

English 113: *Writing for Science and Business*

Course Syllabus

Instructor: Hank Galmish

(253) 833-9111, X - 4256, E-mail: hgalmish@greenriver.edu

Office and Hours: HS 42 8:00 am daily and by appointment.

Textbooks: *Writing Research Papers: A Guide to the Process* by Stephen Widenborner, Dominic Caruso, and Gary Parks.

Other Material: English 128 Course Guide provided by the instructor.

Course Description: A composition course with collateral readings in non-fiction designed to teach written communication in business, engineering, and the sciences. The course continues to emphasize the basic reading and writing skills taught in English 110, but it stresses critical thinking, experiments, and documented research papers which combine graphic, quantitative, and language analysis and expression.

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Note: *For this or any other course here at Green River CC, if you need course adaptations or special accommodations because of a disability, if you have emergency medical information, or if you have special accommodations that need to be shared with your instructor in the event the building needs to be evacuated, please let that instructor know either by contacting him or her prior to class or during his or her scheduled office hours. In addition, if you use an alternative medium for communicating, please let your instructor know before your class meeting so that appropriate accommodations can be made.*

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Learning Objectives: Through this course, the student should demonstrate an ability to:

≡ control active and passive voice

- ≡ control sentence style and length
- ≡ apply concepts of clarity, simplicity, precision, and accuracy to composition
- ≡ organize and graphically illustrate data using various techniques
- ≡ apply standards and tolerances relevant to composition topics
- ≡ understand and apply basic elements of scientific format including problem definitions, hypothesis construction, testing (materials and methods), analysis of data and display, and discussion of results
- ≡ apply frequently used formats of business and science communications including proposals, experiments, and formal research papers (one four page short paper, one ten-plus page paper) using appropriate documentation (APA, MLA).

Evaluation: The final grade will be computed according to the following weights and balances in accordance with the standards and specifics detailed in assignment handouts and oral directions.

20%	Participation/Small Assignments
40%	Research paper A and components
40%	Research paper B and components
100%	

Note: "Participation" means more than just participating in the "Discussion Board". Essentially, each student has responsibilities for his or her own learning. While the instructor's responsibility is to facilitate opportunities for student learning, "teaching" does not guarantee that "learning" occurs. The ultimate responsibility for learning depends on the individual students

themselves. Obviously regular time spent with the course is important. Excessive lateness in submitting assignments will lower your grade. If a student encounters obstacles to learning, that student must take action to overcome any such obstacles. This could be as simple as informing the instructor of the situation.

Learning Outcomes

At Green River Community College, four campus-wide learning outcomes have been identified and endorsed by the college community as a whole. In addition to basic course content, every course must include learning objectives to address at least one of the four campus-wide outcomes:

1. **Critical Thinking**
2. **Quantitative Thinking**
3. **Responsibility**
4. **Written Communication**

This course will include elements of critical thinking and written communication as addressed in course activities and assignments which are unique to this particular set of course activities. In addition, this course will include an emphasis on student responsibility as identified by the following specifics adopted for all English Department courses:

Student Responsibility

1. Student contributes appropriately in collaborative tasks with an understanding of the commitment involved in any group activity.
2. Student knows and follows the stated (agreed upon) classroom behavior, academic expectations, policies, and procedures outlined in the course syllabus.
3. Student attends the course regularly as defined by instructor's policy stated in the course syllabus.
4. Student is prepared to learn and to actively participate.

5. Student submits all specified assignments in a timely manner (“timely” being defined by each instructor on his or her syllabus), and is familiar with the Green River Community College grading format.

6. Student does his/her own work on individual assignments.

7. Student knows what plagiarism is and the consequences of plagiarism (as specified in instructor syllabus).

8. Student knows resources available to him/her on campus and seeks help from those resources when needed.

Plagiarism occurs when students knowingly submit someone else's ideas or words as their own. Plagiarism is an act of intentional deception. Not only is this dishonest, but it also denies those students of the most important product of education---the actual learning. If I suspect that anyone has plagiarized, I will talk with that person one-on-one and ask for proof that the work in question is not copied. If anyone is found guilty of academic dishonesty, depending on the severity of the crime, that person will automatically fail that assignment and could fail the course based on the single incident. In any case, the student will automatically fail this class for a second incident of plagiarism.

The student's performance will be assessed by a demonstration of one or more of any of the following [as specified by particular assignment/activity directions]:

1. Participating in class exercises, assignments, and discussions
2. Turning assignments in on a specific due date
3. Writing documented papers in the appropriate format that integrates source material

