Your ongoing enrollment in this course indicates that you have read this syllabus and accept its requirements and expectations.

Course Description:
This course introduces research and technical writing in the sciences, covering a variety of forms, styles, and purposes. The weekly writing and reading assignments include proposals, instructions, annotated bibliography and literature review. The course emphasizes an awareness of audience and purpose in the preparation and production of scientific and technical documents.

Class format
We meet online. This course is synchronous, which means that everyone is held to the same schedule. In other words, this is not a “submit everything by Friday” type of course. Often you’ll be asked to submit a draft assignment on Tuesday, turn around peer review by end of day Wednesday, and then submit a final version by Saturday at midnight. Make sure to pay attention to the schedule and the due dates set for each assignment.

In addition, much of our class interaction will happen via the Discussions tab. Fully reading everyone’s comments and writing your responses with sufficient detail and honesty is what I am most looking for.

Learning Outcomes:
Upon completion of this course, students should be able to achieve the following outcomes:

• Produce written work that is relevant to the purpose and context in which they are written and appropriate for the audience to which they are addressed.
• Produce written work that proceeds logically and connects ideas effectively, according to genre, purpose, and context.
• Produce written work that displays adherence to the conventions of its context (academic or professional), including:
  o control of grammar, spelling, diction, syntax, and punctuation;
• Use of appropriate tone, style, and diction; and
• Appropriate formatting, media, design, and documentation of sources.

- Revise the content and organization of written work by reevaluating the reasoning and the context of the document and by responding to critiques from peers and instructors.

**Required Texts:**
*The Chicago Guide to Communicating Science*, Scott L. Montgomery (CS)
*Custom textbook*, Lannon (other Readings will be provided on Canvas (C))

**Assignments & Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Individual Project, Instructions</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project, Process Description</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Project, Research</td>
<td></td>
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<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Literature Review</td>
<td>30%</td>
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<tr>
<td>Project Proposal</td>
<td>10%</td>
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<tr>
<td>Project Presentation</td>
<td>10%</td>
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<tr>
<td>Other home/classwork (peer reviews, etc.)</td>
<td>5%</td>
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</tbody>
</table>

**In order to pass the course, you must complete all versions of each assignment (including peer reviews and presentations)**

**COURSE POLICIES**

**Registration**
The only way to add this class is through DuckWeb. The last day to add this or any writing class is the Friday of week one.

**“Attendance” and Contributions**
Attendance in an online environment requires that you pay attention to deadlines and the course schedules and contribute actively to discussion and peer reviews. This class emphasizes the communication of ideas both in writing and in discussion, so your active participation is essential. You will have reading and/or writing assignments due for nearly every class session to prepare you to participate fully in online class activities, which may include discussions, in-class writing, small group work, and presentations. Anything less than full and informed involvement in all of these activities can count against your course grade.

To this end, you can ensure that you are contributing fully by:
• Reading the assigned texts carefully in advance of class
• Contributing valuable comments to online class discussions and participating in class activities.

Incompletes
Please see me if circumstances arise that make it difficult for you to complete the course. The Director of Composition must approve requests for the grade “Incomplete” in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

Access
The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Observed of Religious Holidays
Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

Late Work
All assignments are due on the date and by the time indicated by me in class, on Canvas, or on the attached schedule. If you are unable to submit an assignment when it is due, you should make prior arrangements with me before class. Prior arrangement means a written (emailed) agreement with me before the assignment is due. Every day an assignment is late, it will be marked down one third of a letter-grade.

Technical Difficulties
These things happen. However, technical difficulties are not an excuse for failing to produce your assigned work on time. Back up your files. There are computer labs all over campus; make use of them if you experience difficulties with your computer, printer, or internet access.

Academic Honesty
All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Composition Program’s e-handbook resources as well as the Student Conduct Code on the Office of Student Conduct and Community Standards website. In cases where academic misconduct has been clearly established, the award of up
to an F for the final course grade is the standard practice of the Composition Program. Please see your instructor if you have any questions about your use of sources.

学术不端行为程序

为了确保Composition Program对学术不端行为保持一致的反应，所有不端行为案件都由Office of Student Conduct and Community Standards（OSCCS）管理，而不是个别教师。当不端行为案件正在评估时，教师不能讨论在问题中的分配，但可以继续帮助学生完成其他课程工作。

如果您的分配正在评估抄袭，Composition Program将通过电子邮件通知您，并与OSCCS协调会议。在案件在OSCCSC解决之前，与问题分配相关的任何工作都将不会被计入课程分配。您被鼓励与您的导师沟通，以了解有关其他课程工作的指示和要求。

格式/提交

您将通过Canvas提交工作，并经常携带纸本副本到课堂进行同行评审。所有书面作业都必须根据分配的具体指示打字并按要求格式化。****当未指定时，双倍行距，使用12号Times New Roman字体和1英寸的边距。在每页的左上角插入您的全名和页码（Name 2，等）。使用MLA格式引用和引用资源（除非在Lit Review/Annotated Bib；稍后更多细节）。如果您有语法问题或文献资料问题，请咨询我，资源通过UO图书馆网站，或Purdue’s OWL（https://owl.purdue.edu/owl/purdue_owl.html）

性与性别暴力

任何经历过性/关系暴力，骚扰，威胁/强迫，和/or性骚扰的学生都被鼓励寻求帮助。请参阅https://safe.uoregon.edu。您也被强烈鼓励与Renae DeSautel，性暴力响应和支持服务联系。
Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombuds office (541 346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.