ENG 2130
Research Writing and Argumentation: Sciences
Master Syllabus

Catalogue Course Description: Adapts principles introduced in ENG 1100 and equivalents to writing for professional audiences in the sciences and lay readers. Stresses argument, research, and effective use of source materials. Students may use any of the following courses to satisfy the requirements of the Core, but only one may count: ENG 2100, ENG 2110, ENG 2120, or ENG 2130.

I. College/School: Liberal Arts
Department: English Language and Literatures

II. Course Information
Course Title: Research Writing and Argumentation: Sciences
Course Abbreviation and Number: ENG 2130
Course Credit Hours: 3
Course Cross Listing(s) Abbreviation and Number:
Check ("x") all applicable:
Check ("x") all that apply:
Wright State Core _X__ Integrated Writing ___ Multicultural Competence ___ Service Learning ___
Laboratory Course ___ Ohio TAG (Transfer Assurance Guide) ___ Ohio Transfer Module _X__
Others (specify)_____

III. Course Registration
Prerequisites: Grade of C or better in ENG 1100, 1110, 1130, or 1140 or ENG 101
Corequisites:
Restrictions: 24 credit hours earned
Other:

IV. Student Learning Outcomes

Applicable WSU Core Objectives:

- communicate effectively
- evaluate arguments and evidence critically
- apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
- demonstrate understanding of contemporary social and ethical issues
- participate in democratic society as informed and civically engaged citizens

WSU Core Element 1 (Communication) Learning Objectives:

a. Adapt writing processes and strategies for audience, purpose, and type of task
b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
c. Employ appropriate mechanics, usage, grammar, and spelling conventions
d. Find, analyze, summarize, and synthesize appropriate source material from both print and electronic environments
e. Present focused, logical arguments that support a thesis
f. Use reliable and varied evidence to support claims, incorporate sources from others appropriately, and acknowledge and document the works of others appropriately
g. Use electronic environments to draft, revise, edit, and share or publish texts use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.

Course and Writing Program Objectives and Learning Outcomes:

Academic reading

- Choose and evaluate sources for
    - Authority
    - Accuracy
    - Objectivity
    - Currency
    - Relevance

Analysis

- Develop facility with academic conventions introduced in ENG 1100, 1110, 1130, or 1140
- Present self-evaluation that identifies, demonstrates, and articulates learning and writing skills

Research

- Locate, evaluate, and use academic sources
- Incorporate a variety of types of reliable sources, including within major academic areas
- Use sources to support claims and develop thesis
- Interpret evidence
- Establish connections, references, and relationships between sources
- Evaluate possible bias and entrenched loyalties of sources
- Avoid quote-stacking and throw-away quotes
- Foreground writer's argument without overreliance on sources
- Document and cite correctly in APA format and use various style manuals

Argument

- Write an arguable thesis statement
- Use reasonable tone that
    - establishes common ground
    - avoids personal attacks
- Respect and grapple with the complexity of issues
- Recognize emotional appeal and logical fallacies
- Sustain progressive, focused, and logical argument that supports thesis
- Acknowledge, accommodate, and refute counterarguments logically and ethically
- Choose and engage target audience that includes skeptical readers
- Avoid stereotyping and oversimplification
- Use reliable and varied evidence to support claims

Facility with language and writing

- Establish purpose and use precise language understandable for any academic reader
- Avoid plagiarism
- Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer
- Produce texts whose meaning and purpose can be readily understood by a cold reader
- Use electronic environments to draft, revise, edit, and share or publish texts

Understanding of Disciplinary Rhetoric

- Become familiar with writing practices for scientific professions
- Develop skills for profession communication in the scientific fields
- Practice appropriate dissemination of research to public and professional audiences

.

V. Suggested Course Materials (required and recommended)

- *Everything's an Argument, by Andrea A. Lunsford & John J. Ruszkiewisz; or*
- *A Rulebook for Arguments, by Anthony Weston; or*
- *Aims of Argument: A Brief Guide*, by Timothy Crusius & Carolyn Channell; or
- *The Norton Field Guide to Writing*, by Richard Bullock

and

- *Norton Mix*: selected readings and arguments in the sciences
- *A Writer's Reference with Writing in the Disciplines,* by Diana Hacker, or similar handbook
- WSU library CORE (repository) items, such as student poster presentations
- Essays, studies, posters, graphs, tables, and other items supplied by instructor, science faculty, and class members
- Access to computers with word-processing and presentation software
- STAC library assistance

VI. Suggested Method of Instruction

Lecture

VII. Suggested Evaluation and Policy

A collection of writing that is drafted, revised, and edited during the course is required, including a minimum of 2 extended formal papers of at least 3 pages each. Student writing will be evaluated using rubrics derived from course outcomes stated above.

VIII. Suggested Grading Policy

At least 70% of the course grade will be based on evaluation of the formal writing. Tests; quizzes; and various brief, formal and informal writing assignments may also be required. As mandated by the University System of Ohio's outcomes for English composition second course, ENG 2130 students will produce the following:

a. A variety of texts, including at least one researched essay, with opportunities for response and revision.
b. A minimum of 5,000 total words (roughly 20 pages). Electronic or other projects of equivalent rigor may be included.

IX. Suggested Assignments and Course Outline

Suggested Weekly Course Outline Including Typical Assignments (bolded)

Wk 1: Introduction to syllabus, course outcomes, writing in the sciences, and familiarization with classroom and electronic environments for composing. Introduction to **analysis of progression of topical materials from scientific study to release for general public.**

Wk 2: Lessons on argumentative strategies and writing for professional scientific audiences and those outside the sciences. May include guest speaker(s). Introduction to **abstracts**.

Wk 3: Introduction to **argument essay for non-scientific readers**. Topic selection and research questions. Librarians' visit to class: locating and evaluating scientific studies, scientific journals, and science-related articles for the general public.

Wk 4: Further definition of topic and research questions. Working thesis. Introduction to **analysis and paraphrase of data table, figure, or graph**. Interpreting, evaluating, and condensing into lay language information from data tables, figures, and graphs.

Wk 5: Introduction to **proposal and bibliography for argument essay**. APA format and comparison of documentation styles. Integrating paraphrases, quotes, and summarized ideas, and avoiding plagiarism. More with condensing and presenting information from scientific sources for non-specialist readers.

Wk 6: Introduction to **poster presentation**. Posters as professional presentation in the sciences. Evaluating posters. Creating posters with help from Library STAC resources.

Wk 7: Individual poster presentations and class critique.

Wk 8: Drafting the argument for non-scientific readers. May include conferences with students.

Wk 9: Peer review, self-analysis, revision, and editing: In-class workshop on audience, persuasive techniques, mechanics, usage, grammar, and spelling conventions. In-depth self-assessment.

Wk 10: Introduction to **persuasive letter**. Conveying science-based information and implications to non-specialists. Lessons in audience, persuasive strategies, call to action, and anticipating skeptical readers. May include guest speaker(s).

Wk 11: Drafting the persuasive letter. May include conferences with students.

Wk 12: Peer review, self-analysis, revision, and editing: In-class workshop on persuasive techniques, sufficient mechanics, usage, grammar, and spelling conventions.

Wk 13: Workshops: course outcomes, self-evaluation, and planning for final revisions.

Wk 14: Portfolio or final collection preparations: Final revisions of student work, course evaluations. May include individual conferences between Instructor and students.

Wk 15: Finals week: Final portfolio or collection of work due.

X. Other Information

For Writing Across the Curriculum Program courses: statement of writing across the curriculum goals, criteria for evaluating writing assignments, and how writing assignments relate to the final course grade.
For combined undergraduate/graduate courses: identify, throughout the above or separately, additional work/responsibilities/grading applied to graduate students.

This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.