

Writing 101: Academic Writing—Fall 2016
The Ecology of Disease
Section 64 (5263): Wed., Fri.; 3:05-4:20pm; Biddle 086
Section 65 (5264): Wed., Fri.; 4:40-5:55pm; Bell Tower East 110

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Course website: on Sakai, click WRITING.101 tab for your section

Course Description

Why are some diseases lethal while others are barely noticeable? Why do some cause epidemics while others are rare? Long considered the realm of biology, answers to these questions are increasingly interdisciplinary. Disease can be driven by biological, social, geographic, and historical factors, and the ecological approach to studying disease considers these factors simultaneously. In this course, we will assume the role of disease ecologists to develop skills in interdisciplinary composition and communication.

In the first section of this course, we will record and share some of our own experiences with disease, and we will use a series of guided readings to: 1) practice the art of careful summary, and 2) collectively develop a concept map to guide our future work. Each guided reading will exemplify the influence of a specific factor on disease transmission, emergence, or severity. The influences we consider may be biological (e.g., pathogen identity, host immunity), social (e.g., cultural norms, power structures), geographic (e.g., migration, climate), or historic (e.g., evolution, decolonization). You will be assigned two readings to summarize independently (200-300 words each). We will share and discuss our summaries with each other in class. Next, we will work to make our summaries more analytical by considering the language and context of several readings, and you will compose a written analysis of one of them (500-600 words). We will then work in small groups to compare, contrast, and synthesize across a pair of readings, and you will organize your comparisons into a short paper (600-750 words).

In the second section of the course, we will work incrementally to produce an essay that presents and defends an argument (1,250-1,750 words). Based on your reading thus far, you will identify a topic of interest and at least four potential sources. You will work to develop an argument by responding to your sources (e.g., “What do you agree with or feel conviction about?”, “What do you disagree with or feel skeptical about?”), and we will use in-class discussion to organize and refine our arguments. Throughout the course, we will use guided workshops and small-group discussion to revise our writing, and you will be expected to consider and incorporate feedback before submitting your final projects. In closing, we will discuss writing for diverse audiences. You will practice this skill by re-working the content of your argument essay for either a general audience (e.g., as a blog post or news brief) or a younger audience (e.g. as a children’s book or comic), and we will solicit feedback from members of our community.

Course Goals and Practices

As we develop, research, and address the questions that motivate us, our goals are to:

- Engage with the work of others, including our peers. Reading carefully and respectfully will allow us to represent the work of others accurately and respond to it meaningfully.
- Learn to articulate, defend (and revise!) a position.
- Learn to identify conventions of communication and tailor a product to the field we’re working in

In practice, we will accomplish these goals by:

- Summarizing, analyzing, and comparing different sources
- Conducting research of our own

- Workshopping our own work and the work of our peers
- Revising, revising, revising

For more on these goals and practices, please see:

- <http://twp.duke.edu/students/writing-101/course-goals-and-practices>

Texts

Your initial readings will be assigned in class from several provided bibliographies. During the first half of our course, you will be responsible for one reading from the “Summary Bibliography #1”, one reading from the “Summary Bibliography #2”, a set of two readings from the “Analysis Bibliography”, and a set of two readings from the “Synthesis Bibliography”. All readings in these bibliographies will be provided in .pdf form on our Sakai site. We may also read short sections of writing resources (.pdfs provided), and I strongly encourage you to read the example(s) provided with each writing project. In the second half of the course, you will select at least 4 readings of your own via independent research. I have very intentionally kept our required reading list short so that you can focus on the craft of writing. Your specific readings will be determined by your membership in various reading and discussion groups and by your evolving interests throughout the semester. While you’re more than welcome to read ahead out of interest, be aware that you may not end up being responsible for the specific texts you choose. We will assign specific readings from the bibliographies in class at least 2 days before working with them.

Course Projects

Reading: We will be working with both primary (ex., peer-reviewed journal articles) and secondary (ex., popular science writing) sources in this course, and effective use of those sources will require close and active reading. While our list of required readings is relatively short, the readings themselves may contain challenging concepts and vocabulary. Be sure to allocate enough time outside of class to fully process each reading, which is likely to involve defining several unfamiliar terms and/or researching challenging concepts. As such, plan to begin working through each reading at least one day before we address it in class. See our working schedule for details about when readings will be assigned and addressed.

Summaries (two: 200-300 words each): Short, accurate summaries of two readings *in your own words and sentence structures*. We will work to develop skills in summary by discussing readings in class and working with peers to workshop a draft of each summary.

Analysis (one: 500-600 words): An analysis of one reading, which involves exploring the different reasons, kinds, causes, or qualities of the theme or topic of a reading. For example, an analysis might define key terms, explain a theory, or compare/contrast elements of a text. We will work to develop skills in analysis by discussing readings, completing a guided writing activity, and workshopping drafts of our analyses.

Synthesis (one: 600-750 words): A synthesis of a pair of readings, which involves examining their joint message and/or points of contention. We will work to develop skills in synthesis by discussing paired readings, completing a guided writing activity, and workshopping drafts of our syntheses.

Argument essay (one: 1,250-1,750 words): *This is our major project and what we’ll be working towards.* It will involve developing, researching, presenting, and defending a novel way of approaching or thinking about a problem. We will work together to develop and refine our arguments incrementally. You will research your topic and argument independently, with the help of a library tutorial and our librarian, Ciara Healy (ciara.healy@duke.edu). We will work to improve the strength, structure, and flow of our essays by workshopping them. In the final stages of the writing process, I will also meet with each of you individually to discuss your essay. Upon finishing our essays, we will reflect on our writing process both individually and as a group.

Audience product (one: guidelines depend on form): A different presentation or version of your argument essay

for either a general or a younger audience. We will work to develop an awareness of audience by discussing examples of science communication and/or outreach, completing guided exercises, and soliciting feedback on the products we design from our friends, family, and community.

Class Participation: *You cannot succeed in this class without being present and engaged at every meeting.* You are learning a communal craft and process, not a set of facts. As such, the majority of our meetings are dedicated to discussion and group work. Evidence of this work will be graded with every project, and, more to the point, your final products will suffer without it *as will the final products of your class and group members.* We all need the input, ideas, and encouragement of others to be successful writers, so please make an effort to attend and actively participate in all of our meetings.

Grading

I will use specific rubrics to grade each of your projects and we will review these rubrics and the breakdown of each project grade in class on the day that a project is introduced. Across all projects, your grade will be calculated as follows:

- Summaries (2): 10% (5% each)
- Analysis (1): 15%
- Synthesis (1): 20%
- Argument essay (1): 40%
- Audience product (1): 15%
- NOTE: these percentages include evidence of your work and participation for all projects

Grading Scale: A (93–100), A- (90–92.99)

B+ (87–89.99), B (83–86.99), B- (80–82.99)

C+ (77–79.99), C (73–76.99), C- (70–72.99)

D+ (67–69.99), D (63–66.99), D- (60–62.99)

F (0–59.99)

Course Policies

Attendance and Punctuality: See the paragraph above under ‘Class Participation’ and our grading policy. The grades for each project include evidence of your in-class work and participation, which you won’t have if you’re absent. Plus, your absence might affect the grades of your peers. If you need to be absent, please contact a member of our class to learn what went on that day and what is expected of you during the next class session. You cannot make up work from missed classes. After three missed classes (including STINF absences), your grade will be reduced by 5% per day for each additional absence.

Formatting Written Work: All of your written work for this course should be of professional academic quality. 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 in the sciences include the following:

- 12 pt. Times New Roman font (or equivalent)
- Double line spacing
- One-inch margins all around
- Consecutive line and page numbers (*even on drafts!* These help you communicate with reviewers)
- Proofread
- Edited
- Titled
- All references cited in accordance with Council of Science Editors (CSE) guidelines:

http://writing.wisc.edu/Handbook/DocCSE_NameYear.html

Submitting Written Work: Except for the Audience project, final drafts of your work must be composed in

Microsoft Word, printed, and turned in at the beginning of class on the day that it is due. As we're working toward our final drafts, I may occasionally ask you to submit electronic copies of earlier drafts to Sakai, and these should also be uploaded as Microsoft Word documents.

Late Work: All work is due on the specified deadlines at the beginning of our scheduled class time. Excepting emergencies, late work will be subject to a penalty of -10% for each 24-hour period of being late (e.g., for an essay worth 20 points, the maximum possible grade becomes 18 points in the first 24-hour period, 16 points in the second 24-hour period, etc.). Late penalties begin immediately following the date/time deadline. For instance, since submissions are often due at the beginning of class, the maximum grade for an essay that is turned in after the start of class would be 90% of the total point value.

Digital Devices: You are welcome to take notes and refer to readings on your laptop or tablet. For the purposes of peer review or workshopping, please bring a printed copy of your draft. This will allow you or your peers to comment and annotate more quickly.

Plagiarism: To represent someone else's words, thoughts, or ideas as your own is plagiarism. You can and should refer to, draw on, respond to, and (when appropriate) quote the work of others BUT *every time* you do so, you need to acknowledge them by including a citation. This holds regardless of the identity of your source: published author, website, classmate, parent, etc. If you plagiarize you will *fail this course*, and I am also under an obligation to report all instances of plagiarism to the Office of Student Conduct.

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>.

Office hours: Please don't hesitate to ask me for help or clarification! If you're having trouble understanding or completing an assignment, or if you begin to find it difficult to keep up with our course work, please make an appointment to see me. You can schedule an appointment by email or by talking to me before or after class. Also note that I have scheduled specific times to review your writing and provide feedback throughout the semester. Outside of these times, I will not review entire drafts for you, but if you come with specific questions about the piece you're working on I will try to assist you.

Writing 101 Support & Resources

Course Librarian: Our course librarian is Ciara Healy (ciara.healy@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). Ciara 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, here in Writing 101 and beyond. It is a space for you to practice your craft as a writer, and to 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. I encourage you to visit the Writing Studio, where you will find a place beyond our classroom to work collaboratively with an attentive, nonevaluative reader. You can visit at any stage in your writing process, including before you have even started writing. Visit <http://twp.duke.edu/twp-writing-studio> to schedule a face-to-face or online appointment and to learn more about Studio resources. Walk-in hours are also available.

Deliberations: A Journal of First-Year Writing at Duke University: Deliberations is published annually, in the fall semester, and includes wonderful examples of exceptional student writing. 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>.

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:

- Go to sakai.duke.edu
- Click Home (top left),
- Click Membership (left hand bar)
- Click the “Joinable Sites” tab (top)
- From the drop down menu, select “show 200 items...”
- Scroll down to the “DukeWrites Enrichment” site (sites are listed in alphabetical order)
- Follow the instructions to join the site

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.

Counseling and Psychological Services (CAPS): Each of you will face some level of challenge during your time at Duke – whether it be a challenge like procrastination, or a more profound challenge that impairs your ability to function. The CAPS staff includes psychologists, clinical social workers, and psychiatrists experienced in working with college-age adults. Information about their services and workshops is available here: <http://studentaffairs.duke.edu/caps/about-us>

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>