Social Enterprise”

Writing Assignment: Homework #1 (bring texts for examination to class on Tuesday, January 13; final drafts due Thursday, January 15)—This is the only homework assignment listed on the syllabus, but others (in addition to in-class exercises and reading quizzes) will fall throughout the semester and be tied to the material on which we are focusing.

Week 2

Tuesday, January 13

Due: text choice for Homework #1

Discuss P&K, Chapter 2: “Exploring Technology in Scientific Communication”

Thursday, January 15

Due: Homework #1

Begin discussing P&K, Chapter 3: “Considering Ethics in Scientific Communication”

Week 3

Tuesday, January 20

Discuss P&K, Chapter 9: “Research on the ‘Ulcer Bug’”

Discuss approaches to collaborative case assignment

Assignment: read and annotate case scenario

Thursday, January 22

Discuss case scenario and form groups

Discuss Hacker and Sommers (H&S), page numbers TBA

Assignment: Collaborative Case (invention due Thursday, Jan. 29 drafts due Tuesday, Feb. 3 final portfolio due Tuesday, Feb.10)

Week 4

Tuesday, January 27

In-class work on collaborative case

Thursday, January 29

Due: case invention

Reader response workshop

Week 5

Tuesday, February 3

Discuss H&S, pages TBA

Due: case drafts

Reader response workshop

Discuss strategy statements

Thursday, February 5

Discuss P&K, Chapter 4: “Reading and Writing Research Reports”

Discuss H&S, pages TBA

Week 6

Tuesday, February 10

Due: case portfolio (one portfolio per group)

Discuss P&K, Chapter 5: “Reviewing Prior Research”

Writing Assignment: scientific communication analysis and critique (partial invention due Tuesday, Feb. 24; partial invention due Thursday, Feb. 26; drafts of analyses and critiques due March 3 and 5; final portfolio due March 10)

Thursday, February 12

Discuss H&S, pages TBA

Week 7

Tuesday, February 17

Discuss P&K, Chapter 8: “Communicating with Public Audiences”

Discuss *H&S*, pages TBA

Thursday, February 19

Discuss H&S (select pages from documentation guidelines and APA)

Week 8

Tuesday, February 24

Due: partial invention for scientific communication analysis and critique

Reader response workshop

In-class workshop on analysis and critique write-ups

Thursday, February 26

Due: partial invention for scientific communication analysis and critique

Reader response workshop

Introduce final project

Writing Assignment: final project (ungraded informal proposal due March 12 by 5:00 p.m.; invention and preliminary outlines/drafts due April 7 and 9; final portfolios due April 21 at 10:45 a.m.)

Week 9

Tuesday, March 3 and Thursday, March 5

Due: scientific communication analysis and critique drafts
Individual Conferences

Week 10

Tuesday, March 10

Discuss P&K, Chapter 12: Research on Kepler's Supernova: From Satellite Image to Public Knowledge Space

Due: Final portfolio: Scientific communication analysis and critique

Thursday, March 12

Due: informal (ungraded) proposal for final project, due by 5:00 p.m. (drop off in HB 211 or email)

Week 11

Tuesday, March 17

Discuss P&K, Chapter 11: "Research on the Oracle at Delphi: From Ancient Myth to Modern Interdisciplinary Science"

Thursday, March 19

In-class workshop: final project invention and research

Week 12

No Class, Spring Break

Week 13

Tuesday, March 31

Discuss P&K, Chapter 6: "Preparing Conference Presentations"
Discuss conference abstracts

Assignment: oral presentations of the final project—sign up

Thursday, April 2

In-class workshop: oral presentation visuals

Discuss H&S, pages TBA

Assignment: sign up for final project oral presentation slots

Week 14

Tuesday, April 7 and Thursday, April 9

Individual Conferences—bring invention and preliminary outlines/drafts for final project

Week 15

Tuesday, April 14 and Thursday, April 16

Final Project oral presentations

Week 16

Tuesday, April 21: Final Exam Period from 10:45 a.m.-1:15 p.m.

Due: final project portfolios

Remaining of oral presentations