**Syllabus for English 316: Insects, Writing, and Art study abroad Program**

John Bennion

**Description**

In English 316, students learn effective processes of written, oral, and visual technical communication for academic and professional settings. Students study how scientists and engineers communicate to solve problems and answer questions, including conducting library and empirical research and usability testing. Students learn conventions of organization and style appropriate in their majors, including how to incorporate tables and figures and how to use appropriate documentation styles. Students also learn how to adapt their writing for the various audiences, purposes, and contexts that they will encounter in their chosen careers.

**Assignments:** Most of the assignments will be completed as stages in the creation of the *Field Guide to Insects at Lytle Ranch*. Students will do both individual and collaborative writing; and will compile their individual writing in a portfolio at the end of class. Writing will be done under the direction of both John Bennion and Riley Nelson.

1. Students applying to the program will submit a resume and a letter of application; during the program they will apply principles of rhetorical analysis as they redraft both of these. The portfolio will contain a draft that they can use to apply to graduate school or for employment.

2. Evaluation of published journal article of a biological study

3. The main project will be the collaborative production of the *Field Guide*. The following is our procedure (which will be a recursive process):

* Planning (predesigning) the field guide. This stage will involve writing memos to the other students, who will all be members of the development and publication staff for the final product.
* Students will design their own study of insects or environment, write a proposal to the faculty, write their findings, present their findings to the other members of the team (including visuals), and adapt the writing and the visuals for inclusion in the *Field Guide*.
* Gathering data in the form of library research about insects (after receiving specific instruction in use of the library and internet sources) and in the form of empirical data gathered at Lytle Ranch.
* Processing the data by writing descriptions of the physiology, behavior, and environment of the insects.
* Evaluating the descriptions and the articles based on their findings in peer editing groups, including written response on these two kinds of writing.
* Adapt the writing for inclusion in the *Field Guide* and do page layout with appropriate visuals and charts.
* Design the *Field Guide* and lay it out in publishable form (both print and multi media).
* Proofread the guide, checking for errors in fact, grammar, and usage.

**Goals**

As a result of taking English 316, students should be able to do the following:

1. Analyze rhetorical aspects of audience, purpose, and context to communicate technical information effectively in written, oral, and visual media.
2. Recognize structures or genres typically used in science and engineering, understand the processes that produce them, and the organizational and stylistic conventions characteristic of them.
3. Articulate their ideas logically, provide evidence and data to support these ideas, and discuss opposing arguments and research objectively.
4. Use library and Internet resources to locate primary sources of current peer-reviewed research, assess the reliability and pertinence of data, and avoid plagiarism by following current standards for scholarly documentation.
5. Write in a correct, clear, and direct style that allows users to comprehend and use technical information.
6. Read critically both in academic literature and as peer reviewers of their classmates’ writing and offer useful editorial advice to improve others' writing.

**Means**

1. Reading and discussion of principles of effective writing and speaking in the different genres assigned in the course.
2. Reading and discussion of examples of various academic and professional genres as presented in the textbook, created by former students, or published by scientists and engineers to illustrate various methods and conventions of organization and style typical of those genres.
3. Practice in creating written, oral, and visual communication in various genres (totaling 25-40 pages of polished writing) for various audiences and situations using an iterative process of brainstorming, drafting, revising, editing, designing and presenting technical information.
4. Instruction, reading, and practice in finding and assessing the currency, reliability, and relevance of peer-reviewed information available in the library and on the Internet.
5. Practice in finding and correcting errors in punctuation, usage, diction, and sentence structure in students’ own and their classmates’ writing.
6. Practice in reading, understanding and evaluating professional discourse in the literature of the students’ chosen field and in giving editorial advice by acting as a peer critic for drafts of classmates’ papers.

**Schedule of assignments due**

**(\*indicates something due to John from you, other items are group work)**

Prep Class: *27 Feb - 17April*

\*Revised Resume

\*Personal Statement (including future experiences)

\*What I want to learn (goal sheet)

\*Memo suggesting elements of *Field Guide*

Insects Writing and Art

*29 April- 5 May*: At BYU

\*Proposal for Individual Study due

including graph or chart

including annotated bibliography of published journal

Planning the *Field Guide* (continued)

*6 May- 7 June*: At Lytle

Gathering empirical data on insects

Performing research for Individual Study on insects.

Processing of data

\*Draft of descriptions due

\*Peer edit of descriptions due

\*Read Desert Solitaire and discuss social and ecological issues

*11 June-19 June*: At BYU

\*Oral presentations and Technical posters

\*Final text and illustrations for Field Guide due

Layout of print Field Guide due

Layout of multi media Field Guide due

\*Proof sheets due