COURSE DESCRIPTION

This course will provide you the skills to write effectively across various academic and applied genres in the environmental field. The course focuses on the concept of “science translation” to make your work accessible to non-expert audiences. There is an emphasis on structure, organization, and writing mechanics to help you de-clutter and streamline your work. The course covers two common writing styles: journalistic and proposal writing. You will also practice “two kinds of thinking” essential to effective writing: creative brainstorming followed by critical assessment and revision. Class meetings include discussions, activities, and review workshops. You will write every week to make progress toward two papers: one due at midterms, one at finals. This class is also designed to help non-native English speakers improve accuracy and fluency in academic and applied writing in the environmental sciences; it is strongly encouraged for all incoming international students.

Course Objectives

• To recognize and write effectively in various professional styles and formats.
• To understand and apply good writing mechanics.
• To develop “science translation” writing skills essential to science-based professions.
• To write well-argued, evidence-based, concise, cohesive, and organized analyses.
• To strengthen critical thinking and collaborative work habits.

FORMAT

• Hybrid Structure: This course is designed with a blend of in-person and remote learning formats. While a majority of scheduled lectures will be in-person at Bren Hall, others will be remote formats, such as Zoom meetings or independent learning with materials and recorded lessons. Please watch GauchoSpace carefully for each week’s format.

• Flipped Classroom: This hybrid course is “flipped”: you will sometimes watch or listen to short pre-recorded lectures on your own time at home, then meet with the larger class to participate in group activities, peer review workshops, and discussions.

• Weekly “Roadmap”: Each week will have the same format:
  o Wednesday: Group Session, 12:30-1:45pm PT, in-person or Zoom for lectures, activities, discussion, peer review (watch GauchoSpace weekly for format)
  o Thursday: Learning materials posted for week (watch / read Tues thru Sun)
  o Tuesday: Weekly writing assignment due
REQUIREMENTS

- **Participation:** Writing well demands practice, so this course requires active participation—at home and in the digital classroom. Please come to section willing to write and to think creatively and critically; you must be committed to writing to improve your craft. **Please have required workshop materials ready before each class. You can download these from GauchoSpace or refer to your hardcopy Course Reader.**

- **Attendance:** I understand that Fall Quarter can be a challenging time and that conflicts will arise. If you cannot make it to section, please notify me in advance. I will work with you to make up the missed time. **But participation in weekly lectures is required for this course.** If you feel you cannot make it to the regularly scheduled section for an extended period, please contact me to discuss options for taking this course.

- **Story Ideas!** You will write two papers in this class—but you will need to come up with topic ideas yourself! One paper will be a science story, the other a proposal. They can build on one another and/or be related to another class project. Start brainstorming early to make it easier on yourself later!

RESOURCES

- **GauchoSpace (GS):** Everything you need for this course is posted on GS. Any changes to the calendar, content, or assignments will be made on GS and communicated via email.

- **Course Reader:** To reduce eyestrain and digital headaches, a hardcopy Course Reader is available. It will contain all assignments, classroom activities, and peer review guides (no readings). They are affordable and available through SB Printer, you can pick them up or elect to have them mailed to you. **Please purchase ASAP to receive in a timely manner for the start of the quarter; see details posted on GS.**

- **Textbook:** There is no required textbook for this course, but I highly recommend that you purchase: *The Elements of Style, 4th Ed.* by William Strunk & E.B. White, ISBN 978-0205309023 (~$10); you will refer to it for years to come!

GRADING & ASSIGNMENTS

- **Grading:** This course is “Satisfactory/Unsatisfactory (S/U)” and your final grade will reflect whether you have submitted all assignments and attended sections. You will not receive letter or numeric grades on your writing, only written or verbal feedback from the instructor or your peers. **Attempting all writing assignments is a requirement; if you do not hand in all assignments, you will not pass.** I am accommodating if a conflict arises; just let me know in advance and we can work something out.

- **Writing Assignments:** You will write **two papers** for this class: a journalistic “science story” and a short, academic-style proposal. You are welcome to develop any idea, including GP Proposals, dissertation work, personal research, etc. You will write these in **iterative drafts** and make consistent progress on them as you receive constructive feedback on and edit them. There also a few short activities to help keep you writing and thinking; they require minimal effort, comparatively.

- **Assignment Format:** Please use **double spacing** for your assignments, as it will be easier to provide comments. Upload your assignments to GauchoSpace as a **Word document** so I can comment using “track changes.” **Include a header** with your name, the assignment name, and date: “**Lastname_Firstname_AssignmentName_MMDDYY.docx**”
ASSIGNMENT OUTLINE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<th>Due</th>
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<tbody>
<tr>
<td>Personal Writing Goals</td>
<td>Sun Oct 2</td>
<td>Proposal Builder 1</td>
<td>Wed Nov 15</td>
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<tr>
<td>Genre Analysis</td>
<td>Tues Oct 4</td>
<td>Proposal Builder 2</td>
<td>Wed Nov 23</td>
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<tr>
<td>Science Summaries</td>
<td>Tues Oct 11</td>
<td>Proposal Builder 3</td>
<td>Wed Nov 29</td>
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<td>Draft Science Story</td>
<td>Tues Oct 18</td>
<td>FINAL PROPOSAL</td>
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<td>Awful Sentences Edit</td>
<td>Tues Oct 25</td>
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<tr>
<td>Edited Science Story</td>
<td>Tues Nov 1</td>
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<tr>
<td>FINAL SCIENCE STORY</td>
<td>Tues Nov 8</td>
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TOPIC OUTLINE

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<thead>
<tr>
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<th>Topic</th>
<th>Unit</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 28</td>
<td>Become a Writer</td>
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<tr>
<td>2</td>
<td>Oct 5</td>
<td>Genre &amp; Norms</td>
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<td>3</td>
<td>Oct 12</td>
<td>Summarize Science</td>
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<td>4</td>
<td>Oct 19</td>
<td>Science Journalism</td>
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<td>5</td>
<td>Oct 26</td>
<td>Grammar, Tone, &amp; Style</td>
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<td>6</td>
<td>Nov 2</td>
<td>More Grammar! &amp; Flow</td>
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<td>7</td>
<td>Nov 9</td>
<td>Argumentation</td>
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<td>8</td>
<td>Nov 16</td>
<td>Literature Reviews</td>
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<tr>
<td>9</td>
<td>Nov 23</td>
<td>Project Design</td>
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<tr>
<td>10</td>
<td>Nov 30</td>
<td>Wrap Up &amp; Review</td>
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LECTURES & READINGS

Readings and lecture content subject to revision as the quarter progresses. Refer to GauchoSpace for the most up-to-date readings and assignment prompts.

1. Prepare to Write | Become a Writer

SEPTEMBER 28

Basic elements of good writing, read like a writer, learn your creative process, understand the goals & limitations of scientific/academic writing, begin to develop your personal writing goals


2. Prepare to Write | Genre & Norms

OCTOBER 5

Explore basic writing conventions by genre, understand scientific writing norms, the importance of structure/organization, basic science translation tips

- Advice on Writing From The Atlantic’s Ta-Nehisi Coates (2013)
3. Science Translation | Summarize Science

OCTOBER 12

Science translation continued, find your angle, using evidence, crafting a basic science narrative


4. Science Translation | Science Journalism

OCTOBER 19

How to structure a science story, interviewing & using quotes, topic sentences & transitions, considering broader environmental themes


5. Writing Mechanics | Grammar, Tone, & Style

OCTOBER 26

Basic grammar for clarity, punctuation, tone, editing


NOVEMBER 2

Basic grammar for flow, practicing concise writing & editing

7. Proposal Writing | Argumentation

Proposal contexts & requirements, common proposal structures, basic proposal argumentation


8. Proposal Writing | Literature Reviews, Guest Dr. Robby Nadler, Writing Specialist, UCSB

Varieties of literature reviews & how to use them, professional literature reviews, using evidence to build a strong argument


9. Proposal Writing | Project Design

**REMOTE** **PLEASE LOGIN USING THE ZOOM LINK ON GAUCHOSPACE**

Elements of strong project design, linking proposal narratives to design


10. Proposal Writing | Wrap-Up & Review

Proposal contexts & requirements, common proposal structures, basic proposal argumentation

Elements of strong project design, linking proposal narratives to design


**FINAL PROPOSAL DUE:** Friday December 9 @ midnight on GS

**ONLINE COURSE INTELLECTUAL PROPERTY:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Santa Barbara Student Code of Conduct. Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

**ACADEMIC INTEGRITY:**

To avoid issues of academic integrity, always give proper credit to your sources. Here is the University’s stance on Academic Integrity:

“It is expected that all UCSB students will support the ideal of academic integrity and that they will be responsible for the integrity of their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts unless otherwise permitted by an instructor. It is also the responsibility of each student to know the campus rules regarding academic misconduct—ignorance is not an excuse.”