

SYLLABUS

WRITING 101-30: “It’s a Bug’s World”

Course Format: Seminar

Academic Credit: 1 Credit

Times: Mondays & Wednesdays 12:00-1:15pm

This class meets synchronously online via Zoom Mondays & Wednesdays

Monday Zoom Link: <https://duke.zoom.us/j/93729737643>

Wednesday Zoom Link: <https://duke.zoom.us/j/92059093204>

Instructor: Dr. Sarah Parsons (sarah.parsons@duke.edu); <https://sarahparsonsentomologist.wordpress.com/>

Instructor Information: I am an entomologist with a special love for the interaction between plants and insects. My research is focused in the area of urban ecology. I study how urban environments affect insects, as well as plant-insect dynamics.

Office hours: Mondays & Wednesdays (1:30pm-3:00pm), Tuesdays & Thursdays (9am-12pm & 1:30pm-5:00pm) and Fridays (10:00am-2:00pm). Sign up for an appointment slot on my calendar to meet during these office hours: <https://bit.ly/2K9t6hF>

*If you cannot meet during any times on my calendar I can also arrange meetings during other hours but must arrange so via email.

*When you book an appointment a Teams link will appear on your calendar. We will meet via Teams for office hours.

Texts: No textbooks are required for this class. All text material will be provided via Sakai.

Course Information

Course Description

Insects are largely responsible for making the world work. World-renowned entomologist and writer E.O. Wilson once surmised that “the world would go on with little change” were humans to disappear from the planet. However, the disappearance of invertebrates, especially insects, would change the world drastically. In this course we will learn about the many ways in which insects contribute to our well-being, our ecosystems, and our economies. In addition to reading broad works about insects, we will read several scientific journal articles about world-wide insect biomass decline, an area of concern for many conservationists, who worry a loss of insects means a loss of the ecosystem services that insects provide. You will learn how to critically read and evaluate research articles, digest rebuttals of research articles, form well-reasoned opinions about articles, and write reflections in the form of a short essay (750-1000 words) and an op-ed (750-1000 words). These readings and assignments will highlight how scientific discourse advances science, give you the skills to be a part of the discourse in a future scientific career, and help you communicate science to a broad audience. As a part of a larger project in the course you will research an insect-related issue of your choice, construct a short proposal outlining your chosen topic (750 words), compile a short literature review (1500-2000 words), and write a well-informed policy memo (2000+ words) to a local elected official or leader in your community outlining potential solutions. You will also do a short 10-15 minute presentation connected to your policy memo at the end of the semester.

From this course you will learn valuable skills in how to dissect and evaluate research articles in scientific disciplines, specifically in entomology, conservation biology, and ecology, articulate a position in response to primary literature, and communicate and write about science to different kinds of audiences, including the general public, scientific peers, and policy makers. The skills you learn in this course can be applied broadly across disciplines, and will enable you to communicate research in science and beyond to readers who are not experts in a specific research field. Throughout the semester you will receive feedback from either the instructor or peers on all assignments before you submit final drafts. This class is online and synchronous. It is expected that you attend classes remotely via Zoom during the class times assigned to the course. If you are unable to meet synchronously, however,

arrangements can be made to accommodate you. Please let the instructor know as soon as possible, if you are unable to meet synchronously during assigned class times.

Writing 101 Course Goals and Practices

Writing 101 introduces Duke first-year students to key goals and practices of academic writing. Students choose from among Writing 101 courses that are designed and taught by scholars trained in disciplines across the natural sciences, social sciences, and humanities. Thus, individual sections of Writing 101 often focus on different topics and readings, but **ALL** sections share an emphasis on writing as a social process and a commitment to helping students generate effective academic arguments.

Course Goals & Practices for **ALL** Writing 101 students

Goals: While many features of academic writing vary across disciplines and genres, students in **ALL** sections of Writing 101 learn how to:

- Engage with the work of others
- Articulate a position
- Situate writing for specific audiences
- Transfer writing knowledge into situations beyond Writing 101

Practices: Achieving these goals involves several integral writing practices. Through print, in-person, and digital interactions, students in **ALL** sections of Writing 101 are offered practice in:

- Researching
- Workshopping
- Revising
- Editing

As a reflection of Duke's commitment to intellectual inquiry, Writing 101 provides a foundation for students to learn new kinds of writing, preparing them to identify relevant questions and articulate sophisticated arguments in their future work, both inside and outside the university.

(For the more extensive version, please visit <http://twp.duke.edu/students/writing-101/course-goals-and-practices>)

Course Goals & Objectives for **THIS SECTION** of Writing 101 (Writing 101-30; Writing 101-31)

At the end of Writing 101-01 & Writing 101-02 students will be able to:

- Identify and understand the importance of primary sources in scientific literature
- Dissect and interpret scientific journal articles to enhance your understanding of a topic
- Communicate research to a wide variety of audiences, including scientific peers, the general public, & policy makers
- Synthesize research in a chosen topic area and create several narratives with different objectives & audiences
- Evaluate and critique scientific journal articles
- Propose or recommend solutions to policy makers on a chosen policy topic

Assessment, Assignments, & Grading

Assessment

Your work and participation will be assessed to determine if you are making progress on course goals & objectives through a series of writing assignments. See "assignments" below. For some writing assignments both a draft and a final draft will be graded to determine if your writing improves after receiving feedback from both peers and

instructors. Your writing will be assessed via a rubric, which will be shared with you for every assignment. Throughout the semester your understanding will also be assessed via in-class writing assignments, presentations, as well as class discussions. These smaller in-class activities count toward your overall participation grade and are evaluated individually by the instructor.

Assignments

Short Case Study Essay using QERIP (6%)

Reading and comprehending scientific journal articles is a skill that all researchers must use to stay relevant in their field. We will use the QERIP method in class to dissect a series of journal articles related to insect biomass decline. You will use QERIP on one article in class and write a short 750-1000 word essay evaluating the article.

Op-Ed (12%)

Communicating science to the greater public is a valuable skill that can bring awareness to a particular area of study. Op-eds can be used for educational or advocacy purposes. You will write a short 750-1000 word op-ed to a local news outlet on the topic of insect biomass decline. You will be provided readings on insect biomass decline and be tasked with forming an opinion about the topic that you must convey to a general audience. We will vote as a class on one op-ed to submit to a local paper. However, it is not mandatory that students submit their op-ed if chosen. The grade on your op-ed counts toward your participation grade. The final draft, peer revisions, and your office visit with Dr. Parsons all contribute to your grade for the op-ed.

Policy Memo (30%)

Communicating science to elected officials is a valuable skill that can aid in the translation of science into policy. You will write a policy memo on a current events topic related to insects addressed to a local elected official. Although you will be writing your own memo, you will have a partner with which you can collaborate on research for the memo. Your partner will also help you in editing and revising your rough draft. At the beginning of the semester you will choose a topic of interest from a list of potential topics. The policy memo will be 4-5 pages (2000+ words) and will include a detailed background of the issue and policy recommendations you have for addressing the issue. Policy recommendations will address ways in which the community or university can be a part of the solution to the problem. You and your partner will also present on your topic and policy recommendations to the class at the end of the semester. You will have smaller assignments throughout the semester that will help you build your memo, including a mini-proposal and a short literature review. You must make a S on the final draft of your policy memo to pass the course.

Mini-proposal (12%)

Science requires funding. In science you often have to pitch a project idea to a funder, so that you can get funds to do your research. The mini-proposal will be your “pitch” for your policy memo. Your mini-proposal will be 750-1000 words. It will outline some general background of your topic, using at least 2 primary sources. It will also briefly outline your methods for how you will collect information that will inform your policy memo. Lastly it will clearly outline your goals for your policy memo. The grade on your mini-proposal counts toward your participation grade. The final draft, peer revisions, and your office visit with Dr. Parsons all contribute to your grade for the mini-proposal.

Literature Review (30%)

Finding gaps in a body of research is crucial to designing a project that contributes meaningfully to the field. Literature reviews are often prescribed by research mentors to introduce graduate students to literature in the field and help them uncover potential research questions. Your literature review will be 3-4 pages (1500-2000 words), and will include a comprehensive background of your policy memo topic. You will use at least 7 primary sources. Your literature review will help inform the background section of your policy memo. In fact, you may be able to incorporate sections from your literature review directly into your memo. However, you will need to carefully consider your audience. The audiences for a literature review and a policy memo are very different. You and your partner can work together on research for the literature review. You must make a S on the final draft of your literature review to pass the course.

Grades: Typically letter grades are given in Writing 101. HOWEVER, during the Fall 2020 semester the course will be administered as a S/U course. Please note the following about S/U grading, provided by the Dean of Academic Affairs of Trinity College.

- All sections of Writing 101 are included in the list of Fall 2020 courses that will have mandatory S/U grading. No student in these S/U courses will be able to opt into receiving a letter grade.
- As a special provision of this decision, courses converted to S/U under this policy will satisfy the requirements of any major, minor or certificate program as well as T-Reqs and other requirements for graduation.
- Any S/U courses you take this fall will not count toward the number of S/Us allowable per year or upon graduation.
- S/U grades are not factored into your GPA, and will not count toward Latin Honors.
- No decision has been made in regards to S/U grading for Spring 2021, and any extension of this policy would follow further review by the Trinity Arts & Sciences Council this fall.

You will be graded this semester according to the following scale:

Fall 2020 grade scale:

A+ to C- (Satisfactory)

Below C- (Unsatisfactory)

What do I have to do to make a satisfactory grade in the course?

In order to make a satisfactory grade in the course, you must participate consistently throughout the semester, get an S for your overall participation grade, AND receive an S on ALL final drafts of major assignments (i.e. the literature review and policy memo).

Participation is central to this course, and you must participate in order to be successful in the course. For example, if you consistently miss class and do not follow the guidelines laid out in the “Absences and Participation” section, you will receive an unsatisfactory grade for participation and an unsatisfactory for the course. Your participation grade is based on your participation in class discussions, your end-of-semester presentation, your performance on minor assignments (i.e. the Op-Ed, the mini proposal, and the QERIP essay) and your participation in outside-class activities (e.g. group work, peer revisions, and occasional required office hours). Furthermore, if you get a U on any of the final drafts of major assignments, including the policy memo and/or literature review you will receive an unsatisfactory grade in the course. In a typical year, the policy memo is 30% of your grade, and the literature review is 30% of your grade. Thus, failing to turn in either assignment or getting a U on either assignment will result in an unsatisfactory grade (i.e. a less than C- or <70) in the course.

Course Schedule

DATE	CLASS TOPIC	PRE-CLASS READING & WORK	IN-CLASS ACTIVITIES	ASSIGNMENTS DUE

January 20 W	Introductions & Syllabus Review		Choose a topic and a project partner activity	
January 25 M	Why should I care about “bugs?”	Read the assigned reading for your chosen topic (See Sakai); View sample policy memos & sample proposals on Sakai	The “Importance of Bugs” Lecture	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
January 27 W	Discussion about Western Science & primary sources in Science	Find two primary sources for your topic (see Sakai for details on how to find a primary source). Read Braiding Sweetgrass chapter “Asters & Goldenrod”	Lecture & Discussion of your primary sources.	
February 1 M	Citations AND Paraphrasing & Synthesizing in Scientific Writing	Sign up to meet with Dr. Parsons’ via office hours to talk about your proposal (must sign up no later than Feb. 8)	Paraphrasing & Synthesizing In-Class Activity	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
February 3 W	Reviewing & Editing the Work of your Peers	Sign up to meet with Dr. Parsons’ via office hours to talk about your proposal (must sign up no later than Feb. 8)	Workshopping Drafts In-Class	Mini-Proposal Draft 1 Due; bring draft to class to share
February 8 M	Library Resources with Elena Feinstein . Writing Studio session.	*Watch these videos on the Library website. Sign up to meet with Dr. Parsons’ via office hours to talk about your proposal (must sign up no later than Feb. 8)	Library Resources with Elena Feinstein . Writing Studio session.	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
February 10 W	Dissecting Scientific Journal Articles with QERIP		In-Class Activities using QERIP	Mini-Proposal Due for your chosen topic. Turn in via Sakai by 11:59pm
February 15 M	Lions and Tigers and Insect Biomass Decline? Part 1	Read Lister and Garcia (2018)	Class Discussion about Insect Biomass Decline	Weekly Check by Friday @ 11:59pm

		Read 'The Insect Apocalypse (NY Times)		*Dr. Parsons will send an announcement if she wants you to do a check-in this week.
February 17 W	Lions and Tigers and Insect Biomass Decline? Part 2	Read Willig et al. 2019 Read The Atlantic	Class discussion about Lister and Garcia 2018, Willig et al. 2019 and your QERIP	QERIP Reflection Draft Due
February 22 M	Science Writing for Different Audiences: Op-Eds	Edit your QERIP reflection based on our previous class discussion about the articles; Read Op-Ed Examples (on Sakai)	In-class Lecture & Discussion. What makes a good Op-Ed.	QERIP Reflection Due via Sakai by 11:59pm; Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
February 24 W	Reviewing your proposals AND Insect ID Part I*	Read Hallmann et al. (2017) ; Wepprich et al (2019)	In-class Lecture and Discussion	
March 1 M	Reviewing & Editing the Work of your Peers	Sign up to meet with Dr. Parsons' via office hours to talk about your op-ed (must sign up no later than March 4)	Workshopping Drafts In-Class	Op-ed Draft 1 Due, bring draft to class to share; Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
March 3 W (Midterm Grades March 5)	Science Writing for Different Audiences: Literature Reviews Part 1	Incorporate feedback from peers on your op-ed; Sign up to meet with Dr. Parsons' via office hours to talk about your op-ed (must sign up no later than March 4)	In-class lecture and discussion.	
March 8 M	Insect Ecology Theory	Read literature review examples (on Sakai); Turn in your Op-ed under assignments AND share your op-ed on	In-class Lecture & Discussion. "More Bug Basics"	Op-eds Due via Sakai by 11:59pm in assignments Weekly Check by Friday @ 5pm;

		Sakai via forums; Read your peer's op-eds on Sakai ;Vote on Op-eds before class on March 15		*Dr. Parsons will send an announcement if she wants you to do a check-in this week.
March 10 W	NO CLASS			
March 15 M	Insect Ecology Theory		In-class Lecture & Discussion. "More Bug Basics Part II"	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
March 17 W	Insect Ecology Theory (cont.)/ Insect ID Part II*		Insect Ecology Theory (cont.)	
March 22 M	Science Writing for Different Audiences: Policy Memos	Incorporate feedback from the class workshoping session into your literature review	Guest Speaker: State Senator Mike Woodard	Literature Review Draft 2 Due via Sakai @ 11:59pm; Weekly Check by Friday @ 11:59pm; *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
March 24 W	In-Class Writing/Insect ID*	Incorporate feedback from Dr. Parsons into your literature review	TBD	
March 29 M	In-Class Writing/Insect ID Part III*	Incorporate feedback from Dr. Parsons into your literature review	TBD	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
March 31 W	In-Class Writing/Insect ID*		TBD	Literature Review Due via Sakai @ 11:59pm
April 5 M	Insect ID*/ Work on presentations		Insect ID	Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.

April 7 W	Class Workshopping/ Insect ID*		Workshopping in Class & Insect ID	Policy Memo Draft 1 Due; Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
April 12 M	NO CLASS – Campus Wellness Day (See note under Mental Health Services below)			
April 14 W	Student Presentations	Incorporate feedback from the class workshopping session into your literature review		Policy Memo Draft 2 Due via Sakai @ 11:59pm
April 19 M	Student Presentations	Incorporate feedback from Dr. Parsons into your memo		Weekly Check by Friday @ 11:59pm *Dr. Parsons will send an announcement if she wants you to do a check-in this week.
April 21 W	READING PERIOD (No Class)	Incorporate feedback from Dr. Parsons into your memo		
April 26	READING PERIOD ENDS			FINAL MEMO DUE via Sakai @ at 11:59pm

Bold type indicates graded assignment due dates and other important dates

*Indicates subject to change

Note that some elements of the course schedule may change. However, assignment deadlines will NOT change, unless extenuating circumstances warrant a change.

Writing 101 Course Policies

Attendance and Participation: This course is structured as a seminar; therefore, your attendance and participation are crucial to both you and your classmates. Please arrive on-time and prepared.

Please plan to attend every synchronous class session and meet all course deadlines. However, we understand, especially during these uncertain times, that any number of situations may arise that may keep you from attending a synchronous class session, such as general illness, COVID-19 related illness, internet connectivity, and home issues, among others. The key to your success in this class, should any issues arise, is to be transparent and communicative with me. Mastering transparency and communication are also good life skills that will help you in other college classes and your future career. Please let me know, as soon as an issue arises and adhere to the following.

If you have to miss a synchronous class session please do the following:

- **Email Dr. Parsons (sarah.parsons@duke.edu) as soon as you are able to let her know that you will be missing class. Ideally you will do this before the start of our class period.** You do **NOT** have to disclose the nature of your absence. It may help to download the Outlook App or Teams App on your phone to email or message me in the event of internet issues. It is your responsibility to let Dr. Parsons know that you will be missing. If you miss a class without **emailing Dr. Parsons on the day you miss the class**, she will worry about you. If Dr. Parsons finds or suspects that you are missing class just to miss class, it may affect your participation grade, which factors into your overall grade. After you email Dr. Parsons, she will tell you how you can get caught up on the work you missed.
- **If you are sick, please also fill out Duke's [Short-Term Incapacitation Notification \(STINF\)](#).**
- **If you are sick with COVID-19 or are experiencing any [COVID-19 symptoms](#)**, please also report your symptoms on the [SymMon](#) App AND call Student Health immediately (919) 681-9355.
- **For longer term illness or injury**, please consult with your Academic Dean.

If you are concerned that you will miss a synchronous class this semester due to pre-arranged events on your calendar or other concerns, please keep in mind the following:

- If you know the first day of class that you will be missing a synchronous class session due to a previously arranged commitment, please let Dr. Parsons know the first week of class. She will make accommodations for you for the day you have to miss.
- If you are an athlete and have a schedule of your sporting events for the fall, please share your schedule with Dr. Parsons and let her know if you may miss a session during the semester. She will make accommodations for the day you have to miss.
- I encourage parents and expectant parents in the classroom as well. If you are worried about missing a class or part of a lecture due to childcare, breastfeeding, etc. please email me. I will work with you to make accommodations when and where I can.
- If you are concerned about your learning environment for the semester, please feel free to reach out to Dr. Parsons or other Duke support faculty or staff, such as advisors or Deans. We will work to make accommodations for you where we can.

Some other notes on attendance:

In a typical semester, you are allowed a maximum of two absences (or absence equivalents, as described above) for the course (STINF absences and Deans' Excuses are separate from this total). Each further absence typically results in the lowering of your final course grade, and after the second absence your Dean is contacted. **HOWEVER**, due to the unique and dynamic circumstances of Fall 2020, I will be flexible on this policy, **as long as you follow the guidelines outlined above and keep me in the loop**. Remember transparency and communication are good life skills to practice to help you succeed in your future college career and beyond. With that said, if I suspect you are missing class, just to miss class, I will reach out to your Dean and I may make marks on your participation grade, which factors into your overall grade.

In the event of inclement weather or other connectivity-related events that prohibit class attendance, either in the location of the instructor or in the location of the student, I will notify you how we will make up missed course content and work. Asynchronous catch-up methods will likely apply.

Formatting and Document Design: It is your responsibility as a scholar to present your work in a clear, transparent, and careful manner. I will ask you to resubmit any piece of writing that seems hurried or carelessly prepared and it will thereafter be subject to late penalties. Aspects of professional-quality academic documents include:

12 pt. Times New Roman font (or equivalent) Proofread Double line spacing

One-inch margins all around

Edited

Titled

Word Docs Only

In accordance with CBE (Council of Biology Editors) citation style formatting guidelines (page numbers, headings, etc.)

Submission of Assignments: All written assignments will be submitted electronically to Sakai. Please refer to the assignment prompt for detailed instructions.

Late Work: Unless I have approved a deadline extension *in advance*, all assignments are due according to the deadlines specified, including date and time. I *may* grant extensions in *some* cases. **Extension requests must be made at least 48-hours in advance of the deadline** for the assignment. Extensions are not guaranteed if you request them. Smaller assignments, if submitted late, will receive a 0. Larger assignments and major writing projects, if late, will result in the lowering of the assignment grade by the equivalent of one full letter grade for each 24-hour period of being late (e.g. an A becomes B, an A- becomes a B- etc.). Late penalties begin immediately following the date/time deadline.

Technology: Do NOT use technology as a distraction. Unless I direct you to do so, I ask that you stay present and engaged during synchronous zoom and/or in-person sessions, which means refraining from electronic device or site distractions. Students engaging in such distractions will be asked to leave the classroom or zoom, and will be considered absent.

DO use technology as a learning tool. We will be using several tools in the class to help you collaborate with your peers. We will be using OneDrive, associated with your Microsoft Outlook email and Microsoft 365 package. OneDrive works a lot like Google Drive. You and your peers can collaborate on documents and presentations. We will review OneDrive the first day of class. I also encourage you to collaborate with your peers when you have questions on assignments, and/or to build relationships and community. Through your Microsoft Outlook you have access to Microsoft Teams, a collaboration tool (like Slack or WhatsApp), where you can informally text and communicate with your peers. I will create a “team” for the class that you and your peers can use throughout the semester. Teams also has a quick and easy video chat function (like Google Meet) if you want to quickly meet with a classmate via video to talk about a project. You will also be able to contact me via Teams for quick questions between the hours of 9am-5pm on weekdays.

Communication: Be professional, courteous, respectful, and transparent in your communication with me and your peers. Please follow the guidelines for email writing that I will share with you at the beginning of the semester. Be respectful of your peers during and outside of class. Also be respectful of my time and be transparent. If something comes up and you have to miss a class or you may have trouble meeting a deadline, email me immediately. Be open and honest in your communication with me. If you already know you have an event and you will have to miss a class meeting this semester, let me know (at the start of the semester). The more professional, courteous, and respectful you are to your professors and your peers, the more success you are likely to have in college and beyond.

Integrity: Academic writing is seldom self-contained with respect to its ideas and proof. Quoting and citing sources strengthens your writing by explicitly situating your argument within an ongoing conversation and body of evidence. There are several systems for documenting sources. In this course, we will learn and employ CBE-style citation. We will discuss quotation, paraphrase, and citation in class.

On occasion, a student attempts to disguise sources, sometimes due to feeling unprepared to complete an assignment, and sometimes due to time constraints. Copying without attribution from the work of a classmate, from a printed text, or an electronic text weakens your integrity as a student and writer and prevents you from engaging properly with other scholars through writing. Getting caught carries very

serious consequences. If I suspect anyone of plagiarism, I am *obligated* to report it to the Duke University Office of Student Conduct. Plagiarism on any aspect of our course work will result in failure of the course.

Recall the [Duke Community Standard](#): 1. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do; 2. I will conduct myself responsibly and honorably in all my activities as a Duke student. Please ask me if you have any questions about what constitutes plagiarism. You may also consult: <http://library.duke.edu/research/plagiarism>. Also here is another helpful source about what plagiarism is: <https://sites.nicholas.duke.edu/studio/citation-management-software/>

Behavior: The Duke Compact recognizes our shared responsibility for our collective health and well-being. Please be reminded that by signing your name to this pledge, you have acknowledged that you understand the conditions for being on campus. These include complying with university, state, and local requirements and acting to protect yourself and those around you. For complete language and updated policies, please visit <https://returnto.duke.edu/compact/>

Diversity: **“We must treat every individual with respect.** We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at [Duke], will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

Center for Sexual and Gender Diversity: <https://studentaffairs.duke.edu/csgd>

Center for Diversity & Inclusion: <https://inclusive.duke.edu/>”

[Statement above adopted from Carnegie Mellon University]

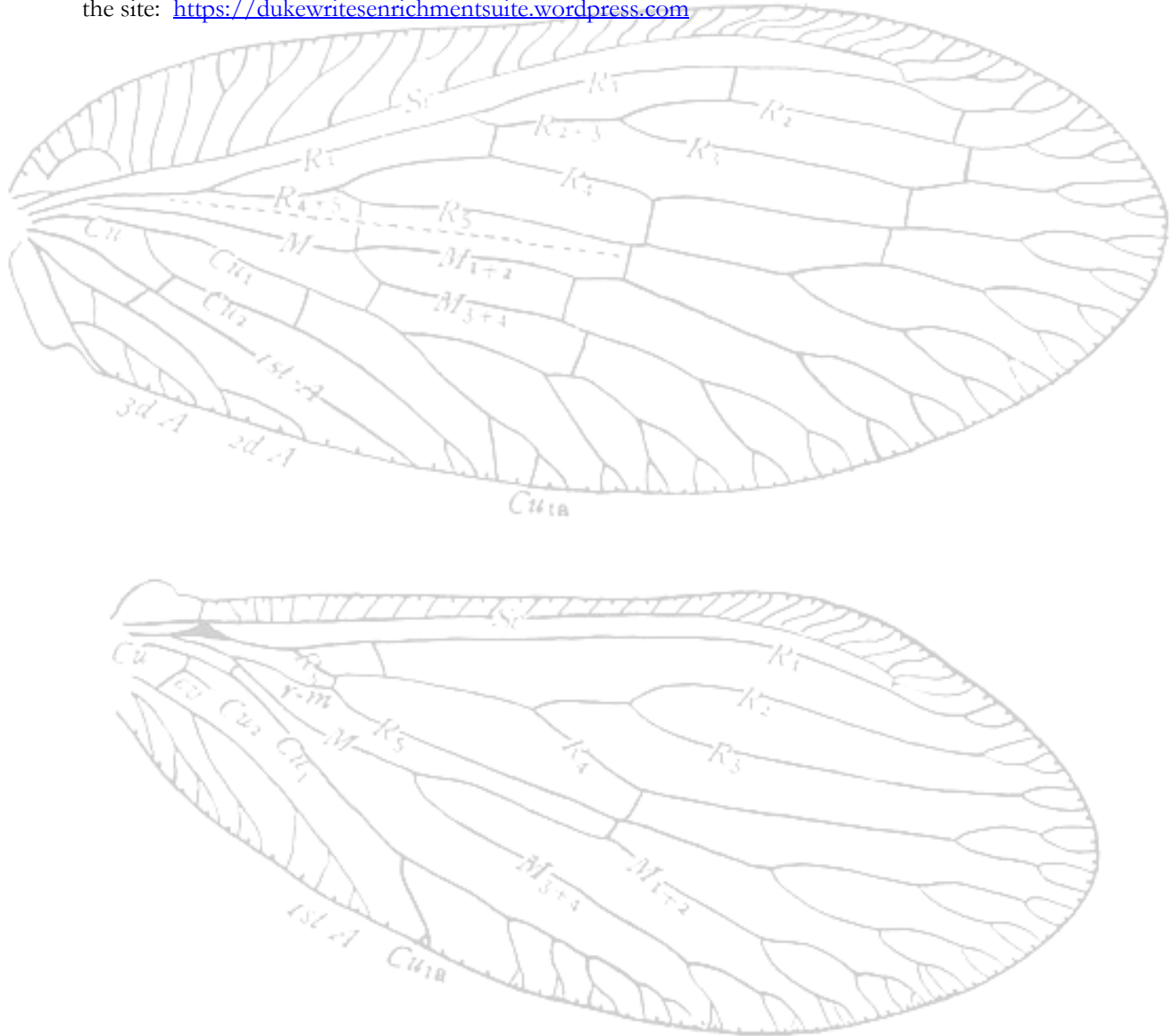
Writing 101 Support & Resources

Course Librarian: Our course librarian is Elena Feinstein (she/her/hers) (elena.feinstein@duke.edu). Your librarian has partnered with me to familiarize you with Duke’s library system and to assist you with formulating and pursuing your research project(s). Elena has tailored a Library Guide for our course (see Sakai), will lead us in a large-group workshop, and is available for individual consultations.

The Writing Studio: The Writing Studio is a great resource for you as a student in Writing 101 and beyond. It is a space for you as a writer to practice your craft as well as hone your eye as a critical reader of your own and others’ texts. Staffed by trained consultants, the Writing Studio can assist you at all stages of the writing process. You can familiarize yourself with all aspects of the Writing Studio by visiting their website at

<http://twp.duke.edu/writing-studio>. Be sure to check out their website's helpful handouts and resources as you prewrite, draft, revise, and edit your work. You can also schedule an appointment (synchronous and asynchronous virtual appointments are available) with a consultant by visiting <http://twp.duke.edu/writing-studio/appointments>. Remember: it is always helpful to have on hand the assignment sheet (and syllabus) for the paper you are working on during the consulting session.

International and Intercultural Writers, DukeWrites Enrichment Suite. An online suite of videos and quiz tutorials about U.S. classroom and U.S. English academic writing practices (essay structure, verbs, citation practices, intercultural norms, etc.) designed by TWP experts in intercultural communication. To access and explore the site: <https://dukewritesenrichmentsuite.wordpress.com>



Students with Disabilities: Students who may need special accommodations in this class are encouraged to contact the

Student Disability Access Office (<http://www.access.duke.edu/students/index.php>) as soon as possible to ensure that such accommodations can be implemented in a timely fashion. Students should be in touch with the Student Disability Access Office to [request or update](#) accommodations under these circumstances. **For virtual classes in Spring 2020:** Zoom has the ability to provide live closed captioning. If you are not seeing this, and but would like to see this feature, please reach out to your instructor for assistance.

Mental Health Services: If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to you, including ones listed below. Duke encourages all students to access these resources, particularly as we navigate the transition and emotions associated with this time. Duke Student Government has worked with Duke Reach and student advocates to create the Fall 2020 [“Two-Click Support”](#) Form, and [Duke Reach](#) has expanded its drop in hours as well.

- Duke Reach. Provides comprehensive outreach services to identify and support students in managing all aspects of wellbeing. If you have concerns about a student's behavior or health visit the website for resources and assistance. <http://studentaffairs.duke.edu/dukereach>
- Counseling and Psychological Services (CAPS).CAPS services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions.(919) 660-1000
- Blue Devils Care. A convenient and cost-effective way for Duke students to receive 24/7 mental health support through TalkNow. bluedevilscares.duke.edu

Managing daily stress and self-care are also important to well-being. Duke offers several resources for students to both seek assistance on coursework and improve overall wellness, some of which are listed below. Please visit <https://studentaffairs.duke.edu/duwell/holistic-wellnessto> learn more about

- The Academic Resource Center: (919) 684-5917,theARC@duke.edu, or arc.duke.edu,
- DuWell: (919) 681-8421,duwell@studentaffairs.duke.edu, or <https://studentaffairs.duke.edu/duwell> and WellTrack: <https://app.welltrack.com/>

Keep Learning: A hub for student-centered information surrounding campus reopening and fall 2020 semester. <https://keeplearning.duke.edu/>

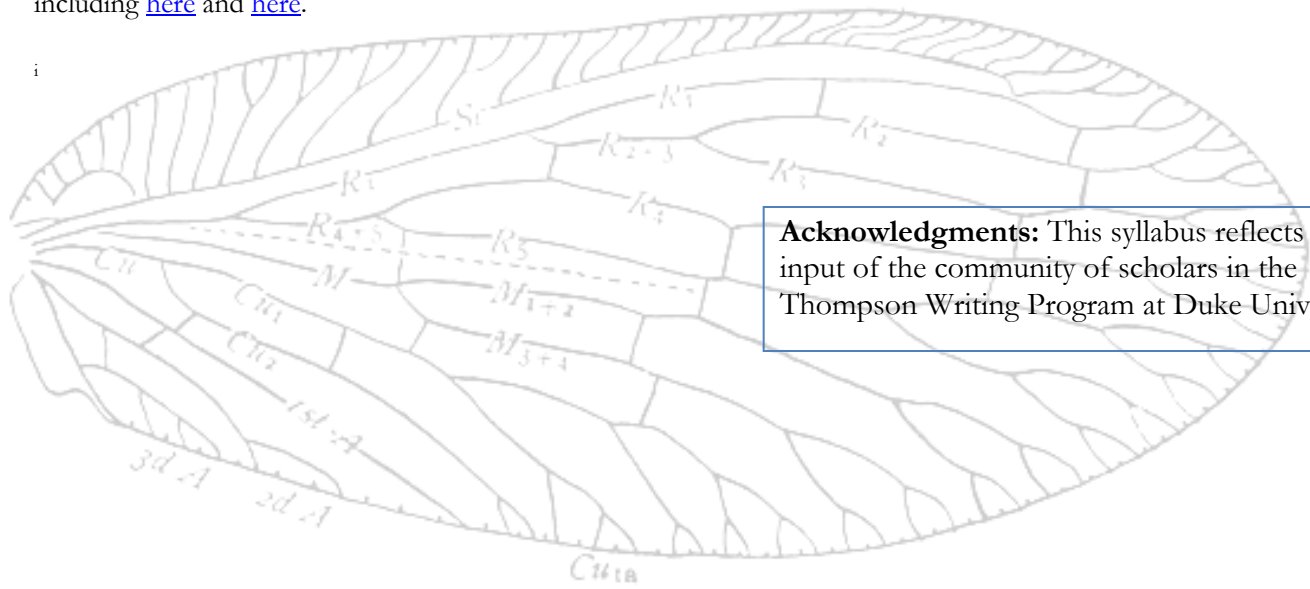
The Academic Resource Center: The ARC provides academic support and programming for all Duke undergraduates. Their services include one-on-one consultations and peer tutoring, and they work alongside the Student Disability Access Office to serve students with diagnosed learning disabilities. Their programs include opportunities for students to study together in structured groups ("learning communities"), as well as workshops offered throughout the semester. Further information and resources are available on their website. <http://duke.edu/arc/index.php>

The Center for Sexual and Gender Diversity: This center provides education, advocacy, support, mentoring, academic engagement, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer and allied students, staff, and faculty at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater LGBTQ community. Further information and resources are available on their website. <https://studentaffairs.duke.edu/csgd>

Deliberations: A Journal of First-Year Writing at Duke University. *Deliberations* is published annually, in the fall semester. The Thompson Writing Program invites submissions of student writing, of any type or length, from any Writing 101 course. For submission guidelines, visit: <http://twp.duke.edu/deliberations/submission-information>

Civic Engagement: Civic engagement is a way for you as students to be involved in the community here at Duke, in Durham, in NC, and beyond. Students can engage civically via participating in the voting process. The first step to voting is registering to vote. There are several places you can visit to register online, including [here](#) and [here](#).

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Acknowledgments: This syllabus reflects the input of the community of scholars in the Thompson Writing Program at Duke University.

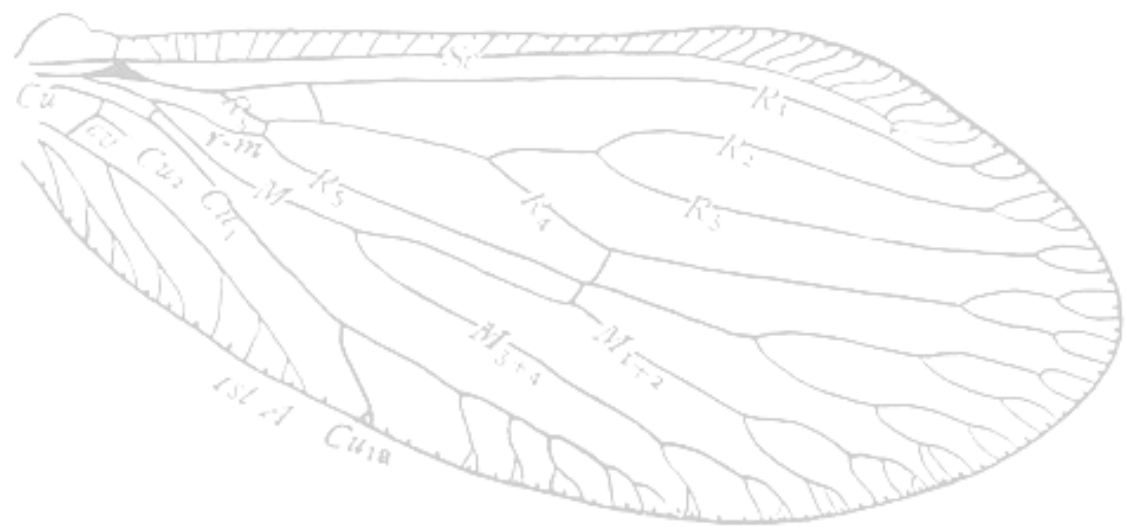


Photo: Lacewing (Hemerobiidae) wing courtesy of Bugguide.net ©

