

LSC # _____
Action _____

TYPE I. PROFESSOR COMMITMENT

- Professor _____ Phone _____
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person S. Sowa Phone 74481
- Course Number/Title BIOC 480 Biochemistry Seminar I
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

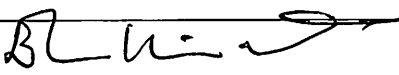
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III. TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s)

Department 

Chairperson _____

College Dean _____

Director of Liberal Studies

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee

I. Writing Summary

The BIOC 480/490 sequence is proposed (together) as a writing-intensive course. The

sequence is taught every year and is required for the BS BIOC degree. It is taken by senior BIOC majors. This writing intensive sequence is seen as an opportunity for students to practice professional levels of scientific communication - reading scientific papers, writing up procedures, communicating and interpreting/critiquing the results of other scientists, producing scientific publications, and effectively presenting a seminar.

The students practice the following kinds of writing:

II. Course Syllabus

**SYLLABUS OF RECORD FOR BIOC 490W
BIOCHEMISTRY SEMINAR II**

I. CATALOG DESCRIPTION

COURSE TITLE:	BIOC 490W Biochemistry Seminar II
NUMBER OF CREDITS:	1 cr (1c-01-1cr)
PREQUISITES:	BIOC 302, 312, and 480
COURSE DESCRIPTION:	

thought. Oral and written reports on assigned readings, library, or laboratory research. Guest lecturers. The combination of BIOC 480-490 counts as one writing-intensive course.

II. COURSE OBJECTIVES

BIOC 480/490 serve together as one writing-intensive course. In the first semester, students gain experience in reading and evaluating biochemical

- 5. Seminar Assignment 1: Preliminary Oral Report 1 hour
- 6. Seminar Presentations 6 hours
- 7. Class Discussion: Review of Effective Scientific Communication 1 hour
- 8. Writing Assignment 4: Final Written Report 1 hour
- 9. Terminating Activity Scheduled during final exam period

IV. EVALUATION METHODS

Grades will be based on the following system:

<u>Preliminary Topic Statement</u>	10%
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supplementary information. Students should also be familiar with PowerLite

www.powerlite.com

www.metabolic.com

www.ncbi.nlm.nih.gov/pubmed/16122222 (a PubMed search for "metabolic syndrome")

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Sample Assignment 1: Statement of Topic (50 points)

A concise (two page maximum) description of the topic chosen. Attach a paper copy of at least one primary research article to be analyzed in depth. Also state the experimental technique that you will focus on in your written and oral report.

Grading Rubric: Points are awarded for clarity, conciseness and correctness

- ___ The primary paper was published within the past 5 years (10 points)
- ___ A copy of the primary paper is attached to the Statement of Topic (10 points)
- ___ The topic is broad enough to include the context of the work (5 points)
- ___ The topic is narrow enough to allow for a thorough analysis (5 points)
- ___ One experimental technique is designated as a focus point of the report (5 points)
- ___ The statement of topic is concisely summarized and all writing uses correct

Biochemistry Program Statement of Responsibility for All Writing-Intensive Courses:

The coordinator shall provide a copy of this agreement to each faculty member assigned to teach a Writing-Intensive course.

- Writing assignments are an integral part of the course, which promise to enhance student

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions

Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major

- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
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