

IDIS 320.2: Writing in Science Education

Syllabus

(subject to change)

The students who are enrolled in this course are majoring in General Science Education at either the elementary or the secondary level. The course is intended to give these students experience writing for the different audiences they may encounter in their future employment. This half-course fulfills the Writing Intensive requirement of the LinC curriculum. The assignments below are listed by week of the semester:

1. A letter to the school principal requesting a short period of science curriculum change.
2. A note to colleagues explaining how and why the standard science curriculum will be suspended for the inclusion of the special science unit.
3. A letter to the parents of students explaining the curriculum change.
4. A unit plan for the curriculum change.
5. Two (2) lesson plans for individual lessons from the unit.
6. A homework assignment which presents material and requires responses from the students.
7. A unit test, lasting for a period, using a variety of question formats.
8. A report to the principal on the success of the unit.
9. An article to the appropriate National Science Teachers Association (NSTA) journal, using NSTA publication standards, describing the success of the curriculum change.
10. A proposal to the principal to seek funds to cover anticipated expenses at a NSTA conference at which the short curriculum change will be presented.
11. A pair of abstracts (100 words and 20 words) which would accompany a presentation to a professional audience at a NSTA meeting.
12. A PowerPoint accompaniment for the presentation at the NSTA meeting.
13. A grant proposal to a funding agency to seek funding for equipment for the science program (example: a proposal to IRIS for the indefinite use of an AS-1 seismometer in the classroom).

At class meetings, each student will share his/her writing with all others and will critique the assignments of all others. Classes meet one period per week. Each subsequent assignment is due in the following class period.

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Office Hours:

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Attendance policy: Attendance is expected for each class meeting. Students have the responsibility to secure and present evidence of the nature of excused absences. Excessive unexcused absences will reduce the student's final grade

Textbook: There is no textbook for this course, but the library does have books that concern aspects of writing in science. These books may be useful for some of the assignments. Students should continue to use the writing handbook employed in Writing 100.

Final Grade: The final grade is based upon the quality of the writing assignments and the participation in discussions with peers and the instructor, as well as editing of peer submissions. Longer and more involved works are weighted more heavily in the final grade than short writings. Students are encouraged to use the Writing Center tutors for feedback on drafts beyond what is provided in class as peer review.

Course Objectives: The course enrollment is limited to junior or senior level students who are majoring in the General Science program of either the elementary or the secondary teacher education programs. The course is designed to fulfill the LinC Writing Intensive requirement by providing these students with writing experiences that are similar to those they may encounter in their professional careers. Students will produce written documents concerning aspects of science and science teaching. These documents will be written for several specific audiences, including children, parents, peers, administrators, and professionals in science teaching organizations. By editing the written work of their peers, and discussing these recommendations, students will share their knowledge and perspectives.