

Dr. Brendan O'Kelly
Email through Canvas Inbox
206 PLC 541.346.5935
Office Hours: MW 12:20-1:50 p.m.

Winter 2020
CRN 25959: MW 10-11:20, 240B MCK

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)

ASSIGNMENTS:

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>

[/tabid/69/Default.aspx](#) and the library's guide to identifying and avoiding plagiarism:

<http://libweb.uoregon.edu/guides/plagiarism/students/>. In cases where academic dishonesty has been clearly established, the award of an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

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 the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoacc@uoregon.edu.

Notification of Changes to class schedule: In the event severe weather or some other unforeseen circumstance that results in a class cancellation, I will notify you by your university email account through Canvas and also post a notification on the Canvas site as an announcement.

Electronic Devices: This is a small, workshop and discussion-based class. Unless I specifically say, "You can use your phones," any appearance of phones during class time may result in an automatic absence. Do not keep your phone on your desk during class. Laptops are to be used for classwork ONLY and are recommended to be with you during class since we are not located in a computer classroom. However, please only take out your laptops/tablets when we need them to complete our work.

Incompletes: All requests for the grade "Incomplete" must be approved in advance and are granted only when coursework has been satisfactory and some minor but essential work cannot be completed due to unavoidable circumstances beyond the student's control.

Gender-Based Violence: Students who experience gender-based violence: Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit <https://safe.uoregon.edu> for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services 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. 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.

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
Read: Steve Lohr, (19 September 2016) "A Lesson of Tesla Crashes? Computer Vision Can't Do It All Yet" *The New York Times*
- 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—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