**NIAGARA COUNTY COMMUNITY COLLEGE**

**MASTER SYLLABUS**

**ENG 103: Writing for STEM**

This is a Credit bearing college course taught through Niagara falls High School. Students successfully completing this course will reciev 3 ENG credits from SUNY Niagara.

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| At the completion of this course, the following SUNY General Education student learning outcomes will be met. The student will * research a topic, develop an argument, and organize supporting details;
* demonstrate coherent, written college-level communication that informs, persuades, or otherwise engages with an audience;
* evaluate communication for substance, bias, and intended effect; and
* demonstrate the ability to revise and improve written communication.
* clearly articulate an issue or problem;
* identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others’ work;
* acknowledge limitations such as perspective and bias; and
* develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.
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I. Course Description

This course is designed for students who are interested in pursuing careers in science, technology, engineering, math, or the health professions, but students of any discipline can benefit. This class reinforces writing skills emphasized in ENG 101, Writing I, presents more sophisticated writing skills not included in ENG 101, and guides students towards a more fully rhetorical understanding of the writing process. Students will read, write, and analyze texts and present arguments both individually and in groups. Students will use formatting for all papers appropriate to the discipline in which they are writing. Together with ENG 101, this course satisfies the Writing portion of the General Education Basic Communication requirement. (Usually offered Fall and Spring semesters)

II. Course Organization/Methods of Evaluation

Central to the organization and methods used by the instructor in ENG 103 is the English department's commitment to writing as a process; writing as a form of communication; writing as a vehicle for critical thinking; writing as a way to learn; and writing as a means of challenging perceptions, assumptions, and values. English 103 functions as a complement to English 101.

The instructor is not required to use specific methods of instruction. However, instruction will focus on students developing written responses to readings in Science, Technology, Engineering, and Mathematics**. Consequently, there will be substantial writing, formal and informal, graded and non-graded, writing to discover ideas and writing to present ideas.**

**Additionally, students will be required to present their research in groups and individually.**

Instructors are encouraged to select teaching approaches that encourage active learning and promote critical thinking. Instruction may include the use of individual conferences, small collaborative groups, teacher- and student-led discussion, and write-to-learn activities

Methods of Evaluation

Professors may choose from several factors to evaluate a student in English 103; however, formal writing will count for a minimum of 50% of a student’s grade.

III. Student Learning Outcomes

In addition to the SUNY General Education student learning outcomes, students will

* develop their abilities to think critically, imaginatively, and hypothetically;
* research a topic, develop an argument, and arrange supporting details, and present arguments using discipline-appropriate delivery methods.

IV. Course Outline

*Note: This is only a sample outline for the course. Instructors are encouraged to develop their own course outlines.*

The study of language and writing realistically cannot be segmented into a linear sequence. Rather than following an arbitrary chronological sequence, the instructor of this course will select one aspect, and then another, of the multi-leveled and interrelated elements of these subjects. Therefore, the course outline will vary from one instructor to another. A typical outline follows.

Textbooks:

TBD

Various short readings as applicable.

 A typical schedule of assignments:

 1) Course goals statement

2) Explanation analysis

3) Genre Paper

4) Problem identification and analysis

5) Group Project

6) Final Research Report

7) Short writing assignments

8) Discussion of Group Project research findings

Detailed Assignment Descriptions:

• **Course goals statement:** The first graded paper will be a statement of your goals for this course and for your time at NCCC. Each goal should be accompanied by a statement of value—what reaching this goal will accomplish—and a plan of work, that is, what you need to do to accomplish this goal. 500 words min.

• **Explanation Analysis**: This paper will analyze one of the essays from the textbook, including a critique or counterargument of the Explanation proposed. 750 words min. The paper will include at least 2 outside research sources.

• **Genre Paper:** This paper will also analyze one of the essays from the textbook, but will do so in a different genre of writing from the first analysis. For example, students could write about Gold’s “Dark Matter of the Mind” in the form of a newspaper article, a piece of fiction, an interview, and so forth. 750 words min.

• **Group Project:** This paper will begin with a Problem Analysis and Identification. Students will form small groups and decide which campus based Problem to focus on. They will then research the issue and produce a range of possible solutions, including plans of action for each. This project includes a full class discussion of each issue. 1000 words min. Must include at least 4 outside research sources (interviews and/or surveys must account for one of the sources).

• **Final Research Report:** This paper will begin with identification of a research area (500 words), followed by research gathering, dissemination, and analysis. The subject is chosen by the individual student, but should be identified early in the term. The final paper, including the initial identification of the research area, will be 2500 words and will include at least 8 outside research sources.

• **Short writing assignments**: Students will do many short writing assignments in class, so use of a laptop is encouraged for these assignments. Further details are listed in the Calendar.

V. References (or Bibliography)- for possible use in the course

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