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.

REQUIRED MATERIAL:
The Chicago Guide to Communicating Science, Scott L. Montgomery (CS)
Custom textbook, Lannon
Other readings will be provided on Canvas (C)

ASSIGMENTS:
Individual Project, Instructions
Group Project, Procedures
Annotated Bibliography
Literature Review
Project Proposal
Presentation
Other Homework/Participation

All versions of assignments and peer review must be completed on the dates specified in order to receive full credit for each assignment.

CLASS POLICIES:

Method of Assessment:
This course uses a labor-based grading scheme. This scheme differs from the one you are most familiar with in that your grades are not based on my judgments about your work. Instead, your work is evaluated on whether it meets the requirements for the assignment. Labor-based grading allows you to take risks in your writing without fearing punishment through grading-based penalties. Moreover, you get to decide how much labor you want to invest in this class. All work is assessed as either "complete" or "incomplete" according to assignment-specific rubrics.

The default grade for this class is a B (85%). If you do all that is asked of you for the course, in the manner and spirit it is asked, and if you work through our assignments and participate in class discussions and activities, you will earn a B at the end of the course. You can earn higher or lower grades depending on how much or how little labor you perform while completing coursework. If you miss more than the allowed number of classes, are not engaged in discussions and activities, turn in late assignments, or otherwise do less labor than is stipulated in the agreement, you will earn less than a B in the course. If you do more, you can earn grades up to an A. See the Labor Agreement on Canvas for a full list of assignments and review the Research Project Assignment.

Paper Format: All written work must be typed and double-spaced, using 12- point Times New Roman font and 1” margins. If possible, print your work double-sided, but most work will be submitted via Canvas. Use MLA format for quoting and citing sources. Failure to format and cite sources may significantly lower the assignment or essay grade. Back up your files. Technical difficulties are not an excuse for failing to produce your assigned work on time.

Academic Honesty: All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult the library’s guide to citation http://libweb.uoregon.edu/guides/citing/ for information about documenting and using sources. Refer to the Code of Student Conduct http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode
Learning Outcomes for WR 320:
1. Write documents that are relevant to the purpose and context in which they are written and appropriate for the audience to which they are addressed.
2. Write documents that proceed logically and connect ideas effectively, according to genre, purpose and context.
3. Produce written work that displays adherence to the conventions of its context (academic or professional), including control of grammar, spelling, word usage, syntax, and punctuation; use of appropriate tone, style, and diction; uses appropriate formatting, media, design, and documentation of sources.
4. Effectively revise the content and organization of messages both by reevaluating the reasoning and context of the message and responding to critiques from peers and instructors.

**Course Schedule**

All writing and reading assignments are due on the day listed. Bring assigned readings to class. This schedule is subject to change.

**Week 1**

1/6 In class: Introductions, syllabus, and course overview

1/8 Due: 200 word summary of “A Lesson of Tesla Crashes?” (on Canvas)
Read: CS: 1 (Communicating Science) & 2 (Scientific Communication); Lannon “An Overview…”
In class: Summary Exercise.

**Week 2**

1/13: Class meeting in Knight 267B with Computer Science Librarian Kristin Buxton
Due: Some ideas (2-3 sentences) of your research project (on Canvas)
Read: CS: 9 (The Scientific Paper), & 10 (Other Types of Writing); Lannon: “Thinking Critically About the Research…”, Summarizing Research Findings…”, & “Evaluating and Interpreting Information
In class: Research Demo and Practice; Preparation for Bibliography and Literature Review
1/15: **Due:** Bring at least one research item—a academic article or book—that you think will be useful for your research project.  
**Read:** Lannon: “Proposals”  
**In class:** Overview of Research Project; Proposal Drafting  

**WEEK 3**

1/20: **Due:** Proposal Draft #1 (on Canvas and bring 2 hard copies to class); bring to class one research article you think you might use in the Lit Review/Annotated Bib  
**Read:** CS: 3 (Reading Well)  
Gary Friedman, “Be Kind to Your Reader,” “Please Read the Following Paper and Write this Way!”  
**In class:** Discussion and Peer Review  

1/22: **Due:** Proposal—Final due (Canvas); bring to class three research articles or books.  
**Read:** Lannon “Instructions and Procedures”, “Designing Pages and Documents,” “Designing Visual Information”, & “Organizing for Readers”  
**In class:** Individual Project, Technical Writing: Instructions; Annotated Bibliographies (looking towards week 6 deadline)  

**WEEK 4**

1/27: **Peer review of instructions**  
**Due:** Instructions, Version 1  
**Read:** CS: 4 (Writing Well), & 5 (Writing Very Well)  
“Scientific Jargon, Good and Bad” (C)  

1/29: **Due:** Instructions, Version 2: audience test (bring 2 hardcopies and sufficient materials for a classmate to use when testing your instructions)  
**Read:** Kaj Sand-Jensen, “How to write consistently boring scientific literature” (C)  
**In class:** Audience Testing  

**WEEK 5**

2/3: **Class meeting in Knight 267B with Science Librarian Kristin Buxton**  
**Due:** Instructions, Final (on Canvas); Bring at least three research articles or books to class  
**In class:** Preparation for Bibliography and Literature Review  

2/5: **Due:** Reflection on Instructions (on Canvas)  
**In class:** Work time/In-class office hours/TBD  

**WEEK 6**

2/10: **Begin Process Description Group Project in Class**  
**Due:** Bibliography draft, at least 5 entries (9 entries for the expanded option) (on Canvas)  
**Read:** Process Descriptions Assignment (Canvas); Lannon, “Informal Reports”  

2/12:  
**Due:** Paragraph introducing the topic to writers (on Canvas)  
**In class:** Group Project, Technical Writing: Process Description  

**WEEK 7**

2/17: **Complete Process Description Group Project in class**  
**Due:** Process Description, Final due at the end of class time (on Canvas)  
**In class:** Group work on Process Description  

2/19: **Due:** Specialist Reviews for Process Description  
**Read:** CS: 13 (Oral Presentations)  
Lannon, “Oral Presentations and Webinars”  
**In class:** Reflection on Process Description; Workshop  

**WEEK 8**

2/24: **Peer Review of Literature Review**  
**Due:** Literature Review, Version one, at least 8 articles (on Canvas)
2/26:  In class: TBA

WEEK 9

3/2:  In class: Project Presentations

3/4:  In class: Project Presentations

WEEK 10

3/9:  In class: Project Presentations

3/11: In class: Project Presentations and Conclusions

FINALS WEEK

3/17  Due on Canvas by 11:59 pm: Final Versions of Bibliography and Literature Review