

EEES 3900, **Environmental Readings and Communication (WAC)**

3 credit-hours

Fall 2013

TR 12:30 – 1:45, Bowman-Oddy 1014

Instructor: Von Sigler, Associate Professor of Environmental Microbiology,
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Office hours: TR 2:30 – 4:00 and by appointment

Prerequisites: Junior or senior standing

Website: Access through DES webpage

Course setup and goals: EEES 3900 is intended as a 'Capstone' course for students majoring in Environmental Sciences or Environmental Studies, although a few students from other majors usually enroll, as well. We do a wide variety of activities in this course, hoping to achieve three broad goals:

- (1) Students will learn to write concisely, technically, and in a manner appropriate for the dissemination of scientific information;
- (2) Orally communicate clearly with a focus on logical flow and relevant visuals;
- (3) Understand of how scientific information is gathered from the literature, interpreted and presented.

Goal (1) will be approached largely through exercises aimed at practicing writing skills, especially the clear, concise communication of concepts and ideas. ***This is a writing-intensive (WAC) course***, and you will do a lot of (mostly short) writing assignments. Work toward goal (2) primarily involves formal, oral communication exercises, and is also built into the course in a variety of interactive ways. Goal (3) involves a combination of readings, discussions and exercises, including exposure to several types of literature.

Attendance: I will not record attendance, but your presence at each class meeting will greatly impact your grade. If you miss a class, it is your responsibility to obtain any class notes or pertinent information from a fellow student. Due to their nature, in-class assignments cannot be made up.

Grading: Your grade will be assessed based on your performance in several areas, as described in the following pages. The breakdown of points possible is as follows:

- (1) *Portfolios* (25 points each). Three short writings based on topics drawn from the literature.
- (2) *Term paper outline* (30 points). This represents the skeleton of your term paper
- (3) *Term paper* (30 points). A five-page paper on a topic chosen by the student.
- (4) *Proposal Presentation* (20 points). Each student will present a concise but informative presentation that provides background and justification for their term paper topic. Presentations will be made via PowerPoint.
- (5) *Oral term paper presentation* (30 points). Given near the end of the semester, this presentation will be based on your written term paper topic.
- (6) *Miscellaneous exercises* (several @ 10 points each). Interactive assignments that are mostly completed in class, while a few are finished at home.

Grades will be assigned using a straight scale, i.e., 90, 80, 70, 60%, corresponds to an A, B, C, D, etc.

Academic dishonesty: Students who violate the university's academic honesty policy can expect disciplinary action. Please see the academic dishonesty statement for more details: (<http://www.utoledo.edu/dl/students/dishonesty.html>).

Communication: All email correspondence will be sent to your UT account.

Week	Date	Topics	What's assigned?	What's due? (points)
1	08/20	- Introduction and syllabus review - How to structure a paragraph		
	08/22	- Types of literature - Discuss antibiotic resistance in bacteria	- Portfolio One (The emergence of antibiotic resistance in bacteria.) - Term paper topic	- Air pollution: Structuring a Paragraph (10)
2	08/27	- Tips for effective PowerPoint presentation/examples	- Proposal Presentations	
	08/29	- Persuasive writing - Citations and references	- Reading - Bt corn pollen papers	- Term paper topic
3	09/03	- Discuss Bt-corn pollen articles		
	09/05	- Proposal Presentations		- Proposal Presentations (20)
4	09/10	- Proposal Presentations		- Proposal Presentations - Portfolio One (20)
	09/12	- Proposal Presentations		- Proposal Presentations
5	09/17	- Proposal Presentations		- Proposal Presentations
	09/19	- Proposal Presentations		
6	09/24	- Proposal Presentations - Observations from Portfolio One - Scientific figures	- Data Graphing exercise	
	09/26	- Technical writing – Outlines	- Term Paper Outline - Portfolio Two (The implications of global change to human health)	
7	10/01		FALL BREAK	
	10/03	- Technical writing – Preparing a first draft - Discuss data graphing exercise		- Data Graphing exercise (10) - ICW (10)
8	10/08	- ICW – Communicating Instructions - Interpreting a scientific study	- Reading – <i>E. coli</i> transport	
	10/10	- Discuss <i>E. coli</i> transport paper		

IWC, In-Class Writing assignment

Week	Date	Topics	What's assigned?	What's due?
9	10/15	- Abstract writing - ICW – Abstract Writing		- ICW (10)
	10/17	- Concise writing and editing		- Portfolio Two (20)
10	10/22	- Estimates - Write from scratch		- Term Paper Outline (30) - ICW (10)
	10/24	- Concise writing	- Portfolio Three – (Population growth)	- ICW (10)
11	10/29	- Observations from Portfolio Two - Discuss term papers and oral reports		- ICW (10)
	10/31	- Identifying poor writing		- Poor writing (10)
		- Descriptive writing (ICW)		- ICW (10)
12	11/05	WORKSHOP (IN-CLASS WORK ON YOUR TERM PAPER, ORAL REPORT AND PORTFOLIO THREE)		
	11/07			
13	11/12	- Carbon Reduction exercise (group)		- Term paper (40) - Portfolio Three (20) - Carbon Reduction (10)
	11/14			
14	11/19			
	11/21			
15	11/26		Oral reports (30) NO CLASS ON 11/28 (THANKSGIVING)	
	12/28			
16	12/03			
	12/05			
	Finals week		NO FINAL	