

Spring 2020 Syllabus*

JOU4930 # 24907 Science Writing, MMC6905 # 25424 Individual study.....	5
Course Description:	5
Course Goals:.....	6
Readings.....	6
Required.....	6
Recommended	6
Grades.....	7
Grading scale	7
Important notes regarding assignment submission	8
Office hours	8
Accommodations for Students with Disabilities	8
Late/Make up policy	8
Course Evaluation	9
Major Assignments	9
Explainer (250 words).....	9
News story (700 words).....	9
Research story pitches (2 x 500 words each)	9
Scientist talk (700 words)	9
Research story (1500 words).....	9
Module 1	9
Objectives:	9
Monday, Jan 6 - To Do:	10
Read:.....	10
Participate in class:	10
Write: Pre-class self-assessment assignment due Wed. Jan 8	10
Wednesday, Jan 8 - To Do:.....	10
Read:.....	10
Participate in class:	10
Write: Science writing organization membership review due in class Jan 8.....	10
Module 2	11
Objectives:	11
Monday, Jan 13 - To Do:	11
Read:.....	11
Participate in class:	11
Write: Media critique due in class Jan 13.....	11
Wednesday, Jan 15 – To Do:	11
Read:.....	11
Participate in class:	11
Write: Science writer and science news outlet review due in class Jan 15.....	11
Start working on: Explainer Draft 1 (250 words), due Jan. 20	12

Module 3	12
Objectives:	12
Monday, Jan 20 - To Do:	12
No class. Martin Luther King Jr. Day.....	12
Due today: Explainer Draft 1 (250 words)	12
Wed Jan 22 - To Do:.....	12
Read:.....	12
Participate in class:	12
Write:.....	12
Start working on: News story Draft 1 (700 words) due Jan 29.....	12
Module 4	12
Objectives:	12
Mon Jan 27 - To Do:.....	12
Read:.....	12
Participate in class:	12
Start working on: Explainer draft 2 (250 words) due Feb 3	12
Wed Jan 29 - To Do:.....	13
Due today: News story Draft 1 (700 words).....	13
Start working on: Research story pitches. Two pitches, 500 words each. Due 8 p.m. Feb 3.	13
Module 5	13
Objectives:	13
Mon Feb 3 - To Do:	13
Guest Speaker.....	13
Read:.....	13
Due today: Explainer Draft 2 (250 words) and Research story pitches by 8 p.m.	13
Start working on: News story Draft 2 (700 words) due Feb 10	13
Wed Feb 5 - To Do:	13
Participate in class:	13
Module 6	13
Objectives:	13
Feb 10 - To Do:.....	14
Guest Speaker: Christie Aschwanden, Author, Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of Recovery	14
Read:.....	14
Due today: News Story Draft 2 (700 words).....	14
Feb 12 - To Do:.....	14
Speaker.....	14
Module 7	14
Objectives:	14
Mon Feb 17 - To Do:	14
Start working on: AAAS Meeting Assignment pitch due Monday Feb 24:	14
Wed Feb 19 - To Do:	14
Read:.....	14
Start working on: Major research story Draft 1 (1500 words) due March 16.....	14
Module 8	15
Objectives:	15

Mon Feb 24 - To Do:	15
Guest speaker	15
Due Today: AAAS Meeting pitches.....	15
Read:.....	15
Participate in class:	15
Wed Feb 26 - To Do:	15
Participate in class:	15
SPRING BREAK: No class Mon Mar 2, Wed Mar 4	15
Module 9	15
Objectives:	15
Mon Mar 9 - To Do:	15
Guest speaker	15
Read:.....	15
Start working on: Scientist talk Draft 1 (700 words), due Mar 11.....	15
Wed Mar 11 - To Do:	15
Due today: Scientist talk Draft 1 (700 words).....	15
Module 10	15
Objectives:	15
Mon Mar 16 - To Do:	16
Guest Speaker: Carl Zimmer, Author, She Has Her Mother’s Laugh: The Powers, Perversions, And Potential of Heredity.....	16
Participate in class:	16
Due today: Major Research Story draft 1(1500 words).....	16
Wed Mar 18 - To Do:	16
Guest speaker	16
Read:.....	16
Start working on: Scientist talk draft 2 (700 words), due Mar 23	16
Module 11	16
Objectives:	16
Mon Mar 23 - To Do:	16
Speaker: Dennis Meredith, Author, Explaining Research	16
Read (again):.....	16
Due Today: Scientist talk draft 2 (700 words).....	16
Start working on: Major research story, Draft 2 (1500 words) due April 1.....	16
Wed Mar 25 - To Do:	16
Guest speaker	16
Read:.....	16
Write:.....	16
Module 12	16
Objectives:	16
Mon Mar 30 - To Do:	17
Guest Speaker.....	17
Due Today: Major research story Draft 2 (1500 words).....	17
Wed Apr 1 - To Do:	17
Due today:	17
Read:.....	17

Participate in class:.....	17
Module 13	17
Objectives:	17
Mon Apr 6 - To Do:	17
Wed Apr 8 - To Do:.....	17
Module 14	17
Course Evaluation Now Open: April 11-22.....	17
Objectives:	17
Mon Apr 13 – To Do:	18
Start working on:	18
Start working on: Research story Draft 3, due April 22	18
Wed Apr 15 - To Do:.....	18
Speaker	18
Due today: Field trip pitches	18
Module 15	18
Objectives:	18
Mon Apr 20 - To Do:.....	18
Guest speaker	18
Wed Apr 22 - To Do:.....	18
Due today: Research story Draft 3.....	18
Course evaluation – Last Day Today, April 22:.....	18
Mon Apr 27 - To Do	18
Wed Apr 29 - To Do.....	18
Due today: Reflection.....	18

JOU4930 # 24907 Science Writing, MMC6905 # 25424 Individual study

Spring 2020 Syllabus*

Instructor: Dr. Czerne M. Reid, Lecturer & Program Director, Department of Psychiatry and Affiliate Faculty, Department of Journalism

Institution: University of Florida

Class schedule: Mondays, Periods 9 and 10 (4:05-4:55 p.m. and 5:10-6 pm) and Wednesdays, Period 9 (4:05-4:55 p.m.)

Location: Weimer Hall 1098

Learning Management System: Canvas (go to <http://elearning.ufl.edu/>, click on “e-Learning” and log in with your Gatorlink credentials. Select this course from the “Courses” dropdown menu near the top left of the page.)

*Students will be notified of any changes to the syllabus or stated class schedule.

Course Description:

This course introduces the basics of writing about science for a general audience. We will explore writing explanatory prose, finding news angles in published research, interviewing scientists, writing key story elements creatively and responding to editing.

We'll also discuss science writing as a career. Science writers work in a variety of settings, including as freelance journalists and at magazines, online news sites, newspapers, university news offices, research labs, federal agencies and museums.

Guest speakers in our class include writers and editors from science writing outlets such as The New York Times, Scientific American, FiveThirtyEight.com and National Public Radio. Guest lectures will provide opportunities for students to begin building a professional network within the field of science writing. Course experiences may include visits with UF scientists in their laboratories and attendance at public science talks.

Students will hone their science writing skills through several assignments and in-class exercises. For the major course assignment, students will propose at least two ideas for a 1,500-word feature about a research project or finding, and will write the story and pitch it to a science writing outlet for publication. The process will include story selection, interviews and additional reporting and research, and completing two or three story drafts. As part of the revision process, students will peer-edit the work of classmates.

All students are expected to contribute in class by sharing comments on assigned readings and discussing their own work and the work of their peers. This class participation makes up a nontrivial portion of the final grade. Students are required to submit assignments by the stated deadlines.

Course Goals:

On successfully completing this course, students will be able to:

- Discuss the basics of writing about science for general audiences
- Apply key skills needed for writing good science stories
 - Explanatory prose
 - Finding news in published research
 - Interviewing scientists
 - Writing creatively
- Respond constructively to editing
- Write publishable stories
- Pitch to science writing outlets
 - Craft and tailor pitches for publications of interest
- Explore career options for science writers
 - Discuss science writing as a career
 - Discuss various settings in which science writers work
 - Discuss employment options: staff writer/editor vs. freelance
- Develop professional contacts and begin building a professional network in the field of science writing.
 - Join and learn about the benefits of science writing professional organizations
 - Contact guest speakers for follow up conversations
 - Propose science writing conference presentations/workshops

Readings

Required

The books listed below are on Course Reserve in the library. View course reserve information at <https://ares.uflib.ufl.edu/> (Links to an external site.).

- *The Science Writers Handbook: Everything You Need to Know to Pitch, Publish, and Prosper in the Digital Age* (2013 paperback), Editors: Thomas Hayden and Michelle Nijhuis
- *Ideas into Words: Mastering the Craft of Science Writing*, (2003, paperback), By Elise Hancock
- *AP Stylebook* Online

Recommended

- *The Best American Science and Nature Writing* (2019, paperback), Editor: Sy Montgomery
- *The Best American Science and Nature Writing* (2018, paperback), Editor: Sam Kean
- *The Science Writers' Essay Handbook: How to Craft Compelling True Stories in Any Medium* (2016 paperback), By Michelle Nijhuis

- *A Field Guide for Science Writers*, Second Edition (2005, paperback), Editors: Deborah Blum, Mary Knudson, Robin Marantz Henig

Grades

In this course, each assignment builds on the ones before it, thus providing opportunities to apply new skills as they are acquired. When you receive your graded assignments, please carefully review the instructor comments about what you are doing well and what revisions you need to make. Be sure to view the returned assignment as a Microsoft Word document on a computer, not on a mobile device or in Google docs, and make sure “track changes” is turned on and “all markup” is selected, so that you can see all instructor comments and markups. If you open the returned assignment on a mobile device or program other than Microsoft Word you might not see the instructor edits or comments.

When revising your stories, bear in mind that good revisions go beyond the specific comments made by your editor. Take the opportunity to rethink the entire piece; look for areas to strengthen, cuts to make, phrases to add and paragraphs to reorganize or move. Use the instructor’s edits as a guide to improve and tighten each piece as well as you can. Read the work of other science writers to get ideas for how to structure your stories.

To see the specific criteria used to grade assignments, click on the Assignments tool within Canvas, select the assignment in question, and select “Show Rubric” from the dropdown menu near the top right of the page.

The following general criteria will factor into your final grade:

Quality and effort of first drafts

Effectiveness and thoroughness of revisions

Completion of assignments and readings

Participation in class discussions, in-class assignments and peer editing

Grading scale

A ≥ 95%	A- 90-94.99%	B+ 87-89.99%	B 83-86.99%
B- 80-82.99%	C+ 77-79.99%	C 73-76.99%	C- 70-72.99%
D+ 67-69.99%	D 63-66.99%	D- 60-62.99%	E ≤ 59.99%

View the current UF Grading Policy at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.) (Links to an external site.)

Earning an A in this course requires diligence and excellent performance in all areas: attendance, participation, attentiveness, meeting deadlines and spending time to research, draft and revise each assignment. The instructor also will assess the journalistic quality of your written work in terms of accuracy, structure, style, grammar and your use of interviews and details from your

own observations. Plagiarism detection software will be used to evaluate assignments submitted. Any documented instance of plagiarism will result in a failing grade.

Important notes regarding assignment submission

- Submit assignments as Microsoft Word documents (.doc or .docx), not as .pdfs or other formats.
- Name all your assignment files using the following format: LastName_FirstName_GeneralTitleofAssignment_DraftNumber, so, for example, the filename for draft 1 of the Explainer assignment submitted by Jane Smith would be in the format: Smith_Jane_Explainer_1, and for draft three of the research story it should be: Smith_Jane_ResearchStory_3.
- Include the following information at the top of every assignment you submit:
 - Course code, section, title and semester. E.g. JOU 4930, Class # 24907 Science Writing, Spring 2020 or MMC 6905 Class # 25424 Individual study, Spring 2020
 - Student's first and last name and UFID
 - Instructor name: Dr. Czerne Reid
 - Submission date
 - General assignment title (e.g. Research Story Draft 3)
 - Headline – Craft a brief, catchy headline for every draft of every assignment you submit

Office hours

Office hours will be on Tuesday afternoons. Students will receive information about location and signup in class. During office hours we can discuss individual assignments, your progress in the course, career paths and other related issues you may wish to raise.

Accommodations for Students with Disabilities

Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must, in turn, pass it on to the course instructor when requesting an accommodation. Contact the Disability Resources Center, <http://www.dso.ufl.edu/drc/> (Links to an external site.), for information about available resources for students with disabilities.

Late/Make up policy

If you believe you have a legitimate reason for missing work, you may request an extension from the course instructor before the deadline passes. Students will be allowed one unexcused absence during the semester. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.). View the UF policies regarding medical excuse from classes at <http://shcc.ufl.edu/forms-records/excuse-notes/> (Links to an external site.).

Course Evaluation

Near the end of the semester, students will be asked to provide feedback on the quality of instruction and content of this course. This process is anonymous; No name or ID is associated with evaluations submitted. What you write in your evaluation will not affect your grade. The instructor cannot see your evaluation until after your final grades have been submitted. Your feedback is reviewed carefully and used to improve future offerings of the course. Submit your evaluation using the GatorEvals tool in Canvas. You may also submit online at <https://ufl.bluera.com/ufl/>. The evaluation period for Spring 2020 opens April 11 and closes April 22. Please look out for in-course announcements during the evaluation period. If at least 90 percent of the class submits an evaluation by the close of the specified period, all students will be awarded 2 extra-credit points, otherwise, no extra-credit points will be awarded. Summary results of the evaluations are available at <https://gatorevals.aa.ufl.edu/public-results/>.

Major Assignments

Explainer (250 words)

Draft 1: Mon Jan 20

Draft 2: Mon Feb 3

News story (700 words)

Draft 1: Wed Jan 29

Draft 2: Mon Feb 10

Research story pitches (2 x 500 words each)

Draft 1: Mon Feb. 3, by 8 p.m.

No revision

Scientist talk (700 words)

Draft 1: Wed March 11

Draft 2: Mon March 23

Research story (1500 words)

Draft 1: Mon March 16

Draft 2: Wed April 1

Draft 3: Wed Apr 22 (in lieu of final exam)

Module 1

Objectives:

On successfully completing this module, students will be able to:

- Give an overview of course policies and procedures
- Explain what science writing is and what it is not

- Describe the specific resources available to members of the National Association of Science Writers and one other science writing professional organization
- Describe the general structure of a science news story
- Identify ways to find story ideas

Monday, Jan 6 - To Do:

Read:

- Course syllabus
- Council for the Advancement of Science Writing (CASW) overview of science writing
- *Pitch, Publish Prosper* “Introduction” and ch. 1 “What Makes a Science Writer”
- *Ideas into Words* Foreword

Participate in class:

- Introduce yourself to the class and get to know your classmates
- Complete the first assignment in Canvas to describe your goals for taking the class, and your interest in science communication beyond this class.
- Review course syllabus, major assignments, course schedule and course policies
- Discuss the nature of science writing
- Looking ahead: Identify science writing fellowships, internships and job postings, internship fair

Write: Pre-class self-assessment assignment due Wed. Jan 8

- Finalize the assignment in Canvas to describe your goals for taking the class, and your interest in science communication beyond this class.

Wednesday, Jan 8 - To Do:

Read:

- Review the website of the National Science Writers Association and one other science writing professional organization
- *Pitch, Publish Prosper* chs. 2, 8 “Finding ideas” and “Working with editors — and Their Edits”
- *Ideas into Words* chs. 1, 2 *Ideas into Words* chs. 1, 2 “A Matter of Attitude” and “Finding stories”

Participate in class:

- Discuss the resources available from professional organizations and the benefits of membership
- Anatomy of a science news story

Write: Science writing organization membership review due in class Jan 8

- Review the websites of the National Association of Science Writers and one other science writing professional organization and write a paragraph about each, describing 1)

their mission, 2) general and student membership eligibility, 3) three membership benefits or services that stand out/appeal to you

Module 2

Objectives:

On successfully completing this module students will be able to:

- Examine and critique how the media covers science
- Identify various freelance science writers and discuss their subject areas, style, etc.
- Identify current science news outlets in different niches and formats e.g. magazines, broadcast media, newspapers, blogs, podcasts, digital magazines, research institutions
- Write explanatory prose describing a scientific concept or process

Monday, Jan 13 - To Do:

Read:

- Read at least two articles from the archives of the Knight Science Journalism (KSJ) at Undark Magazine: <https://undark.org/tracker/>
- Freelance science writer websites
- Review science news outlets (websites/magazines via UF library subscriptions)

Participate in class:

- Discuss controversies in science and science writing
 - How the media covers science/media critiques
 - Topics such as CRISPR-Cas 9 for reproduction, climate change, vaccines and autism, ENCODE Project-Junk DNA, Jonah Lehrer fabrications and stem cell research, #MeToo in science, #MeToo in science communication

Write: Media critique due in class Jan 13

- Select an article from the archives of the Knight Science Journalism (KSJ) at Undark Magazine: <https://undark.org/tracker/> and write a paragraph that 1) summarizes the issue covered in the original story, 2) summarizes the critique of the article, and 3) gives your perspective or thoughts about the original coverage and/or the critique

Wednesday, Jan 15 – To Do:

Read:

- Read a science story published this week, with a view to identifying explanatory passages in that story

Participate in class:

- Bring in an explanatory passage from a published science story to discuss in class

Write: Science writer and science news outlet review due in class Jan 15

- View the website/published work of a famous or not-so-famous science writer and write a paragraph describing in general terms the type of work the person does

- View the website/electronic version of a science news outlet and write a paragraph that gives a general description of their content and style

Start working on: Explainer Draft 1 (250 words), due Jan. 20

Instructions: Write a description of a scientific process or concept in a way that is engaging and understandable for nonscientist relatives and friends

Module 3

Objectives:

On successfully completing this module, students will be able to:

- Convert a scientific paper into a story for general audiences
- Identify sources for science news story ideas

Monday, Jan 20 - To Do:

No class. Martin Luther King Jr. Day

Due today: Explainer Draft 1 (250 words)

Wed Jan 22 - To Do:

News writing: Converting a scientific paper into a story for general audiences

Read: Scientific paper provided

Participate in class: Discuss the differences in approach between a scientific paper and a story for a general audience

Discuss different types and examples of resources for finding ideas for science news stories.

Write: A paragraph to serve as the beginning of a story for general audiences based on a scientific paper

Start working on: News story Draft 1 (700 words) due Jan 29

Module 4

Objectives:

On successfully completing this module, students will be able to:

- Craft a compelling query letter/pitch tailored to a publication of interest

Mon Jan 27 - To Do:

Pitching stories to an editor

Review pitch guidelines from different editors and publications

Review example pitches

Read:

- *Pitch, Publish Prosper* ch. 3 “Making the pitch”
- *The Open Notebook Pitch Database & How not to pitch*

<https://www.theopennotebook.com/2012/01/04/how-not-to-pitch/>

Participate in class:

Discuss effective ways to pitch to an outlet

Start working on: Explainer draft 2 (250 words) due Feb 3

Wed Jan 29 - To Do:

Communicating science with lay audiences, editing and revising

Due today: News story Draft 1 (700 words)

Start working on: Research story pitches. Two pitches, 500 words each. Due 8 p.m. Feb 3.

Craft two query letters (pitches), one for each option for your major research story after doing some preliminary background research. Have a particular outlet in mind for each story, and frame the pitches so they would be appealing to the outlets in question. Graduate students will write both stories. I will choose one of the two for undergraduates to pursue. Students will present pitches briefly in class on Feb. 5.

Module 5

Objectives:

On successfully completing this module, students will be able to:

- Create a plan for reporting their stories

Mon Feb 3 - To Do:

Guest Speaker

Read: Pitch, Publish Prosper, chs. 4, 6 “Getting the Story, and Getting it Right” and “Excavating the Evidence: Reporting for the Narrative”

Due today: Explainer Draft 2 (250 words) and Research story pitches by 8 p.m.

Start working on: News story Draft 2 (700 words) due Feb 10

Wed Feb 5 - To Do:

Each student will present research story pitches briefly to the class for discussion

Participate in class:

Present your story pitch and discuss: How will your story take shape? Why is it interesting to readers? Who will you interview, where will you go, what will you see? How to request the time of a faculty member or researcher

Module 6

Objectives:

On successfully completing this module, students will be able to:

- Name different types of narrative structure that can be used for a science news story
- Derive appropriate analogies and metaphors to help explain scientific concepts
- Name three types of ledes (news, delayed, anecdotal) and write a lede for a science news story
- Write a nut graf for a science news story
- Write a story based on a scientist talk or symposium
- Interview a scientist or other source for key information and reaction
- Evaluate sources to distinguish between credible and noncredible sources
- Distinguish between primary and secondary sources of information

Feb 10 - To Do:

Style: Creative story ledes, narrative story structure

Guest Speaker: Christie Aschwanden, Author, Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of Recovery

Interviewing: How to ask questions about a scientist's work

How to cover a scientist talk/panel. How to quote sources

Other elements of successful science reporting: Preparation, site visits, observations

Read:

Ideas, chs. 3, 4 “Finding Out: Research and the Interview” and “Writing: Getting started and the structure”; *Pitch, Publish Prosper*, ch. 7 “Sculpting the story”

Due today: News Story Draft 2 (700 words)

Feb 12 - To Do:

Speaker

Module 7

Objectives:

On successfully completing this module, students will be able to:

- Cover a scientific meeting
- Identify different types of narrative structure that can be used for a science news story

Mon Feb 17 - To Do:

2020 AAAS annual meeting in Seattle, Washington. I will be at the meeting.

Start working on: AAAS Meeting Assignment pitch due Monday Feb 24:

Review the conference program online at <http://meetings.aaas.org/program/> and select a session you think would make a good science news story. You might find it helpful to select a talk that has an associated news release or news briefing/news conference. Write a 500-word pitch for your story. Start the pitch with a strong lede, as you would start the story itself. Say why the story you choose would be appealing for readers. Say whether it would be a news, feature or other type of story. Say what types of sources you would ideally include in the story. Check the AAAS Virtual newsroom during the meeting to see if there's a news release or news briefing/news conference related to the talk in which you are interested: <https://www.eurekaalert.org/aaasnewsroom/2020/newsroom/>

Wed Feb 19 - To Do:

Narrative structure

Read:

Each student will bring in a piece of science writing and lead a discussion on the narrative structure and what they think the writer did well and what didn't work quite as well

Start working on: Major research story Draft 1 (1500 words) due March 16

Module 8

Objectives:

On successfully completing this module, students will be able to:

- Articulate challenges in writing a research story
- Devise methods for addressing challenges in writing a research story

Mon Feb 24 - To Do:

Guest speaker

Due Today: AAAS Meeting pitches

Read:

Ideas, chs. 5, 6, 7 “Writing: The Nitty Gritty,” “Refining your draft” and “When you’re feeling stuck”

Participate in class:

Long-form science writing, news features, student progress reports on major research stories; overcoming challenges

Wed Feb 26 - To Do:

Participate in class:

Progress reports on major research stories, overcoming challenges, cont’d

SPRING BREAK: No class Mon Mar 2, Wed Mar 4

Module 9

Objectives:

On successfully completing this module, students will be able to:

- Write a news story based on a scientist talk/public lecture
- Compose questions for a scientist based on a talk/public lecture

Mon Mar 9 - To Do:

Guest speaker

Read: Scientist's handouts

Start working on: Scientist talk Draft 1 (700 words), due Mar 11

Wed Mar 11 - To Do:

In-class presentation of major research stories

Due today: Scientist talk Draft 1 (700 words)

Module 10

Objectives:

On successfully completing this module, students will be able to:

- Write the background section for a science story

- Write effective transitions between sentences and paragraphs
- Identify needed revisions, reporting gaps
- Fact-check science stories

Mon Mar 16 - To Do:

Guest Speaker: Carl Zimmer, Author, She Has Her Mother's Laugh: The Powers, Perversions, And Potential of Heredity

Participate in class:

Discussion of how to write background sections of major research stories, transitions, revisions, additional reporting, fact-checking

Due today: Major Research Story draft 1(1500 words)

Wed Mar 18 - To Do:

Refining the news feature

Guest speaker

Read: Handouts

Start working on: Scientist talk draft 2 (700 words), due Mar 23

Module 11

Objectives:

On successfully completing this module, students will be able to:

- Work effectively with editors to address editing comments and revise stories
- Revise for brevity, impact and style

Mon Mar 23 - To Do:

Working effectively with editors, revising for structure, brevity, impact and style

In-class exercises to sharpen and enliven passages

Speaker: Dennis Meredith, Author, Explaining Research

Read (again): Pitch, Publish Prosper, ch. 8 “Working with editors — and their edits”

Due Today: Scientist talk draft 2 (700 words)

Start working on: Major research story, Draft 2 (1500 words) due April 1

Wed Mar 25 - To Do:

Science writing online: Science writing for online news outlets, science writing on blogs and social media.

Guest speaker

Read: Pick a popular or not-so-popular science blog and come prepared to discuss

Write: An outline for a science writing blog

Module 12

Objectives:

On successfully completing this module, students will be able to:

- Describe the elements of writing about science for broadcast media

Mon Mar 30 - To Do:

Guest Speaker

Due Today: Major research story Draft 2 (1500 words)

Wed Apr 1 - To Do:

Peer editing of major research story (groups of 3-4 students)

Due today: Substantive written comments on classmates' drafts.

Read: Classmates' stories

Participate in class: Discuss classmates' stories

Module 13

Objectives:

On successfully completing this module, students will be able to:

- Craft a proposal for a professional development workshop for the ScienceWriters annual meeting (Typically due in late May) or AAAS (typically due in mid-April)

Mon Apr 6 - To Do:

Review of upcoming meeting dates and themes and previous conference sessions. Generate ideas for an interactive session/workshop proposal. Identify potential speakers/panelists you can invite

Wed Apr 8 - To Do:

Class session for students to raise pressing issues and catch up on reading and writing assignments

Module 14

Course Evaluation Now Open: April 11-22

Students are asked to provide feedback on the quality of instruction and content of this course. This process is anonymous; No name or ID is associated with evaluations submitted. What you write in your evaluation will not affect your grade. The instructor cannot see your evaluation until after your final grades have been submitted. Your feedback is reviewed carefully and used to improve future offerings of the course. Submit your evaluation using the GatorEvals tool in Canvas. You may also submit online at <https://ufl.bluera.com/ufl/>. If at least 90 percent of the class submits an evaluation by the close of the specified period, all students will be awarded 2 extra-credit points, otherwise, no extra-credit points will be awarded. Summary results of the evaluations are available at <https://gatorevals.aa.ufl.edu/public-results/>.

Objectives:

On successfully completing this module, students will be able to:

- Discuss career paths in science communication

Mon Apr 13 – To Do:

Field Trip (Lab or museum tour)

Start working on: Identify two story ideas from the Field Trip and write pitches for them. Due April 15

Start working on: Research story Draft 3, due April 22

Wed Apr 15 - To Do:

Speaker

Due today: Field trip pitches

Module 15

Objectives:

On successfully completing this module, students will be able to:

- Discuss trends in science writing as a career, in terms of readership trends, changes in coverage of science and medicine, science writing on the Internet

Mon Apr 20 - To Do:

The Big Picture: The present and future of science writing

Readership trends, changes in coverage of science and medicine, science writing on the Internet

Guest speaker

Wed Apr 22 - To Do:

Due today: Research story Draft 3

Start working on: Reflection, due April 29

Course evaluation – Last Day Today, April 22: Complete course evaluation by today via using the GatorEvals tool in Canvas. You may also submit online at <https://ufl.bluera.com/ufl/>. If at least 90 percent of the class submits an evaluation by the close of the specified period, all students will be awarded 2 extra-credit points, otherwise, no extra-credit points will be awarded.

Mon Apr 27 - To Do

No class, exam week

Wed Apr 29 - To Do

Due today: Reflection