Introduction
Welcome to Writing 2. Let me begin by saying this class gives everyone a special opportunity because it provides you with focused readings, papers and projects so that you may develop further your critical thinking skills, which is vital for progressing in your academic endeavors. The readings present much more than opinions or facts on issues. The assigned readings are meant to spur mature debate and constructive criticism. This means that if you disagree with a person's point of view or the way that person presents information, opening up debate will benefit you by exploring issues and questioning what you think is accurate. Discussing differences in opinion will help people understand how they are situated in terms of politics, social issues, and beliefs. In other words, you should strive to uncover the strengths and weaknesses of your own point of view and honor the contribution of peers, even helping them conceptualize through discussion the way in which they see the world.

As engaged students, you should work to improve your reading, writing, critical thinking abilities. Writing classes provide you with a unique platform for gaining greater understandings of some of the ways in which people in the disciplines frame questions, conduct research, and present information. For this reason, writing courses offer a broad selection of materials to familiarize you with some of the common forms and practices in the sciences, social sciences, and humanities. Such a broad-based experience encourages flexibility in your writing.

Course Description
This writing course gives students a general introduction to reading and writing in three principal disciplines and how people in those disciplines build understandings. We will examine how these disciplines have certain expectations for incorporating a logic of inquiry, arguments, claims, methods of documentation, building theory, and the different forms in which information, knowledge, or meanings must be presented.

The Writing course is uniquely structured to balance writing goals, teacher and student needs, while preserving a balance between teacher-led and student-centered activities. It also offers an ideal setting for student-student and teacher-student interactions. There are built-in objectives for this, such as the following examples: providing a platform for scholarly debate; creating a structure to support critical thinking and writing development; fostering peer-teacher collaboration; encouraging application of certain research and writing principles.

Course Objectives
It is my hope that students become more proficient in writing for the science, social science, and humanities disciplines. We will cover various disciplinary forms for developing critical thinking and presentation skills, as well as dabble into relevant issues in and around the disciplines, including public debate associated with them. Assignments and papers will be given with these goals in mind. Class discussions are also expected to contribute to greater understandings of the covered topics and issues relevant to current or continuing debates.
Writing Requirements
1. Informal Writing Assignments: Reading logs, assignments or exercises designed to help you reflect on various issues, disciplinary pursuits, and your own point of view.
2. Formal writing assignments: In-class writing assignments, essays or unit papers.
3. Special Assignments: Exercises on certain aspects on global, local or surface features of writing, and presentations on word, sentence, and paragraph constructions (the latter are negotiable).
4. Formal Papers: Written documents from each discipline, and a final critical paper.

Special Assignments
On occasion, students will receive special assignments, which are not only designed to develop writing or critical abilities but also encourage reflexive reading and writing practices. Logs, for instance, are designed to give you the opportunity to comment on readings, revisiting an article's topic and points, and an author's point of view. Logs and other responses are due on the next class session, except wherever indicated.

Other assignments that fit into this category are presentations, question of the day (QOTD), answers to questions on readings, and the like.

The QOTD is key event in this class, as it will help us revisit materials and plan a tack for the future. Some assignments will be negotiated, as they will be modified to address the needs of the class. For instance, if students are having trouble sorting out topics or points in the readings, we will set aside time to focus on analytical or critical methods or iron out an author's perspective, thesis, evidence, conclusions, and etc.

Special assignments may also include handing in notes, extra logs, doing short in-class or out-of-class essays or even making copies of assigned texts for marking so we can synchronize our efforts. If we work together on logs or certain writing assignments, I will get to know you and see how you are doing in the class, helping us focus on your progress as thinkers, commentators, or writers. This reflexive strategy will help us respond effectively, resolve questions, get us in "tune" to develop as constructive commentators for each other. I consider this kind of dialogue essential to learning, including what you gain in terms of knowledge, and for developing a sense of how to participate actively in the university.

Responsibilities
Students are expected to complete writing assignments on time and prepare to participate in class, which includes having logs and questions done and ready for prompting or responding in discussions in class. I will keep an attendance and participation record, as students must be in class daily in order to be up to date and contribute. Participation includes student involvement in individual, group or class activities, and on a daily basis. An additional handout will discuss the break down of participation, attendance, activities, papers, and grades. All work is to be done in a timely manner. Papers or assignments handed in late and without prior notification and/or a valid reason will be marked down.

Additional Information: Schedule Adjustments
Everyone should be aware of three important deadlines: The last day to add classes, late fee drop deadline, and the last day to drop courses. The last day for free schedule adjustments (adding and dropping courses) is on Friday, April 7. Any student wishing to make such changes should notify me out of courtesy.
Unit 1: Writing in the Sciences

Objective
The purpose of this unit is to help you become more familiar with topics, arguments and written forms in the sciences. We will examine issues and how public debate on concerns like the environment and others figure in broader science contexts. In this unit, you will become more familiar with scientific inquiry, method practices, and discourse. This unit will help you develop critical gain understandings of the "objective" perspective of the field and discourses of science writing, as well as bring those forms into public debate. We will examine how writers frame their questions, use methods of inquiry, use sources and evidence, discuss and present their views.

Week 1
Monday, April 3

Class
Introduction: Course overview, objectives and the science unit.
Critical Issues & Practices: 1, Academic practices; 2, Observation experiment (??); 3, Experimental design and framing theory/ hypotheses and methods; 4, Experiments and the discourse of science.
Writing Assignments: Logs, Question of the Day (QOTD), and etc.
Written forms: abstracts, introductions, methods, & etc.
Journals, Logs, and other writing things

For Next Session
Read: Reading and Writing in College, (pp 3-13) & 403-406); Darwin on Natural Selection; read and mark up Wilson on the Amazon.
Write Log 1: Respond to the views and points of Wilson.
Write: A brief report describing study design, procedures, experiment, and findings conducted in class.
Begin thinking about topics of interest to you. Bring three to talk about in class so we can get some scope on ideas and possible directions.

Special Instructions: Read the excerpt carefully, marking what you consider important or interesting: Topics, statements, ideas, information, points, and etc. In the following class, we will discuss different practices for reading critically.

Wednesday, April 5

Class
QOTD on Darwin and/ or Wilson
Discussion on Darwin and Wilson: Questions on the readings.
Principles of Science: Field observation then and now.
Science in the World: Issues on studying a study (Worksheets, notes, and comparisons for examining research and weighing findings.)
Scientists and Commentators: A look at Ichthyology
Research Papers: Topics and issues.
Overview: Science research paper, including approaches and structures.
Preparing Drafts and Professional Editing Issues

For Next Session
Read: Hobson & Chess on Interannual variation (R 25); Williams & Ralston on Distribution and co-occurrence (R 35); LaGuardia & Guth on Science issues (Reader); Leopold on Land ethics.
Do: Examine and write about the strategies Hobson & Chess use to support a hypothesis, conduct a study, analyze and present findings.
Pay attention to numeric & graphic data, observations & interpretations.
Write Log 2: Write a 5-8 sentence personal response to Hobson & Chess, and write another 5-8 sentence personal response to Hoffman.
Think: Start a list of interesting topics and issues for research.
### Week 2: Monday, April 10

**Class**
- **QOTD:** Quick write on formulating arguments based on hypotheses and findings, and implications based on William a& Ralston, Hobson & Chess.
- Discussion on comparative issues: Williams & Ralston, Hobson & Chess.
- Discussion of general framework in science and methods, resources, evidence, and more. Science and written forms: static, dynamic and systemic descriptions.
- Discussion of review of the literature or research paper options: purposes, criteria, and expected outcomes.
- Discussion of issues of your preference.

**For Next Session**
- **Write Log 3:** Personal response to Oppenheimer or Einstein.
- **Plan:** Select an issue and plan for research. Write a brief discussion of one issue or a few issues of interest to you. If you have already selected an issue, prepare materials for the intro and body for a short workshop. Bring two copies to class. You may also prepare the plan on PowerPoint.
- **Working Draft Issues:** Develop “Skeleton” for paper.

### Wednesday, April 12

**Class**
- **QOTD** on Oppenheimer and/or Einstein and/or Reitvelt. Discussion on the role of scientists like Wilson, Einstein, and Oppenheimer, on the role of science, and how people in the fields impact the world.
- Discussion of issues and plans for papers.
- Issues in Writing: working on preparing materials for drafts (PowerPoint?)
- Practice in building from the readings, and grading sources.
- A look at your own interests, and moving on them!!!

**For Next Session**
- **Read:** Wilson on a Solution (T 508).
- **Research:** Find sources for your paper, a minimum of three to start is best. Start transferring the main points to PowerPoint to build an overview.
- **Write:** Draft of the paper. It may have “gaps” that need some work. We will work on this in class during a production session.
- **Bring** an extra copy of your draft for a student colleague.

### Week 3: Monday, April 17

**Class**
- **QOTD** on Wilson (*The Solution*).
- Required: Bring draft and copies (computer too!) for peer editing and work.
- Discussion of materials and findings.
- Workshop: reviewing, organizing, editing, polishing, and finishing.

**For Next Session**
- **Read:** Chosen articles for you paper.
- **Research:** Pursue your topic further. (Check “Assignments” below for details!)
- **Write:** Basic draft by researching and extending ideas. Write a 10-sentence summary of a selected article. Bring your draft and summary to class.

### Wednesday, April 19

**Class**
- **Editing Session: Drafts required**
- Work on editing cycle and discussion of views or findings. Again, we will work on the materials with editors. (A workshop is also possible)

**For Next Session: Social Science**
- **Read:** Hall on *The Anthropology of Manners* (p. 411); LaGuardia & Guth on *Social Science Issues* (Reader).
- Papers are due on Monday (including marked and edited drafts!!!)

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**The science unit paper** is due on Monday at class time. An email copy is also required for my records!
Unit II: Writing in the Social Sciences

Objective
This unit will introduce you to qualitative and quantitative concepts in the social sciences, as well as help you become more familiar with topics, arguments and written forms in the social sciences. We will examine concepts like the logic of inquiry, "constructs" and ways of representing social interaction and discourse. We will also examine how researchers frame questions, use methods, discuss and report findings. We develop further how to incorporate questions or hypotheses and claims, analytical methods, or use sources, evidence, and presentation strategies.

Week 4
Monday, April 24

Class
QOTD on Hall.
Applying Concepts in Social Science Research: Qual & Quant. (QL & QT)
Methods for research in the Social Sciences: Inquiry into what people say, do & produce via observations, surveys/ detailed questionnaires, & interviews. Test run on observation projects or research issues?
A) Address possible topics of interest
B) Look for work partners
C) Social science work and logs or journals

For Next Session
Read: Reich on Why the Rich are getting Richer… (p. 123); Spradley on Ethnography, (Chapter 1)
Write: Summarize Reich’s perspective Prepare comments on the strengths and weaknesses of Allport's in-group theory.
Assignment: Respond to questions and have them ready for class. Prepare: Explore issues on which you would really like to write or conduct a research project. Write out a small paragraph to discuss them.

Wednesday, April 26

Class
QOTD on Reich (or Spradley), and a discussion on social science participant observation, theories, practices and methods; combined methodologies/paradigms discussion: Qualitative and Quantitative methods of research; possible viewing of documentary.
A) Macro and Micro foci and Qualitative Methodologies: Observation.
B) Choose Research Partners (preferred, but optional) and form research groups. Individual researchers must ask for approval.
C) Propose research interests or plans: Planning Projects/ Papers

For Next Session
Read: Spradley on Ethnography (Chapters 2 & 3); Eisler on Our Lost Heritage (p. 738); Minai on Women in Early Islam (p. 745).
Write: Log 4 on responding to Eisler’s view of how social science had changed our view of humans and gods.
Prepare For Class: List and summarize the main points from Spradley
Assignment: Answer selected or designed questions on social science topic. Find research group partners for project, and prepare a hypothesis for social science paper.
### Week 5

**Monday, May 1**

**Class**
- **QOTD** on discussing implications of Eisler & Minai
- Discussion based on log/journal entries
- Discussion of topics and Qualitative Methodology Paradigms
- Class work based on discussed issues
- Working on Papers or Projects

**For Next Session**
- **Read:** Mellor on *Environmental Problems* (p. 489).
- **Write:** One-page commentary on Mellor’s view and Raven’s projections of the future.
- **Assignment:** Work on social science paper.

**Wednesday, May 3**

**Class**
- **QOTD** on comparing world views of Mellor
- Discussion of qualitative paradigms, methodologies.
- Peer Group for field work or papers: planning/reviewing materials.
- Writing Drafts

**For Next Session**
- **Read:** Provenzano and Luria on *The Eye of the Beholder* (p. 569)
- **Write Log 5:** Pick a core concept or two and comment on the research and how it suggests people may shape expectations for sex roles.
- **Assignment:** Work on drafts!!! DRAFT REQUIRED ON MONDAY

### Week 6:

**Monday, May 8**

**Class**
- **QOTD:** Quick write based on research on newborns
- Discussion on social phenomena and culture, even group cultures
- **DRAFT:** Peer editing sessions and in-class research team work shop

**For Next Session**
- **Write:** Prepare thoughts for class on relevant humanities questions.
- **Assignment:** Work on completing social science paper draft. A full draft is due for editing on Wednesday. Answer questions.

**Wednesday, May 10**

**Class**
- **DRAFT:** Peer editing-review session, meeting with research group.
- Class work for reviewing social science issues and perspectives
- Applying perspectives in your writing
- **Introduction to writing in the humanities,** literature and journal writing

**For Next Session: Humanities**
- **Read:** Roberts on setting (Reader); *Pilgrim at Tinker ..*, by Dillard.
- **Keep Personal Reading journal** for literature unit, beginning with J1. These Logs are to be kept and handed in together with your unit paper. This set of personal logs and comments is done will build on issues as we go. **Write:** A personal response paragraph on Dillard’s narrative. Also, review and write a paragraph on parallels between Dillard and Wilson on the Amazon.

**Due:** Hand in **Social Science Paper** on Monday at Class Time.