

## English 199 — Writing Link to Biology 200

### Winter 2020

MWF 9:30-10:20, Chemistry Library (CHL) 101  
Instructor: Milan Vidaković (milan@uw.edu)  
Office Hrs: Wed 11:00-12:00 & by appt. @GRB100

#### Course overview:

Welcome to English 299! English 299 is offered to all students enrolled in BIOL 200. Our goal this quarter is to hone writing practices relevant to careers in STEM fields, including health sciences. The course fulfills the English Composition (C) requirement or one 5-credit Writing (W) general education requirement.

#### Learning goals:

In this course you will strengthen your ability to (a) critically read and analyze scientific literature, and (b) write and communicate as a scientist, whether or not you choose biology as your major.

#### Class community:

Our class will be a small community. As your instructor, I strive to create an inclusive, equitable, and productive environment for people of all backgrounds and situations. I encourage you to contact me with any issues of equity and access. I commit to listen and assist, while doing my best to overcome my own biases and the limitations of the privileges of being, among other identities, white, able, cis-gendered, and male.

Respect: please abide by the community norms that we will co-create in class.

Food, drink, & breaks: In class, drinks are allowed; however, food is OK only if you have enough for everyone. If you need to take a bite, feel free to step outside the classroom, quietly.

Technology: all devices must be turned off (including buzzers) and put away, unless we are using them for a class activity.

Readiness: Come to class having completed the homework and bring copies of any drafts due that day.

Absences: If you need to miss a class, please notify me as soon as you can, ideally ahead of time.

Late work: You will receive partial credit for work submitted within a week of the submission deadline.

Email: I will respond to your emails as fast as I can, which on slow days can take up to two business days.

These are the rules. Let me know if you think there should be exceptions.

#### Accommodations:

Please let me know if you need accommodation of any sort. I can work with the UW Disability Resource for Students (DRS: [depts.washington.edu/uwdrs](https://depts.washington.edu/uwdrs)) to provide what you require. For religious accommodations, please visit: <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

#### Grading:

Writing sequences: 75% (each 25%: homework, other writings 10%; assignment graded on rubric 15%)

Conferences: 15% (each 5%: includes timely submission of drafts and a thorough peer review)

Participation: 10% (based on contribution to group work in class and on following the community norms and ground rules outlined above)

#### Required materials:

Notebook, pen/pencil, and a folder for handouts.  
\$20 to cover printing costs

#### Concerns:

If you have any concerns, please feel free to address them with me. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact Megan Callow, Director of the Interdisciplinary Writing Program at [mcallow@uw.edu](mailto:mcallow@uw.edu).

## Writing Resources

Using outside resources to brainstorm, draft, and revise your assignments is crucial for success:

1. The Odegaard Writing and Research Center is open Sun-Fri. You can make an appointment online: [depts.washington.edu/owrc](https://depts.washington.edu/owrc). Online appointment registration for each week opens the second previous Saturday at midnight; the demand is high, so register early. International and multilingual students might be interested in Targeted Learning Communities: <https://depts.washington.edu/owrc/tlc>.
2. Another resource is the CLUE Writing Center in Mary Gates Hall. Graduate tutors can help you with your claims, organization, and grammar. You do not need to make an appointment, but you might need to wait. You can check the schedule for the current quarter at: [webster.uaa.washington.edu/asp/website](http://webster.uaa.washington.edu/asp/website).
3. Instructional Center (IC) offers academic support and mentoring. Your registration must be approved before you can use their services. For information see: [depts.washington.edu/ic](https://depts.washington.edu/ic).

## Campus Resources

Campus resources will help you not only better prepare for classes, but are there to support your other goals that contribute to your overall success at UW. Below are only some of the sources that you might find useful during your time in this class and at UW:

1. Equipment Rental: Whenever you need a laptop, tablet, camera, projector, etc., as a student you can check one out for free at: [stlp.uw.edu](http://stlp.uw.edu). Please note that reservations have to be made at least 24hr in advance, so some planning is required.
2. Center for Experiential Learning and Diversity: Whether you have a clear career path in mind, or are still pondering over your professional priorities and options, actually getting engaged in projects, activities, and community work will help you clarify your personal and professional goals. Visit: [expd.uw.edu](http://expd.uw.edu).
3. Career & Internship Center: If you are closer to graduation, the Career & Internship Center will guide you through the prep work of applying for jobs. But even if job search sounds far away, the Career Center will help you go over your options, and will assist you in finding opportunities for professional development and planning while you are still a student. That way, once you graduate, you will be not only eligible, but actually fully prepared for the job market. Visit: [careers.washington.edu](http://careers.washington.edu).
4. Diversity Allies: Networks across campus that support students, including the Q Center, OMA&D, the Women's Center, and more: Visit: <https://www.washington.edu/diversity/current-students>.
5. UW Counseling Center workshops include a wide range of issues including study skills, procrastination, anxiety, thinking about coming out, culture shock, and much more. Check out available resources and workshops at: [washington.edu/counseling](http://washington.edu/counseling).
6. Safe Campus: Preventing violence is everyone's responsibility. If you are concerned, tell someone.
  - Always call 911 if you or others may be in danger.
  - Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
  - Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky Night Walk 206-685-WALK (9255).
  - If you or someone else has experienced sexual assault, relationship violence, domestic violence, stalking, sexual harassment, or any kind of related violence or abuse, or distress, suicidal thoughts, or alcohol- or drug-related issues, contact the LiveWell Center for Student Advocacy, Training, and Education. Even if you have not been a victim, but wish to talk to someone, LiveWell specialists will be happy to talk to you. More information at: <https://depts.washington.edu/livewell> or at <https://www.washington.edu/sexualassault>.
  - Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at [washington.edu/safety/alert](http://washington.edu/safety/alert).

For more information visit: [washington.edu/safecampus](http://washington.edu/safecampus).

For any questions regarding overall wellness, visit: <https://depts.washington.edu/livewell>

## ENGL 299AB : WI20 Schedule

<b>WEEK 1</b>	<b>SEQUENCE 1 : POSTER</b>	<b>HOMEWORK</b>
Mon 1/6	Intros, community norms, Canvas, science & scientific method	Define scientific terms and explain how they relate to each other.
Wed 1/8	Structure of a scientific article	Outline two articles
Fri 1/10	Practice: identifying main elements of a sci paper, summarizing	Choose an article for Assignment 1 and respond to the questions
<b>WEEK 2</b>		
Mon 1/13	TIMRD workshop	Outline the poster
Wed 1/15	Poster design workshop	Grade & provide feedback for two sample posters
Fri 1/17	Norming session [BIO EXAM]	Draft Assignment #1 & provide feedback on two drafts
<b>WEEK 3</b>		
Mon 1/20	Martin Luther King Jr. Day — no class	
Wed 1/22	Conferences — no class	
Fri 1/24	Conferences — no class	
<b>WEEK 4</b>		
<b>SEQUENCE 2 : RESEARCH &amp; PERSONAL STATEMENT</b>		
Mon 1/27	Synthesizing multiple studies	Identify three PIs and summarize their research
Wed 1/29	Structure of a research statement	Synthesize two studies
Fri 1/31	TIMRD workshop w/ multiple studies	Synthesize three studies
<b>WEEK 5</b>		
Mon 2/3	Assignment 2 Introduction	Synthesize PI's research
Wed 2/5	Interview with two PIs	Research question & your plans/strengths
Fri 2/7	Final structure [BIO EXAM]	Draft Assignment #2
<b>WEEK 6</b>		
Mon 2/10	Norming session	Provide feedback on two drafts
Wed 2/12	Conferences — no class	
Fri 2/14	Conferences — no class	
<b>WEEK 7</b>		
<b>INTERLUDE : NARRATIVE STRATEGIES</b>		
Mon 2/17	President's Day — no class	
Wed 2/19	Tanka poetry: description-and-insight format	
Fri 2/21	Short stories: tropes, twists, & purpose	
<b>WEEK 8</b>		
<b>SEQUENCE 3 : SCIENCE COMMUNICATION</b>		
Mon 2/24	Assignment #3	List questions about the study of your choice
Wed 2/26	Workshop: content of the study (esp. methods)	Assess the pros & cons of pop-sci articles
Fri 2/28	Coming up with a twist [BIO EXAM]	Prioritize aspects of the study to communicate in a pop-sci article
<b>WEEK 9</b>		
Mon 3/2	Structure: questions & framing	Three paragraphs: facts -> explanation
Wed 3/4	Using analogies	Identify the most difficult concept & create an analogy (flesh it out)
Fri 3/6	Structure: twists (inconsistencies, missing information, openings)	Draft Assignment #3 & provide feedback on two drafts
<b>WEEK 10</b>		
Mon 3/9	Conferences — no class (Zoom)	
Wed 3/11	Conferences — no class (Zoom)	
Fri 3/13	Peer Review (Zoom)	