

## English 199 E - Writing Link to Biology 180 Spring 2017

**Instructor:** Julie Dykema

**Email:** [dykemaj2@uw.edu](mailto:dykemaj2@uw.edu)

**Office Location:** Padelford B-34

**Office Hours:** Mon 11:30-12:30 and Wed 2:30-3:30 in Suzzallo Study Room 102, by appointment

**Course Website:** <https://canvas.uw.edu/courses/1138878>

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**Time/Days:** 12:30-1:20pm M/W/F

**Location:** MGH 082

### Course Description and Objectives

Welcome to English 199 E! This course is a writing seminar linked to your Biology 180 class in which we write about topics and themes from the linked course. Where your lecture course will cover many topics quickly, we will cover only a few of these topics in greater depth, analyzing and applying scholarly work from the field of Biology to develop a sense of how scientists communicate to the scholarly community and to the public, and how published scholarship works collectively to create knowledge in Biology.

In addition to these course goals, my objectives for this course are to promote greater *comfort*, *confidence*, and *competence* in:

- **critically analyzing, summarizing, and synthesizing texts from within the discipline of Biology**, including the related abilities of recognizing and evaluating writers' purposes, claims, and supporting evidence.
- **making connections between texts**, identifying and/or articulating how different texts affirm, extend, qualify, and/or conflict with each other.
- **analyzing and evaluating your own writing and the writing of your peers** to generate revision suggestions that result in successful and substantive revision (i.e., revising the guts of the writing rather than merely surface details like syntax, spelling, and grammar).

### Course Structure

This course will be divided into three assignment sequences, each culminating in a presentation draft of a paper that will be assessed for a grade. At the end of the quarter, I will ask you to review and reflect upon all of the writing that you did for this course and write a reflective letter that discusses your experience of the course and any changes you noticed in yourself as a reader or writer.

Each sequence will begin with regular in-class freewrites and overnight writing assignments. These assignments will help you to generate ideas for the "conference" draft of your paper. As the name indicates, you and I will discuss revision ideas for your conference draft in a one-on-one meeting that will last 20-30 minutes. Based on my suggestions, your own assessment of your work, and peer feedback, you will revise your conference draft and submit it for a grade, bringing the sequence to a close. We may have group conferences for the second and third major assignments.

## Required Texts and Materials

1. All texts that are required for BIO 180 are required for this class. *Additionally, I consider the lecture content for BIO 180 to be a required "text" for my class.*
2. While you won't have to buy any additional texts for this class, you may have to print out assignments or readings on occasion. Our class meets in the computer lab, though, so you will be able to access most course documents online.
3. Course readings will be provided on our Canvas course website under Files. To view pdfs, you will need access to the free Adobe Acrobat Reader.
4. Recommended: Hacker & Sommers, *A Pocket Style Manual* (in pdf form on our course website under Files) or familiarity with online resources such as Research and Documentation Online, Purdue OWL or UNC Writing Center.

## Grading and Assessment

Here is how your quarter grade will be calculated:

- 15% Paper 1: Abstract of a Research Paper
- 5% Project 2a: Presentation of Sources
- 20% Project 2b: Short Communication – Intro, Results, Discussion
- 10% Project 2c: Poster Presentation of Short Communication
- 20% Paper 3: Group Conservation Plan Proposal and Presentation
- 30% Participation (includes short writing assignments, freewrites, in-class work, timely rough drafts, peer reviews, conference memos, conferences, on-time arrival to class, and a final course reflection)

Your grades on major assignments will be reported to you using the 4-point scale, converted to a percentage on Canvas. Be careful about relying on Canvas grades in progress, as they may not always be up to date.

## How Short Writing Assignments Are Assessed

"Short writing assignments" includes in-class freewriting, in-class writing tasks, conference memos, and HW discussion board posts. These assignments are not really "graded," but they are assigned points that count towards your participation grade. Specifically, your short writing assignments will be evaluated in terms of their completeness and critical engagement. Critical engagement means that you engage with the task - even if it's only to narrate for me the difficulties you are having as you try to come to grips with the assignment. **Your peer reviews will be evaluated on the quality of your feedback.**

## How Your Papers Are Assessed: Written Comments in Response to Your Conference Drafts

When I provide feedback on your writing, the point is to encourage you to think about your ideas and how you've expressed them, to help you come up with ideas for revision, and to make recommendations that will help you make your writing more effective. These goals serve my overarching objective: to help you develop strategies you need to revise and edit your own writing.

When I read your papers, I am not attempting to find every weakness of your writing and point it out to you; I expect you to rely upon your own assessment of your writing, as well as your classmates and writing center tutors (if you wish) to help you write and submit the strongest final revision.

What is substantial revision? Substantial revisions are revisions to global issues of the paper, such as (but not limited to) organization, purpose, examples used, evidence provided, and the argument as a whole.

Substantial revisions tend to require additional analytical thinking and/or additional research. Analytical tasks might include explaining an idea or concept more thoroughly, connecting ideas, re-evaluating the logic of a passage or of the entire paper, and adding new or different kinds of evidence.

I do not consider fixing grammar and spelling errors to be substantial revisions.

## How I Grade Presentation Drafts of Your Major Papers

I will use a rubric to assess the writing that you do for this class. You can earn up to 5 points in each category of the rubric. We will look at sample papers in order to clarify the categories of the rubric as well as what each point value means in a concrete sense. I will also share with you how I convert point scores to the 4-point grading scale.

To do so, each criterion will be evaluated on a scale of 1-5. These scores will inform what the paper earns on the UW 4-point grading scale. **While there is no specific conversion**, earning a 5 in each category would be a 4.0. *Earning a 1 or 2 in any category on your presentation draft indicates that you should make an appointment with me. I will expect you to take the initiative to meet with me.*

*Please note that the presentation drafts of papers are the only written assignments that will be graded on the 4.0 scale.* Other writing assignments will be included as part of your participation grade.

## How to Appeal a Grade

If you would like to challenge a grade that you have earned on a major assignment, please contact me *within one week (7 days) of receiving your grade for the assignment* to let me know that you would like to meet with me to discuss it. We will meet in person to discuss your grade, at which time you should make a clear, convincing argument *that uses evidence from the rubric as well as your paper* to support your appeal for a different score.

## Formatting Guidelines for Presentation Drafts

For your major papers, please follow APA style guidelines, unless otherwise noted in the assignment prompt. Some of my expectations are:

- Double-spacing, 12-point Times New Roman font, 1" margins (change the default setting, if necessary)
- A heading with your name, the course number, and the date.
- Accurate use of **both** in-text citations (Name-year format) and the references page (only for works you cite in your paper).

## Expectations for Classroom Conduct in the Lab

- **Be punctual:** Arrive to each class session on-time and stay until the end of class.
- **Be prepared:** Come to class prepared to discuss the readings and your writing.
- **Be respectful:** Help each other learn through the reading and writing processes. Use your computer/devices for the classroom tasks at hand only.
- **Help your neighbors** if they are having trouble and **ask for help** if you're lost.
- **Speak up** and don't hide behind the computers.
- **Do not download** software of any kind (e.g. games, messengers, etc.)
- **Log off** the computer at the end of your session.
- Technology is not infallible. Make sure you **save your work often**, save in different forms, and learn to troubleshoot when possible.

## Canvas

You will be uploading all your assignments to the Assignments box or Discussion board on Canvas on the course website (*before* class starts). Documents that I give out in class – including assignment prompts, readings, and homework – will also be uploaded to our class site. If your group is working on a Google doc or Google slides, you may be asked to provide the link in the Assignments box on Canvas.

## What Happens If You Turn Something in Late

All assignments are due by the beginning of class. My policies regarding late work are listed below.

- *Late Short Assignments:* Late short assignments **will receive partial credit** at my discretion. Do turn them in anyway, as they will help you prepare for larger assignments.
- *Late Major Papers:* Major papers have at least two drafts: a conference draft and a presentation draft.
  - If your *presentation draft* is not submitted on time, 0.5 (on a 4.0 scale) will be deducted if the paper is turned in within 24 hours of the due date. From 24-48 hours after the deadline, 1.0 will be deducted. If you submit your presentation draft more than two days/48 hours from the original deadline, you will receive a 0.0.
  - If your *conference draft* is not submitted on time, you will forfeit your conference session with me and you will not receive any instructor feedback on your draft.

## What Happens When You Miss Class

Missing class means losing the opportunity to participate in the day's activities, and subsequently not gaining participation points. If you miss class, **you** are responsible for any assignments or handouts given out on that day. It is up to you to seek out classmates in order to find out anything important that you missed. Make sure to get a classmate's email address during the first week of class. That said, if you know in advance that you have to miss class, please let me know so that we can come up with a plan to keep you on track.

If you have missed class because of an emergency, a competitive event, or illness, please provide documentation (doctor's note, paperwork from student athletics, etc.) to make up the credit. If you have a unique situation that will make it difficult for you to work within the above guidelines, please discuss it with me within the first week of the quarter so that we can anticipate problems and be prepared to make alternate arrangements.

## Email

- Please check your *UW email account* daily.
- Please email me to make an appointment to meet, or to let me know you plan to stop by office hours. Feel free to address me as Julie in your greeting line.
- I generally respond to emails within 24 hours, but perhaps longer over the weekend.
- Please do not ask me for feedback on your writing or ask to discuss grades via email; I would be more than happy to discuss your work during my office hours or by appointment.
- If you feel overwhelmed at any point in the quarter, please let me know as soon as possible so that we can help you get "unstuck."

## Plagiarism

The University of Washington and I are committed to the principals of intellectual honesty and integrity by respecting intellectual property. All members of the UW community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. *Plagiarism applies not only to borrowing whole documents but also to borrowing parts of another's work without proper acknowledgement and proper paraphrasing or quotation, including borrowing an author's terminology or arguments.* This includes:

- a student failing to properly cite sources of ideas
- a student failing to properly cite sources of paraphrased or summarized material
- a student failing to properly cite sources of specific language and/or passages
- a student submitting someone else's work as their own (this includes work "borrowed" from online sources or other students, or work written for the student by someone else)
- a student submitting their own work that was produced for another class with no changes or revisions

As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review. If you have any questions about what plagiarism is, please ask me or consult Diana Hacker's Research and Documentation Online.

## Writing Resources

The following campus writing centers may be useful as you work on your essays. You can visit them not only to go over conference drafts, instructor comments, or final drafts, but also to brainstorm ideas based on assignment sheets, or at any stage of the writing process. OWRC has appointment sign-ups online, while CLUE and the Instructional Center offer drop-in services. It's a good idea to start early, because as the quarter continues, the writing centers get very busy!

Odegaard Writing and Research Center: <http://depts.washington.edu/owrc/>

CLUE Writing Center: <http://depts.washington.edu/clue/writing.htm>

Office of Minority Affairs and Diversity Writing Center: <http://depts.washington.edu/ic/>

## Other Resources

The Counseling Center is a place where currently enrolled UW students can get help with study skills, career decisions, substance abuse, and personal problems such as relationship difficulties, anxiety, or depression.

Counseling Center: 401 Schmitz Hall; 206.543.1240; <http://counseling.uw.edu/>

## Accommodations

Please let me know if you need certain accommodations of any sort. I am happy to work with the UW Disability Resources for Students (DRS) office to provide what you require, and I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials— just ask. More information on support at UW may be found on the DRS web site at <http://www.washington.edu/students/drs/>.

If you have additional “informal” concerns related to health, work, or family, please let me know in advance so we can discuss any accommodations that might be helpful.

## Concerns

If you have any concerns about the course, please see me about these concerns as soon as possible.

However, I understand that you may not be comfortable seeing me about these issues. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact Carrie Matthews, IWP Director, via email at

[crmatthe@uw.edu](mailto:crmatthe@uw.edu).



Bristol Bay Salmon/ Natalie Fobes