



The Culture of Science

WR 123 Written Reasoning in the Context of Research

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Writing 123:
CRN 15997: MWF 8-8:50 a.m.
CRN 15998: MWF 9-9:50 a.m
CRN 15999 MWF 10-10:50 a.m
Location: PLC 184

COURSE DESCRIPTION

In Writing 123, we will extend existing skills derived from Writing 121 to further your argumentative writing and independent research skills. Building upon your existing skills of inquiry, logical reasoning, and persuasion, we will explore research methodologies, audience awareness, and the role of authority in scholarship. Through computer and library visits, you will become familiar with multiple research resources available to you at UO, as well as how to evaluate and use the resources to support your inquiry process and generate meaningful questions at issue. Assignments are designed to show you what responsible research entails, how good research writing participates in the academic conversation, and who you are as a researcher. Consequently, you will be able to evaluate the usefulness and credibility of sources and develop lines of inquiry for longer argumentative essays. In this course, you will be responsible for your own learning. I will provide the exercises, assignments, encouragement, manuscript critiques and guidance to help you succeed.

Required Reading (bring text, printed, or digital readings to class on days assigned):

- *The Culture of Science* Digital Casebook (see Canvas "Files")
- *The Craft of Research*, 3rd edition, edited by Wayne C. Booth et al. (at The Duck Store)
- "Introduction: Reading, Reasoning, and Writing about Science" by James Crosswhite (Canvas "Files") (Additional readings may be provided in handouts, web links, or Canvas Files, so regular access is necessary. Set Canvas notifications to "Notify me")

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:

- *Purdue OWL* (<https://owl.english.purdue.edu/owl/>)
- *UNC Writing Center Handouts* (<http://writingcenter.unc.edu/handouts/>)
- *Writing for Success* (<http://open.lib.umn.edu/writingforsuccess/>)

NOTE: Does not reflect the most recent MLA edition (8th). Refer to *Purdue OWL* for citation information.

COURSE OVERVIEW

Composition Program-level Learning Outcomes: In WR123, students can expect to deepen their understanding of WR121 outcomes by engaging in a critically reflective academic research writing process. Students will:

1. **frame and assess** research questions in a discipline-appropriate manner, remaining open to exploration throughout the process;
2. **critically evaluate and synthesize** multiple topic and genre-appropriate sources, then articulate their findings in a genre-appropriate manner;
3. **develop** audience awareness through a process of collaborative review and revision of their writing based on the feedback of peers and instructors;
4. **describe and practice** a critical research process, including finding and gaining familiarity with scholarly sources
5. **identify and critically apply** style conventions for writing in an academic context.

COURSE POLICIES

Composition Program Policies: The policies for the Composition Program are available here: <https://composition.uoregon.edu/program-policies/> Conformance with these policies is mandatory for students enrolled in a composition course at the UO.

Attendance: Because strong student participation is crucial for a successful course, **attendance is required**. You may miss only 3 class meetings for any reason (e.g. illness) without consequences to your course grade. Additional absences will each lower your course grade by the number of points stipulated in our grading contract. Habitual tardiness also will be penalized as stipulated in the grading contract. Any absence after four missed class meetings *may* result in course failure. Any absence after six missed class meetings *will* result in course failure.

*To avoid grading contract penalties, please notify me *in advance* if you must miss class, will be late, or leave class early so we can discuss deadlines, extensions, or missed work. Excused absences may be granted on a case-by-case basis. I do not require or accept medical excuse slips for illness-related absences. For military-related and sports-team absences (games only), official documentation is required before the absence. You are responsible for anything you miss if you are not in class.

Use of Electronic Devices: Please keep cell phones in silent and out of sight for the duration of the class. Any personal communication or non-class work on personal electronics is not permitted in the classroom. Laptops are not permitted for note-taking purposes or during lectures, unless specifically assigned. However, you may bring the readings to class either printed (preferred) or on laptops (**must be offline**) on the days on which they are assigned.

Due Dates and Late Work: All written assignments must be submitted on Canvas (and to me on paper for major essays) by class time on the day and time listed in the course calendar, or as communicated to you on Canvas, in class, or by email. "Late work" is defined as anything turned in

after the due date/time but *within* 48 hours of the deadline. "Missing work" is defined as late work submitted after 48 hours of the deadline. "Ignored work" is defined as failure to submit an assignment. Penalties for late, missing, and ignored work are specified in the grading contract. To avoid late penalties, extensions on assignment deadlines *may* be granted on a case- by-case basis under the following conditions: 1) the extension must be requested *in writing well in advance* of the due date, 2) justifiable reason(s) must be given for the requested extension, 3) a new due date/time for the assignment must be proposed/negotiated with me. Computer or printer problems do not constitute an excuse for late work—make sure to back up your work and print early. For some assignments you'll be required to print out and bring copies to class. Please contact me ASAP if you have questions regarding this policy.

Conferences: You are *required* to meet with me once during the term to discuss essay drafts. The group-instructor conferences are **mandatory**, and failure to show up for your scheduled group conference will count as **2 class absences**. Some class days will be cancelled to accommodate scheduling for these conferences. A sign-up sheet for meeting times will be circulated in class.

Incompletes: The Director of Composition (Spike Gildea) 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 you have a specific accommodation through AEC.* You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Observance 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.

Written Work Guidelines: All formal written assignments must be **typed, double-spaced, spell-checked, and proofread**. To ensure required word counts, format pages as follows (see below):

- **Use 12-point font in the Times Roman family or Arial.**
- **Use 1-inch margins** (you may need to change the default settings in MS Word).
- List your name, CRN, instructor's name, assignment, date and accurate total word count in the top left-hand corner of the first page.
- Title your essays (centered under info above)
- Include **last name and page number on all pages**, placed in upper right page header.
- Indent each paragraph. **DO NOT** use additional space between paragraphs.
- **STAPLE** all printed pages together (double-sided is fine). **DO NOT** fold over the corners.
- ALL ideas and information from sources must be properly cited using MLA Style. To meet course word count requirements, you must submit at least the minimum number of words **OR** full pages required (e.g. 3 pages means at least three *full* pages, equal to 250 words per double-spaced page). Please do not exceed maximum word/page limits without permission. This policy also pertains to the first draft of your essays. If your assignment does not meet the above

requirements, it may be considered Incomplete (see Incomplete Work policy).

Your name

Last name - 1

Course name (WR 123, CRN: Course number)

Instructor's name (Ana Zalyubovskiy)

Name of assignment (e.g. Essay 1.1)

Date: 8/10/2019

Word count: Give an accurate total word count of the essay

Title of the Paper

The first sentence of the paper, with each new paragraph indented one tab or half an inch, as shown below.

Double space your work. DO NOT use additional space between paragraphs.

COURSEWORK AND GRADING

Essay Cycles: The course will include two major essays that will be drafted and revised in two versions (x.1 and x.2). First drafts of the major essays are expected to be complete in structure and length. To prepare for each essay cycle, students will read, write about, and discuss assigned readings; conduct independent research on the course theme; read, study and use the research writing text; workshop writing in class and online, including enthymemes and outlines; and participate in peer reviews and instructor-group conferences. It is expected that all x.2 essays will be revised substantially, including your own new ideas and some of the recommendations of your instructor and peers. All work for the course must be your own work completed for this course.

Additional writing Assignments: The essay cycle coursework includes exercises and worksheets, a research proposal, an annotated bibliography and other written assignments for the purpose of testing your grasp of crucial course concepts, planning your projects, and practicing fundamental skills necessary for successful research writing.

Reflections and Writing Portfolios: Initial, midterm, and final reflections on your writing process and a portfolio are requirements of the Composition Program for successful completion of the course. Be sure to keep **all work** related to the argumentative essays along with any assigned reflective essays for inclusion in a final portfolio to be submitted at the end of the term. Further instructions for portfolios will be provided later in the term.

Labor-Based Grading: This course uses a non-traditional system of grading. WR123 employs a "writing studio" model of learning where working writers gather together in a workshop space for shared, facilitated support in reading essays, talking about craft and form, generating ideas, producing drafts, providing thoughtful feedback, and improving skills in writing and speaking. The labor-based model of assessment for work in this course focuses on the responsibilities that *all* course members (including the instructor) mutually agree upon and assume for the duration of the term. Your enrollment in the course and signature on the negotiated grading contract indicates your agreement with all the terms and conditions within it.

What is labor-based grading? Rather than assessing the "quality" of your written work, grades for this course are based upon your *labor* performed for the class. Nevertheless, as a university course that counts toward earning your undergraduate degrees, we must have a system for assessing final course grades. **Therefore, the default grade for the course is a "B" (86%).** If you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and complete the work we agree to during the quarter, if you maintain "good standing" in the course and do all the labor asked of you, then you'll earn a "B" course grade. It will not matter what your colleagues or what I think of your writing, only that you are participating in good faith by reading, writing, listening to each other, and giving feedback compassionately. We may disagree on or misunderstand something, but if you put in the labor, you are guaranteed a "B" course grade. If you have "good standing" in the course and perform *advanced labors* in the manner and spirit asked, you can raise your final course grade to a "B+" or "A" level. If your course standing declines by submitting incomplete work, arriving late or missing class (i.e. do not participate fully), turning in assignments late, forgetting to do assignments, doing less labor than was expected of you, or otherwise breaching the letter and spirit of our grading contract, you may receive a grade lower than the default "B" course grade.

Details of this grading contract, including detailed descriptions of the Advanced Labor required for grade levels, will be presented to the class for initial negotiations during Week 2 of the term (after drop/add week), approved by course members and the instructor by the end of Week 3, and thereafter appended to this syllabus as course policy. (Weeks 1 and 2 labors count under this grading contract. **Read/review the contract on Canvas "Files" for further details.**)

Labor-based grades will be calculated as follows:

	Contract Grade
Course labor (50%) (attendance, participation, assignments)	86%
Essay 1 (10%)	86%
Essay 2 (40%)	86%
Average Grade:	86%
-Work Deductions/+Enrichment Labors	
Final Grade:	

Final course grades are given based on the following total grade ranges:

A =93-100%	B+ =88-89%	C+ =78-79%	D+ =68-69%	F =0-59%
A- =90-92%	B =83-87%	C =73-77%	D =63-67%	
	B- =80-82%	C- =70-72%	D- =60-62%	

Translation of "complete" labor units to course letter grades:

50 to 60 units of labor completed = F	79 to 82 units of labor completed = B-
61 to 69 units of labor completed = D	83 to 87 units of labor completed = B
70 to 72 units of labor completed = C-	88 to 90 units of labor completed = B+
73 to 75 units of labor completed = C	91 to 93 units of labor completed = A-
76 to 78 units of labor completed = C+	94 to 100 units of labor completed = A

NOTE: Each “late” assignment, beyond the allowed one, will lower your cumulative score by three labor units; each “missed” assignment lowers your overall course score by 10 units of labor; one “ignored” assignment results in a D and two “ignored” assignments will result in an F. **See the Grading Contract for specifics.**

CANVAS: Canvas will be used as a space for assignment submission. In addition, I will use Canvas to track complete/incomplete work. **A CHECK MARK MEANS A COMPLETE IN Canvas.** I will note in **Assignment Comments** any labor deductions/additions for work, as well as instructions for revising incomplete work. You will be responsible to confirm on Canvas whether your assignments have been marked Complete or Incomplete and to take action to complete them within the required time. You may come to office hours or make an appointment with me to clarify your grade status.

ADDITIONAL COURSE INFORMATION

Program Policies: For information on registration, prerequisites, academic honesty, academic misconduct, incompletes, observance of religious holidays, and sexual- and gender-based violence, please visit the Composition Program website at <https://composition.uoregon.edu/program-policies/>.

Office Hours and Email Communication: You are highly encouraged to meet with me during my office hours or by appointment at any point in the term to get additional help with research, writing and grammar skills, language learner issues, or any other needs. Please feel free to drop in during office hours or contact me for an appointment. If you are unable to attend scheduled office hours, please email me for an appointment at another time. Outside of office hours, email (anaz@uoregon.edu) is the best way for students to contact me. On weekdays, I try to respond to all emails within 24 hours; on weekends, I try to check email at least once, but response is not guaranteed, so don't wait until the last minute to ask important questions. I regularly post announcements, assignment updates, and other vital information on Canvas, so check both daily. Office phone contact is not recommended outside of office hours.

Samples of Student Work: Occasionally, I may request that students send me a copy of an assignment for use as a student example. By sending me the work, you are giving me permission to use the work as an anonymous example in my classes or other professional activities.

Classroom Environment: A positive and productive learning environment requires courtesy and cooperation from all present. Please show respect to your instructor, to your classmates, and to our learning process. When others are talking, pay attention to their comments, and try not to interrupt. Don't do anything to distract yourself or others, and above all refrain from rude, offensive, or belittling comments. Deliberate derision of your peers or myself will not be tolerated. This includes, but is not limited to, offensive speech regarding nationality, race, sex, gender identity, sexual orientation, socioeconomic status, or disability. Remember that our purpose is to critique writing and ideas, not people. After one warning, those responsible for conducting personal conversations during class, text messaging, ringing phones, sleeping, discourteous behavior, or other disruptive behaviors may be asked to leave and penalized as stipulated in the grading contract.

WRITING TUTORS

The Center for Teaching Writing (CTW): Extra writing help is available to all writing students at the Center for Teaching Writing, located in PLC 241. CTW tutors are English graduate students specially trained to work with students in Writing 121, 122, and 123. To schedule a tutor, create an account and use the online scheduling system: <http://composition.uoregon.edu/wr121tutor/home>. You may also enroll in **WR195** through DuckWeb to receive course credit for meeting regularly with a writing tutor. The tutoring series can help you to master the core concepts of the course, to write effectively and confidently, and to perform better overall in the writing course. To receive 1 elective credit for the course, you must schedule seven tutoring sessions over the course of the term, complete a brief self-assessment journal after each session, and a short final self-evaluation.

Peer Tutoring with Writing Associates: The Writing Associates Program offers free, one-on-one peer tutoring for students in 100- and 200-level English and Composition classes. Writing Associate tutors are advanced English majors who have been trained to tutor writing. Tutors are available to help students with any aspect of their writing for this course, from learning how to write about literature and media to crafting clearer and more effective arguments. To make an appointment with a Writing Associate, go to <http://english.uoregon.edu/writingassociates/>.

THE CULTURE OF SCIENCE DIGITAL CASEBOOK

Access to many of *The Culture of Science* casebook texts is paid for by the University. Searching for these digital texts will introduce you to the research tools available through the UO Library. If the source is open access, you will need to search for, locate, and bring the article to class in digital or print form; if the source is not open access, you will need to log in to the UO Library website and search for, locate, download the article from a database, and bring the article to class in digital or print form. **Bring the readings to class either printed (preferred) or on laptops (must be offline) on the days on which they are assigned.**

(Additional readings may be provided in handouts, web links, or Canvas Files.)

Casebook Table of Contents

Unit 1: Defining Science

Hansson, "Science and Pseudo-science" (2017)

<https://plato.stanford.edu/archives/sum2017/entries/pseudo-science/> Kimmerer,

Kimmerer, "Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action" (2002)

- Must be logged into UO library account:

o <https://academic.oup.com/bioscience/article/52/5/432/236145>

o [https://www.jstor.org/stable/10.1641/0006-3568\(2002\)052\[0432:wtekib\]2.0.co;2](https://www.jstor.org/stable/10.1641/0006-3568(2002)052[0432:wtekib]2.0.co;2)

Lopatto, "Yes, Science is Political" (2017)

o <https://www.theverge.com/2017/1/19/14258474/trump-inauguration-science-politics-climate-change-vaccines>

Feyerabend, from *Against Method* (1975)

o <https://www.marxists.org/reference/subject/philosophy/works/ge/feyerabe.htm>

Unit 2: Interpreting Science

Martin, "The Egg and the Sperm: How Science Has Created a Romance Based on Stereotypical Male-Female Roles" (1991)

- Must be logged into UO library account:
 - o <http://libproxy.uoregon.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=9109230222&site=ehost-live&scope=site>

Beck, "Unnatural Selection: How Racism Warps Scientific Truths" (2017)

- o <https://www.bitchmedia.org/article/unnatural-selection/how-racism-warps-scientific-truths>

Jewitt and Luu, "Pluto, Perception, and Planetary Politics" (2007)

- Must be logged into UO library account
 - o www.jstor.org.libproxy.uoregon.edu/stable/20028095

Chew and Laubichler, "Natural Enemies — Metaphor or Misconception?" (2003)

- Must be logged into UO library account
 - o <http://science.sciencemag.org/content/301/5629/52/tab-pdf>

Unit 3: Global Science

Qiu, "When the East meets the West: The future of traditional Chinese medicine in the 21st century" (2015)

- Must be logged into UO library account
 - o <https://academic.oup.com/nsr/article/2/3/377/1429424>

Hulme, "Climate Change and the Significance of Religion" (2017)

- o https://www.researchgate.net/profile/Mike_Hulme/publication/318778457_Climate_change_and_the_significance_of_religion/links/5a7d53c4aca272341aedf337/Climate-change-and-the-significance-of-religion.pdf

Murray, "*Black Panther* and the Politics of Afrofuturism" (2018)

- o <https://intpolicydigest.org/2018/03/10/black-panther-and-the-politics-of-afrofuturism/>

Morell, Virginia and Jennifer S. Holland, "Minds of their Own: Animals are Smarter than you Think" (2008)

- Must be logged into UO library account
 - o <http://libproxy.uoregon.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=voh&AN=29997929&site=ehost-live&scope=site>

Unit 4: Science, Anomalies, and Skepticism

Gordin, "Separating the Pseudo from Science" (2012)

- o <https://www.chronicle.com/article/Separating-the-Pseudo-From/134412>

Stover, "Two Wrongs Make A Right: Using Pseudoscience and Reasoning Fallacies to Complement Primary Literature" (2016)

- Must be logged into UO library account
 - o <http://link.galegroup.com/apps/doc/A498484304/AONE?u=s8492775&sid=AONE&xid=e828afb9>

Truzzi, "The Perspective of Anomalistics" (2008)

- o <http://www.skepticalinvestigations.org/Anomali/perspective.html>

French, "An Anomalistic Psychologist" (2014)

- Must be logged into UO library account

o <http://libproxy.uoregon.edu/login/urWhhttp://search.ebscohost.com/login.aspx?direct=true&db~aph&AN=93301093&login.asp&site=ehost-live&scope=site>

Mooney, "Abuses of Skepticism" (2003)

o https://www.csicop.org/specialarticles/show/abuses_of_skepticism

Unit 5: The Scientific Imagination

Guston, Finn, and Robert, *Frankenstein, or the Modern Prometheus: Annotated for Scientists, Engineers, and Creators of All Kinds* (2017)

- Shelley, "Frankenstein" (pp. 28-44, 97-109, and 120-125, 138-146)
- Douglas, "The Bitter Aftertaste of Technical Sweetness" (pp. 247-251)
- Nordmann, "Undisturbed by Reality: Victor Frankenstein's Technoscientific Dream of Reason" (pp. 223-228)

o open.org/search?identifier=628778

Stein, Rob. "Outrage Intensifies Over Claims of Gene-Edited Babies" (National Public Radio, 2018)

o <https://www.npr.org/sections/health-shots/2018/12/07/673878474/outrage-intensifies-over-claims-of-gene-edited-babies>

COURSE SCHEDULE

- Readings and assignment scheduling are both subject to change depending on the class's development. If or when I make changes to the schedule, you will be notified in class and on Canvas.
- Reading must be completed by class time on the date listed.
- Submit written work in Canvas Assignments. Paper copies are also due in class, as noted.
- Turn on Notifications in Canvas to receive announcements and schedule updates.

Abbreviations: **COS:** *The Culture of Science* casebook

CR: *The Craft of Research* textbook

ICW: In-Class writing activities

Essay Cycle 1

Week 1

Wednesday, Oct. 2 - "Culture of Science" introduction; writing survey;

- **Assignments:** Reflection essay, Response paragraphs

Friday, Oct. 4 – Close Reading

- **Reading Due:** *The Craft of Research (CR)*, Ch. 1
 - **Reading Due:** Crosswhite, pp xi-xix, "Introduction: Reading, Reasoning, and Writing about Science" (in Canvas Files: Texts)
 - **Reading Due:** WR 123 Course Syllabus
- Writing Due:** response paragraph

Week 2

Monday, Oct. 7 - Questions & Making Claims

- **Reading Due: CR**, Ch. 7-8
- **Reading Due: COS**, Lopatto
- **Reading Due:** pp. xx-xxxii, Crosswhite, "Introduction: Reading, Reasoning, and Writing about Science" (in Canvas Files: Texts)
- **Reading Due:** WR 123 grading contract
- **Writing Due:** Reflection #1 & Response paragraph, on Canvas by class time

Wednesday, Oct. 9 - Questions and Enthymemes

- **Readings Due: COS**, Kimmerer, "Weaving Traditional Ecological Knowledge into Biological Education"
- Sven Hansson. "Science and Pseudoscience." *Stanford Encyclopedia of Philosophy*.
- **Writing Due:** Final response paragraph, Thursday, Oct. 10, Canvas by 12 midnight

Friday, Oct. 11 - Close reading/ Intro: Essay 1.1-1.2

- **Reading Due: COS**, Feyerabend, from *Against Method*
- **Reading Due: CR**, Ch 9-10

Week 3

Monday, Oct. 14 – Counterarguments

- **Reading Due: CR**, Ch. 9-10

Homework #1 due: Enthymeme and source evaluations

Wednesday, Oct. 16 – Warrants

- **Reading Due: CR**, Ch 2 & 11, and "The Ethics of Research," pp. 271-274

Friday, Oct. 18 – Workshop: Intro and Essay #1 outline

Homework #2 due: Introduction & Essay 1 outline due (+ 5 copies for workshop)

Week 4 – Revision & Peer Reviews

Monday, Oct. 21 – **Argument Essay 1.1 due** (Canvas + paper copies for all group members and instructor)

- Recommended: "MLA Style Writing Guide." *Purdue Online Writing Lab*, <https://owl.english.purdue.edu/owl/resource/747/01/>

Wednesday, Oct. 23 – Essay 1.1, Peer Evaluation Workshops

Due: In Class Group members' marked-up paper essays (+ 3 paragraphs core revision advice).

DUE: On Canvas Post copies of assigned peer reviews by class time (+ 3 paragraphs of core revision advice).

Friday, Oct. 25 - Logical Fallacies

- Research Interest Groups & Forming Research Questions
- **Reading Due: CR**, Part 2 Prologue & Ch. 5-6
- Logical fallacies PDF (Canvas)

Essay Cycle 2

Week 5 – Intro to Library Research

Monday, Oct. 28 – Intro to Library Research (Alt. date)

Read (WEB): “Writing a Good Research Question.” *Center for Innovation in Research and Teaching*,

<https://cirt.gcu.edu/research/developmentresources/tutorials/question>

Read (WEB): “Formulating Research Questions” Weber State University, Stewart Library,
<https://library.weber.edu/sites/default/files/files/LIBS1704%20Textbook/researchquestions.pdf>

Wednesday, Oct. 30 - Forming Research Questions

- **DUE: Essay 1.2** (Canvas + in-class w/paper copy and 1.1 instructor-annotated essay attached)- please staple

- **Readings Due:** Beck, “Unnatural Selection: How Racism Warps Scientific Truths.”
- Murray, “Black Panther and the Politics of Afrofuturism.”
- Jewitt and Luu, “Pluto, Perception & Planetary Politics.”

Friday, Nov. 1 - Culture of Science Topics

- **Writing due: Midterm Reflection** (Canvas)
- **Readings due:** Douglas, “The Bitter Aftertaste of Technical Sweetness” (in Guston et al).
- Qiu, “When the East Meets the West: The Future of Traditional Chinese Medicine in the 21st Century.”
- Morell and Holland, “Minds of Their Own: Animals are Smarter than You Think.”

Week 6 – Formulating Research Questions

Monday, Nov. 4

- **Reading due:** *CR*, Ch. 3-4
- Group Activity: Research Jigsaw
- Individual Activity: Research Problem Worksheet

Wednesday, Nov 6

- **ICW** activities
- Individual Activity: Research Problem Worksheet

Friday, Nov. 8 – Writing Research Proposals

READ WEB (2): <https://cirt.gcu.edu/research/developmentresources/tutorials/researchproposal>
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/identifying_audiences.html

- **RIG** Workshop - Project Proposals

Week 7 - Writing Annotations

Monday, Nov. 11

- **ICW** activities

Wednesday, Nov. 13 – Jigsaw Presentations

Homework #3 due: Research proposal and bibliography of 10 sources

Friday, Nov. 15 - Jigsaw Presentations

Week 8 – Research Essay Structures

Monday, Nov. 18

- **Reading due: CR, Ch. 12-13**

Wednesday, Nov. 20– Incorporating Sources

Homework #4 due: Annotated bibliography of 5 sources

- **Reading due: CR, Ch. 14**
- ICW activity

Friday, Nov. 22 - MLA Style

- ICW activity
- **Reading due: CR, Ch. 16**

Week 9 – Workshop

Monday, Nov. 25 –

Homework #5 due: Essay abstract & outline (+5 copies for workshop)

Wednesday, Nov. 27 –

DUE: Essay 2.1 draft, for Peer Review by class time (Canvas + paper copies)

- **Reading due: CR, Ch. 17**
- ICW: Pair work

Friday, Nov. 29 (Holiday, no classes)

Week 10

Monday, Dec. 2 – **Class cancelled:** Group-Instructor Conferences (classroom /office: see schedule)

Wednesday, Dec. 4 – **Class cancelled:** Group-Instructor Conferences (classroom /office)

Friday, Dec. 6 (Final class) – **Class cancelled:** Group-Instructor conferences (classroom /office)

- **Extended office hours 11-1 and by apt.**

Finals week – Dec. 9-13: NO CLASS MEETINGS

Due Monday, Dec. 9:

- Reflection #3 (noon on Canvas)

Due: Research Essay 2.2 (noon on Canvas) + Paper copies of 2.2 and conferenced 2.1 drafts, clipped together (with Ana’s comments) delivered by noon-1 pm in Tykeson 301-D