

Natural Resource Professional Writing
NRSM 200
SYLLABUS: SPRING SEMESTER 2016

Instructor Info:

Adjunct Assistant Professor Carol Woodruff

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Office hours: 11:10 a.m.-12:30 p.m. Tuesdays and Thursdays and by appointment

Required materials

Writing Resources: spring 2016 fac pac for NRSM 200, available at UC Bookstore

STAPLER

Course description

- ❖ You'll focus on writing simply, clearly, correctly, precisely, and concisely. After honing these skills through in-class and homework exercises, you'll put them to use writing and revising four papers.

- ❖ Assignments will include an annotated bibliography, a position paper, a memo, and a news release. An hourly exam will not only measure your progress but also help you learn.

Course outcomes

- ❖ By the end of the semester, successful students will
 - ✓ use an appropriate tone.
 - ✓ convey a message simply, clearly, and concisely.
 - ✓ use good grammar, punctuation, capitalization, and diction.
 - ✓ demonstrate critical thinking and sound logic.
 - ✓ organize writing well and ensure flow.
 - ✓ demonstrate information literacy by assessing sources in an annotated bibliography and citing them correctly, ethically, and legally there and in a position paper.
 - ✓ analyze and, in a position paper, take a stand on a natural-resource-related issue.
 - ✓ write an effective memo for fellow professionals in the natural resources.
 - ✓ write a natural-resource-related news release appropriate for distribution to the media.

Requirements

- a) Readings: You must read materials before the class for which they're assigned and be ready to discuss them. I'll call on you regularly. Class participation, including familiarity with readings, will significantly affect your grade.
- b) Bring your fac pac and syllabus to every class. You will need the fac pac for many in-class exercises and may need to update the syllabus.
- c) Strict deadlines for writing assignments: You must finish writing assignments by the beginning of class on the due date. I won't accept papers afterward unless you had a legitimate emergency and told me about it *before* the start of class on the due date.
- d) **Document preparation**
 - ❖ Type all papers, carefully following content and length requirements. (You may neatly write by hand answers to the punctuation, grammar, and clear-writing exercises.)
 - ❖ **For every written assignment except the memo and news release, follow the manuscript format on fac pac, p. 187.**
 - ❖ Always save your papers on computer. Having an extra hard copy is a good idea, too.
 - ❖ Spell-check and proofread your papers.
 - ❖ **STAPLE PAGES – NO CORNER FOLDS.** I don't want to misplace parts of your paper. Plus, of course, stapling is professional.
 - ❖ **Turn in two copies of every draft of a paper.** My having a set of your papers helps me track your progress and provides a backup in case you lose your copies.
- e) **Drafts**
 - ❖ You must revise critiqued drafts, incorporating corrections and suggestions, before turning in a new draft. Each time you fail to do so will cost you one grade on your paper. For example, your paper would drop from an A to a B.
 - ❖ You also must staple all critiqued drafts to one copy of your newest version. Put your latest draft on top, followed by a new "Words to the Wise" and your earlier, critiqued drafts with their "Words to the Wise." You may leave the other copy loose. Failing to submit all critiqued versions will cost you points.
 - ❖ Certain errors will cost you points even on drafts. Such errors include plagiarism, a sentence fragment or run-on, no title, the wrong viewpoint, a paper too long or short, no attributed quotes and paraphrases in the position paper, not turning in two copies, or not turning in the critiqued drafts with the latest version. The reason

is simple: You must follow instructions and give each draft your best shot, not save your best effort for your final one.

f) **Automatic deductions applied to assignments**

- ❖ See the three bulleted items above, in the “Drafts” section.
- ❖ One letter grade deducted from the final draft of a paper for not doing all parts of an assignment by the start of class on the due date. Examples are turning in only the first draft of the annotated bibliography or only the second draft of the news release. For instance, your final grade for a paper would automatically drop from an A to a B.
- ❖ Any *final* draft of a paper including a sentence fragment or run-on will receive a score no higher than 85 percent.
- ❖ Any form of cheating, such as collaborating on an exercise or a paper or turning in someone else’s work as your own, will cost you, at a minimum, a zero on the assignment. If you commit one more breach of ethics, you’ll at a minimum receive an F for the semester. See items b and c below.

Conduct

- a) Please don’t disrupt class with private conversations or other distracting behavior. Be sure to turn off your cell phone before class.
- b) From the vice president for student affairs: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.” The Code is available for review online at [Student Conduct Code PDF](#).
- c) All work you turn in must be your own. UM’s Student Conduct Code forbids
 - ❖ “representing someone else’s words, ideas, data, or materials as your own (plagiarism).”
 - ❖ **NOTE:** “copying from another student’s paper or, without authorization, giving information to another student or collaborating with one or more students on assignments.” (★ Be sure to work *only* with a Writing Center tutor or me. I’ll be **happy** to help you.)
 - ❖ “knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation.”
 - ❖ “knowingly helping or trying to help another student commit academic dishonesty.”

- ❖ submitting work you or another student turned in for another class, including WRIT 222 or an earlier section of NRSM 200.
- ✓ **NOTE:** If you've taken all or part of WRIT 222 or NRSM 200, please see me after the first class.

Students with disabilities:

The University of Montana assures equal access to instruction through collaboration among students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance and haven't already registered with DSS, please contact DSS in Lommasson 154: (406) 243-2243. I'll work with you and DSS to provide an appropriate accommodation.

For tutoring: [Writing Center Web Page](#)

Grading:

I'll base your semester grade largely on this point system:

Description	Points
Participation*	150
Annotated bibliography	150
Position paper	300
Memo	150
News release	125
<u>Exam</u>	<u>125</u>
Total	1,000 points

PARTICIPATION includes attendance, engagement in class discussions and exercises, prompt submission of assignments, performance on homework exercises, and familiarity with assigned readings.

NOTE: Five unexcused absences will result in an F for the course. To succeed, you must learn, and to learn, you must regularly attend class. NRSM 200 is a challenging course requiring commitment.

Bonus points: You'll have a chance to raise your semester total by 30 points on Bonus Bonanza, a written, closed-book, in-class exercise based on lectures, readings, and exercises.

PRELIMINARY CLASS SCHEDULE*

Tuesday, Jan. 26

Overview of course

Diagnostic Checkup: "Whadya Know?" (fac pac, pp. 65-66)

Assignment for next class:

Read fac pac, pp. 71-86 ("A Personality of Unmeasured Force" and "Where does water go when it rains?"). **NOTE: Be ready to discuss these readings.**

Thursday, Jan. 28

What we're looking for in natural-resource professional writing

Assess examples: fac pac, pp. 68-86.

Assignments for next class:

- a) Become familiar with proofreading symbols on fac pac, pp. 183-184, and use them in exercises, exams, and peer-editing.
- b) Read fac pac, pp. 3 ("agreement of subject and verb: some tricky cases"); 67 (**NOTE: Become familiar with the symbols and abbreviations in "Key to Comments," which I'll use to critique your assignments**); and 103 ("The Truth About 'Lie' vs. 'Lay'").

Tuesday, Feb. 2

Punctuation and Grammar Boot Camp

Part I: sentence fragments and run-ons (fac pac, p. 87); comma uses and abuses (fac pac, p. 90); and capitalization (fac pac, p. 94)

In-class practice: fac pac, pp. 88-89, 91-93, and 95

Part II: parallel structure (fac pac, pp. 96-97); agreement (fac pac, p. 99); and dangling and misplaced modifiers (fac pac, p. 99). Review "lie" vs. "lay" (fac pac, p. 103).

In-class practice: fac pac, pp. 98 and 100-102

Assignments for next class:

- a) Read fac pac, pp. 129-136 ("Write to reach your readers") and 301-306 ("The Very Air Miraculous").
- b) **Punctuation exercise** (fac pac, pp. 165-166)

Thursday, Feb. 4 (continued on next page)

Turn in punctuation exercise.

Punctuation and Grammar Boot Camp, ***Part II, continued***

In-class practice: fac pac, pp. 98 and 100-102

Start discussing writing simply and clearly.

In-class practice: fac pac, pp. 301-306

Assignments for next class:

- a) Read fac pac, pp. 307-319 ("Fire on the Mountain").
- b) Grammar exercises:
- c) Fac pac, pp. 167-168. (★For significant help, be SURE to refer to fac pac, p. 3, "agreement of subject and verb: some tricky cases.")

- d) Fac pac, p. 169: "Correct or Incorrect?" Be sure to keep original tense and meaning. ALSO: Be sure to review fac pac, p. 103: "The Truth About 'Lie' vs. 'Lay.'"

Tuesday, Feb. 9

Turn in grammar exercises.

Writing simply and clearly, *continued*

In-class practice: fac pac, pp. 104-106 and 307-319

Assignments for next class:

- a) Read fac pac, pp. 205-227 (annotated-bibliography instructions, Purdue OWL citation chart, and examples of Chicago-style annotated bibliographies).
- b) **NOTE: Between now and Tuesday, Feb. 16, you must read *at least* five articles or other pieces of writing on the issue that will form the basis of your annotated bibliography and position paper: whether the U.S. Fish and Wildlife Service should remove from the List of Endangered and Threatened Wildlife the grizzly bears in the Greater Yellowstone Ecosystem.** Your readings should, as a whole, cover arguments for ***AND*** against this delisting. They also should background you on the history of grizzlies in general and in the Greater Yellowstone Ecosystem in specific. **Take notes on your readings, and be ready to discuss them Tuesday, Feb. 16.**
- c) **Clear-writing exercise** (fac pac, pp. 171-172)

Thursday, Feb. 11

Turn in clear-writing exercise.

Writing an annotated bibliography

Discuss annotated bibliography (fac pac, pp. 205-207) you'll write in preparation for position paper. First draft of bibliography due Thursday, Feb. 18.

In-class practice: fac pac, pp. 205-227 and, if time allows, 321-324

Assignment for next class:

- a) **Continue grizzly readings, and be sure to take notes on them. Be ready to discuss what you've learned, including *which side* of the issue you plan to take in your conclusion and *why*.**

Tuesday, Feb. 16 (continued on next page)

Discuss whether the U.S. Fish and Wildlife Service should remove from the List of Endangered and Threatened Wildlife the grizzly bears in the Greater Yellowstone Ecosystem. We'll focus on the readings you've done for today. **Take notes.**

Assignments for next class:

- a) Read fac pac, pp. 107-108 (*Baltimore Sun* excerpt and student paragraph) and 229-261 (**instructions** for and **outline** and **excellent student examples** of position paper).
- b) **First draft of annotated bibliography** (fac pac, pp. 205-207). Turn in two copies, and staple "Words to the Wise" (fac pac, pp. 189-190) to one of

them. **NOTE: In first draft, like final one, each assessment of a source must be 130-150 words. You must have five sources and follow Chicago-style examples in far-right column of fac pac, pp. 209-219. At end of each annotation, put word count in parentheses. At bottom of bibliography, show which Chicago-style citation examples you followed (e.g., First source: Book, single author. Second source: Page from a Website with unknown author).**

Thursday, Feb. 18

Turn in two copies of first draft of annotated bibliography plus “Words to the Wise.”

Writing an introduction for position paper

In-class practice: fac pac, pp. 232, 235, 237, 239, 247, and 255.

Topic sentences, sentence variety, and paragraphs

In-class practice, including fac pac, pp. 107-108

Assignment for next class:

- a) Read fac pac, pp. 5-6 (“attribution dos and don’ts”); 109-110 (“Telling Tales”/“Trip to the Capitol”); and 325 (“Snow Fall: The Avalanche at Tunnel Creek”): [Snow Fall The Avalanche at Tunnel Creek Web Page](#).

Tuesday, Feb. 23

Using strong supporting evidence

In-class practice: fac pac, pp. 109-110 and 325 (*New York Times* online reading: “Snow Fall”)

Quoting and Paraphrasing

In-class practice: fac pac, pp. 111-116

Assignments for next class:

- a) Read fac pac, pp. 327-333 (“Deep Intellect: Inside the mind of the octopus”).
- b) **Introduction to position paper** (fac pac, p. 232). Turn in two copies, and staple “Words to the Wise” (fac pac, pp. 191-192) to one of them.

Thursday, Feb. 25

Turn in two copies of introduction to position paper plus “Words to the Wise.”

Discuss first draft of annotated bibliography.

Documenting and plagiarism

In-class practice: fac pac, pp. 117-122

Assignment for next class:

- a) Read fac pac, pp. 335-339 (“Ants & the Art of War”).

Tuesday, March 1 (continued on next page)

Documenting and plagiarism, *continued*

In-class practice: fac pac, pp. 335-339

Assignments for next class:

- a) Read fac pac, pp. 125-126 (student essay with **great** conclusion); 127-128 (“Wordy Phrases” and “Redundancy”); and 341-348 (“Lone Wolf”).

- b) **Lkj Final draft of annotated bibliography.** Turn in two copies, and to one of them staple a new “Words to the Wise” (fac pac, pp. 193-194); your critiqued first draft; and your original “Words to the Wise.”

Thursday, March 3

Turn in two copies of final draft of annotated bibliography plus a new “Words to the Wise,” your critiqued first draft, and your original “Words to the Wise.”

Discuss introductions to position paper.

Transitions and conclusions

In-class practice: fac pac, pp. 123-124 (Boone and Crockett Club); 173-174 (“Building Bridges: Transitions”); and 341-348 (“Lone Wolf”).

Cutting deadwood

In-class practice: fac pac, pp. 175-176

Assignments for next class:

- a) Read fac pac, pp. 349-353 (“Arctic Researchers Race to Uncover Effects of Global Warming on Songbirds”).
- b) **Work on revising introduction to position paper plus adding body paragraphs *and* conclusion to it (fac pac, pp. 232-233). NOTE: Your next draft, like final one, must be a FULL 7 pages. Do NOT write short – or long. Doing so will cost you up to one grade on your paper.**

Tuesday, March 8

Cutting deadwood, *continued*

Active vs. passive voice

In-class practice: fac pac, pp. 137-140 and 349-353

Assignments for next class:

- a) Read fac pac, pp. 355-368 (“The Alaska Storm”).
- b) **First full draft of position paper: revised introduction plus body paragraphs and conclusion.** Turn in two copies, and to one of them staple a new “Words to the Wise” (fac pac, pp. 195-196); your critiqued introduction; and your original “Words to the Wise.”

Thursday, March 10

Turn in two copies of first full draft of position paper plus a new “Words to the Wise,” your critiqued introduction, and your original “Words to the Wise.”

Active vs. passive voice, *continued*

Audience, tone, and point of view

In-class practice: fac pac, pp. 141-146 and 355-368

Assignment for next class:

- a) **Deadwood exercise** (fac pac, pp. 177-178)

Tuesday, March 15 (continued on next page)

Turn in deadwood exercise.

Audience, tone, and point of view, *continued*

Proofreading

In-class practice: fac pac, pp. 181-182; use symbols on fac pac, pp. 183-184.

Assignment for next class:

- a) **Passive-voice exercise** (fac pac, pp. 179-180). **NOTE: Follow instructions carefully, including those about *viewpoint* and *circling* ONLY the passive voice.**

Thursday, March 17

Turn in passive-voice exercise.

Proofreading, *continued*

Using style guides

In-class practice: fac pac, pp. 185-186

Tuesday, March 22

Discuss first full draft of position paper, including evidence and attribution.

Discuss what to study for exam.

Exam practice, including revisiting “Whadya Know?” (fac pac, pp. 65-66) and “Get Ready ‘Cause Here It Comes” (fac pac, p. 163)

Assignment for next class:

- a) **Study for detailed exam. Having *good notes* to review is essential.**

Thursday, March 24

EXAM

Assignments for next class:

- a) Read fac pac, pp. 263-271 (memo instructions and examples) and 369-377 (environmental assessment on which you’ll base memo).
- b) **Final draft of position paper.** Turn in two copies, and to one of them staple a new “Words to the Wise” (fac pac, pp. 197-198); your critiqued introduction and body/conclusion draft; and first two “Words to the Wise.” **NOTE: UM requires that you also submit this draft, via Moodle, to help assess its writing program.** On Moodle webpage, click in left margin on “University-wide Program-level Writing Assessment Spring 2016,” and follow instructions.

Tuesday, March 29

Turn in two copies of **final position paper** plus a new “Words to the Wise,” your critiqued introduction and body/conclusion draft, and first two “Words to the Wise.”

How to write a memo

Discuss memo assignment (fac pac, pp. 263-264) and environmental assessment on which you’ll base your memo (fac pac, pp. 369-377). First draft due Tuesday, April 12. **NOTE: All three drafts must be 1½-2 pages.**

Thursday, March 31

Memo writing, *continued*

In-class practice: fac pac, pp. 272-280

Assignment for next class (Tuesday, April 12):

- a) **First draft of memo. NOTE: Bring at least two copies to class; three or four would be better, making it easier to read each peer-edited copy.**

Tuesday, April 5, and Thursday, April 7

NO CLASS: SPRING BREAK

Tuesday, April 12

Peer editing of memo

Bring to class *at least* two copies of first draft of memo. Give me one copy, and have as many peer editors as possible – ideally, three or four but *at least* two – review the other copy or copies.

Assignments for next class:

- a) Read fac pac, pp. 281-282 (instructions for news release); 283 (memo on which you'll base your news release); and 285-293 (sample news releases).
- b) **Revise first draft of memo, incorporating peer editors' suggestions as needed.** Turn in two copies of second draft, stapling to one of them "Words to the Wise" (fac pac, pp. 199-200) and the peer-edited versions of your first draft.

Thursday, April 14

Turn in two copies of second draft of memo, and staple to one of them "Words to the Wise" and your peer-edited drafts.

How to write a news release

Discuss news-release assignment (fac pac, pp. 281-282), including the memo on which you'll base your release (fac pac, p. 283). First draft due Thursday, April 28.

NOTE: Like final draft, first one must be 1½ pages.

In-class practice: fac pac, pp. 285-293

Tuesday, April 19

Writing a news release, *continued*

In-class practice: fac pac, pp. 295-300

Thursday, April 21 (continued on next page)

Discuss second draft of memo.

Assignments for next class:

- a) **Final draft of memo.** Turn in two copies, and staple to one a new "Words to the Wise" (fac pac, pp. 201-202); your critiqued second draft and the "Words to the Wise" that accompanied it; and the peer-edited copies of your first draft.

- b) **Review notes, readings, and exercises to prepare for Bonus Bonanza, a written, closed-book exercise worth 30 bonus points.**

Tuesday, April 26

Turn in two copies of final memo. To one of them, staple a new “Words to the Wise,” your critiqued second draft and the “Words to the Wise” that accompanied it, and the peer-edited copies of your first draft.

BONUS BONANZA: Your chance to make up some of those lost points!

Assignment for next class:

- a) **First draft of news release. NOTE: Bring *at least two* copies to class; three or four would be better, making it easier to read each peer-edited copy.**

Thursday, April 28

Peer editing of news release

Bring to class at least two copies of first draft of news release. Give me one copy, and have as many peer editors as possible – ideally, three or four but at least two – review the other copy or copies.

Assignment for next class:

- a) **Final draft of news release.** Turn in two copies. Staple to one “Words to the Wise” (fac pac, pp. 203-204) plus your peer-edited drafts.

Tuesday, May 3

Turn in two copies of final news release, “Words to the Wise,” and all peer-edited drafts. **NOTE: Pick up scored news releases by the end of finals week. They’ll be in the folder on my office door: 449 Clapp Building.**

ACID TEST

Thursday, May 5

Wrap-up

Fill out course evaluations.

*** Class schedule is subject to change.**

**** You may take NRSM 200 for a traditional letter grade only, NOT for credit/no-credit.**

***** Be sure to confirm with your adviser the deadlines and appropriate forms for drops.**

**IMPORTANT DATES FOR COURSE DROPS
SPRING 2016**

Dates	Description	Date Ranges
To 15 th instructional day	You may drop classes on Cyberbear.	Last day: Feb. 12 (5 p.m.)
16 th -45 th instructional day	Drop requires form with instructor's and adviser's signatures, along with \$10 payment to registrar's office. You'll receive a W.	Feb. 13-March 28 (5 p.m.)
Beginning 46 th instructional day	You may drop a class under <i>very limited and unusual circumstances</i>. Not doing well in the class, deciding you're concerned about how your class grade might affect your GPA, deciding you didn't want to take the class after all, and similar reasons <i>aren't</i> among these circumstances. If you want to drop the class for such reasons, be sure to do so by the end of the 45 th instructional day of the semester.	March 29-May 6 (5 p.m.)