

Writing Program

Instructor: Dr. Nicole J. Reda

Email: nreda@stem-prep.org

Office Hours: By Appointment

Course Overview:

This course is designed to provide students with skills to communicate effectively in academic and professional settings. The foundation of the course is writing as an act of inquiry and discovery within multiple disciplines. Over the course of the semester, students will investigate current issues within their chosen discipline or field of interest and explore potential paradigmatic-based solutions for these issues. While developing investigative and inquiry-based skills, students will also hone their use of language and tone as writers. The course is set up so that students continuously revise and build upon their writing pieces so that they increase in length, complexity, and style. Although the course is writing focused, the in-class activities will vary and will encourage students to think about their writing in inventive and creative ways.

Course Texts and Materials:

- Earle, 'Protect Our Oceans'
- Gladwell, 'Designs for Working'
- Giovanni, 'We are Virginia Tech'
- Grady et al., Defining a Flexible Notion of "Good" STEM Writing Across Contexts: Lessons Learned From a Cross-Institutional Conversation
- Jemison, 'Achieving the Promise of a Diverse STEM Workforce'
- Opinion | 'Brittney Griner Is Trapped and Alone. Where's Your Outrage'?, The New York Times
- Sarewitz and Pielke: 'Breaking the Global Warming Gridlock'
- Tyson - 'The Cosmic Perspective'

Grading: The final grade for this course will be based on the following:

- ☐ Writing pieces: 50% total
 - ☐ Midterm Draft - 15% each
 - ☐ Final Draft - 35% each
- ☐ Discussions: 10%
- ☐ Presentation: 10%
- ☐ Peer Review/Writers Workshop Activities: 20%
- ☐ Attendance/Participation: 10%

In alignment with other Writing Programs Course Policies, the success of the course depends upon your active participation in all class activities including completion of assigned readings, participation in class discussions and group work, and careful preparation of peer responses and other homework assignments. Missing class, arriving late, or halfhearted participation in class work is not participating fully and will negatively impact your participation/attendance grade. Late arrival to class is counted as a partial absence and will result in points being deducted from your attendance grade. More than 2 unexcused absences will negatively impact your final course grade.

The main goals of this course are to help students develop:

- Critical reading and writing skills to develop and revise texts that meet disciplinary expectations and genre conventions.
- Writing competencies to successfully apply writing conventions to develop original arguments supported by specific evidence and engage in thoughtful revision and editing to clearly convey meaning.
- Research competencies to use search tools effectively to find interdisciplinary primary and secondary sources from databases relevant to focused topics.
- Conceptual competencies to select, explain, and highlight the significance of evidence from primary and secondary sources to support complex analytical arguments.
- Rhetorical competencies to help choose prose structure and style appropriate to audience and purpose and develop and express a personal viewpoint in response to other arguments.
- Ability to synthesize information from several sources
- Development and organizational strategies for common types of academic writing
- engagement in discussion and peer feedback to actively participate in class discussions and provide constructive feedback on assigned texts and peer writing.

Emphasis is placed on understanding rhetorical and disciplinary expectations, with a focus on inclusive pedagogy that values diverse voices, especially those who have influenced STEM fields. Through hands-on activities and frequent group discussions, students will engage in the writing process, from initial idea generation to revision, all while developing rhetorical and research competencies essential for academic and professional success.

Each week, students will engage in one session of writing-intensive workshops and one session of peer feedback sessions/group feedback sessions.

Course Overview:

Week	Topic/Skill	Activities	Resources
Week 1	Close Reading	<p>Class 1:</p> <p>ACTIVITY: ‘Third time’s a charm - close reading activity’ [MODEL]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pass 1: Reading for key ideas and details <input type="checkbox"/> Pass 2: Reading for craft and structure <input type="checkbox"/> Pass 3: Synthesis of Knowledge & Ideas (connections to own views, world, and other sources) <p>ACTIVITY: Close reading modeling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coding the text with normed annotations (to be provided by the professor) <input type="checkbox"/> Modeling of think-aloud engaging with academic text(s) <input type="checkbox"/> Group practice- Grappling with high-rigor and content-specific texts <ul style="list-style-type: none"> <input type="checkbox"/> Semantic word/concept mapping <input type="checkbox"/> Jigsaw discussions <input type="checkbox"/> Read, retell, record strategy <input type="checkbox"/> Paradigmatic analysis 	<p>Provided by professor: The Cosmic Perspective - Tyson</p> <ul style="list-style-type: none"> ● ‘Third time’s a charm’ activity outline ● Normed annotations guide ● Sample semantic map ● Read, retell, record strategy

		<hr/> <p>Class 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Newspaper Exercise – Group Work <input type="checkbox"/> 6 Ps overview (Patron, Population, Problem, Paradigm, Plan, Price) 	<hr/> <p>Student-brought resources:</p> <ul style="list-style-type: none"> • Newspaper article focused on specific problem plaguing campus and/or greater Los Angeles area • Paradigmatic example of proposed previous solution
Week 2	Foundations in rhetorical and analytical writing	<p>Class 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Close reading ‘Third time’s a charm - close reading activity’ [PRACTICE] with Gladwell text <input type="checkbox"/> Jigsaw class discussion <hr/> <p>Class 2:</p> <p>SPACECAT Model of Rhetorical Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhetorical Analysis class activity - “We are Virginia Tech” Nikki Giovanni <input type="checkbox"/> Rhetorical Analysis class activity ; “Brittney Griner Is Trapped and Alone. Where’s Your Outrage?” 	<p>Provided by professor:</p> <ul style="list-style-type: none"> • Malcolm Gladwell, “Designs for Working” and questions <hr/> <ul style="list-style-type: none"> • Nikki Giovanni Speech • Opinion Brittney Griner Is Trapped and Alone. Where’s Your Outrage? - The New York Times <p>HOMEWORK:</p> <ul style="list-style-type: none"> - <i>Compile a list of 3-5 major “problems” you’d like to address in your current field of study.</i>
Week 3	Foundations in rhetorical and analytical writing	<p>Class 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Sarewitz and Pielke: “Breaking the Global Warming Gridlock” close reading and rhetorical analysis using SPACECAT <hr/> <p>Class 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group presentations on chosen rhetorical analysis strategy <input type="checkbox"/> Consultation with small groups to narrow down problems list 	<p>Provided by professor:</p> <ul style="list-style-type: none"> • Sarewitz and Pielke: “Breaking the Global Warming Gridlock” <hr/> <p>Student-brought resources:</p> <ul style="list-style-type: none"> • Presentation materials (if needed) • <p>HOMEWORK:</p> <ul style="list-style-type: none"> - <i>Finalize your</i>

			<i>problem to be addressed in your semester-long project.</i>
Week 4	Foundations in rhetorical and analytical writing	<p>Class 1: ACTIVITY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Mae Jemison’s testimony on Women in STEM <input type="checkbox"/> Writing a rebuttal to better understand an author’s argument, purpose, and use of rhetorical strategies <hr/> <p>Class 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhetorical Analysis timed essay (40 minutes) <input type="checkbox"/> Partner work to create a cohesive and comprehensive rubric <input type="checkbox"/> Self-score and partner score providing extensive feedback based on course expectations, rhetorical analysis knowledge, and rubric <input type="checkbox"/> 20 minutes of draft revisions 	<p>Provided by professor:</p> <ul style="list-style-type: none"> ● Achieving the Promise of a Diverse STEM Workforce - Testimony of Mae Jemison <hr/> <p>Student-brought resources:</p> <ul style="list-style-type: none"> ● Sample rubric(s) ● Course syllabus
Week 5	Writing in STEM and Professional Contexts	<p>*MIDTERM DRAFT DUE*</p> <p>Class 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Read and discuss: Defining a Flexible Notion of “Good” STEM Writing Across Contexts: Lessons Learned From a Cross-Institutional Conversation <input type="checkbox"/> A guide to pre-writing <hr/> <p>Class 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Troubleshooting journal connected to the 6 Ps <input type="checkbox"/> Strategic plan to address at least two roadblocks in research thus far <input type="checkbox"/> Midterm Course Evaluations 	<p>Provided by professor:</p> <ul style="list-style-type: none"> ● Defining a Flexible Notion of “Good” STEM Writing Across Contexts ● Pre-writing guide <hr/> <p>Student-brought resources:</p> <ul style="list-style-type: none"> ● At least 3 scholarly articles outlining the problem the student chose to address in their semester-long project.
Week 6	Writing in STEM and Professional Contexts	<p>Class 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Principles of Effective Writing <ul style="list-style-type: none"> <input type="checkbox"/> Verbs <input type="checkbox"/> Sentence and Paragraph Structure <input type="checkbox"/> Organization <input type="checkbox"/> Deep dive: Using Semantic Scholar to identify strong examples of major article elements (i.e. abstracts, limitations) <ul style="list-style-type: none"> <input type="checkbox"/> Guided analysis and feedback 	<p>Provided by professor:</p> <ul style="list-style-type: none"> ● Anchor texts: ● TED Prize wish: Protect our oceans - Sylvia Earle w/ notes: Transcript for TED Talks Daily. My wish: Protect our oceans Sylvia Earle ● S. Earle Semantic

		<hr/> Class 2: <ul style="list-style-type: none"> <input type="checkbox"/> Writing an effective abstract <input type="checkbox"/> Writing clear analyses and conclusions <input type="checkbox"/> Exploring limitations <input type="checkbox"/> Expanding upon findings 	Scholar ← Sample articles and abstracts, analyses, conclusions, limitations, etc. <hr/> Student-brought resources: <ul style="list-style-type: none"> • Articles on their own research/problem
Week 7	Presentation of findings and feedback circles	Class 1: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) <hr/> Class 2: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) 	Provided by professor: <ul style="list-style-type: none"> • Rubrics for presentations <hr/> Student-brought resources: <ul style="list-style-type: none"> • Presentations and supplemental research articles
Week 8	Presentation of findings and feedback circles	Class 1: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) <hr/> Class 2: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) 	Provided by professor: <ul style="list-style-type: none"> • Rubrics for presentations <hr/> Student-brought resources: <ul style="list-style-type: none"> • Presentations and supplemental research articles:
Week 9	Research and synthesis	Class 1: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) <input type="checkbox"/> Synthesis writers workshop <hr/> Class 2: <ul style="list-style-type: none"> <input type="checkbox"/> ACTIVITY: Individual presentations on 6Ps, proposal draft, and Q&A feedback session (15 minute presentation, 10 minute Q&A) <input type="checkbox"/> Synthesis writers workshop 	Provided by professor: <ul style="list-style-type: none"> • Rubrics for presentations <hr/> Student-brought resources: Presentations and supplemental research articles:
Week	Final portfolio and	*FINAL DRAFT DUE*	Provided by professor:

10	reflection	<p>Class 1: ACTIVITY: Presentation of final paper/portfolio Proposal of the Semester - Voting and Ceremony</p> <p>Class 2: Reflection activity/Class celebration/Final Course Evaluations</p>	<ul style="list-style-type: none">● Rubrics● Voting Sheets● Certificates <p>Student-brought resources:</p> <ul style="list-style-type: none">● Final Presentations and Final Drafts
----	------------	---	---