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HPHY 210 – Spring 2023

Scientific Writing

Department of Human Physiology

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**Lecture Section 03:** TR 10:50-12:05, 840HSB 207

**Janet Zhang-Lea**

**Office:** 830HSB 327  
**Zoom Office Link:** <https://gonzaga.zoom.us/j/9706245962>  
**Office Hours:** Tuesday 2:00 – 4:00 pm  
Friday 10:00 am -12:00 pm  
Or by appointment  
**Email:** [lea@gonzaga.edu](mailto:lea@gonzaga.edu)  
**Phone:** (509) 313-4798

**OVERVIEW:**

This course is designed to introduce students to the fundamentals of writing laboratory reports and manuscripts of experimental research, with special emphasis on research in human physiology.

**Student Learning Outcomes**

Specific to Human Physiology:

1. Information literacy – Students will be able to find, evaluate, use, and critically read scientific literature.
2. Data fluency – Students will be able to analyze data (by running descriptive and inferential statistics) and present data and results in a clear, concise, and accurate manner.
3. Effective communication – Students will develop the ability to effectively communicate scientific findings through scientific writing and poster/oral presentations.

Specific to the Core Writing Enriched Designation:

1. Students will be able to demonstrate competency in formal writing, as it applies to the scientific discipline.
2. Students will be able to integrate appropriate primary and secondary research in their writing by the means customarily used by the scientific disciplines.
3. Students will learn to incorporate peer and instructor feedback during an intensive revision process.

**Learning Activities to Support Student Learning Outcomes**

1. Sourcing scientific literature
2. Reading scientific literature
3. Individual writing assignments
4. Simulated data collection process
5. Peer review activities
6. Group writing learning activities

7. Classroom lecture
8. Classroom discussion

### **EXAMINATIONS:**

Weekly reading reports (due every Wednesday at the end of the day): Students will submit 12 weekly reading reports throughout the semester. Each report should be no shorter than 300 words. Students can choose paragraphs from research papers that they have read in that week and include a short reflection on at least two of the following perspectives:

- 1) Is the paragraph easy to read/follow?
- 2) What does the author do in terms of writing that makes the paragraph easy/hard to follow?
- 3) What are the word choices and phrases that you can use in your future writing?
- 4) What are the things that the author does in terms of writing that you want to avoid using in your future writing?

The 300 minimum word requirement include the word count of **both the cited paragraph as and the student's reflection.**

Draft writing assignments: Students will periodically be assigned in-class assignments to reinforce class topics. Assignments are due in the midnight of the assigned date. Assignments turned in late will lose 20% if turned in one day late, 50% if turned in two days late, no credit if turned in two days late.

Peer-review assignment: Students will need to give their comments on other students' paper during in-class revisions sessions. Each student will need to review two papers, including their own draft and one of other student's paper. Students are expected to use tracked changes to provide comments and edits. One peer-review assignment will be on the poster presentation. Every student will need to provide feedback on two posters after the poster presentation session.

Mid-term paper: Mid-term paper will be focusing on ethics, with specific focus on diversity, equity, and inclusivity in health science and clinical practice.

Poster presentation: Poster presentation will be focusing writing a research proposal to apply for IRB approval. With specific introduction, methods, anticipated results, and other sections that are required in IRB application document included.

### **Grading:**

Weekly reading reports (12 * 1% each)	12%
Draft writing assignment (5 * 8% each)	40%
Peer-review assignment (5 * 4% each)	20%
CITI Human Subject training	8%
Mid-term paper	10%
Final poster presentation	10%
<hr/> Total	<hr/> 100%

### Rubrics for grading writing assignments

<b>Total score</b>	<b>Description</b>
<b>5</b>	<b>Excellent/Perfect</b> – complete assignment, no conceptual mistakes, correct quantitatively, indicates mastery of task
<b>4</b>	<b>Very Good/Above Average</b> – complete assignment, minor conceptual mistakes, minor quantitative errors, indicates competency
<b>3</b>	<b>Good/Average/Satisfactory</b> – complete assignment, one or two conceptual mistakes, few quantitative errors, indicates competency
<b>2</b>	<b>Fair/Sufficient/Acceptable</b> – complete assignment, one or two major mistakes, several quantitative errors, indicates minimal competency
<b>1</b>	<b>Poor/Unsatisfactory</b> – incomplete assignment, several major mistakes, several quantitative errors, indicates lack of competency
<b>0</b>	<b>Failure</b> – no credit, grossly incomplete assignment or not turned in complete assignment, several major mistakes, several quantitative errors, indicates lack of understanding and competency

### Late Assignments

Assignments are due at the prescribed time. **Late assignments will be subject to a 20 % penalty per day up to two days (40 % penalty). Assignments turned in later than two days (48 hours from due time) will not be accepted.** Just to be clear: a late assignment is one that is not turned in by the due date/time. Anything after that before the 24-hour mark will receive an automatic 20% penalty. Between 24 and 48 hours late will incur a 40% penalty. Please make sure you are planning ahead. Inevitably things happen during the semester which could inhibit your turning an assignment in on time.

Grading Policies: Students should be aware of the following policies as they apply to final grades. Once submitted, final grades are **FINAL** and will not be changed. The only exception to this policy is if there is an error in the calculation of that final grade. **DO NOT** contact your instructor with requests to change your grade. Requests for grades to be “adjusted” or “bumped” without merit are, in essence, requests to falsify one’s academic transcript. Therefore, asking your professor for a grade in which you did not earn will be viewed as a violation of Gonzaga’s Academic Integrity policy and dealt with in an appropriate manner.

### Assignment of Final Grades

>= 92.00	A	73.00 – 76.99	C
90.00 – 91.99	A-	70.00 – 72.99	C-
87.00 – 89.99	B+	67.00 – 69.99	D+
83.00 – 86.99	B	60.00 – 66.99	D
80.00 – 82.99	B-	< 60.00	F
77.00 – 79.99	C+		

**Text**

This course is heavily grounded in scientific literature. Consequently, there is no textbook for this course and the majority of assigned readings will be taken from manuscripts in published journals. Other assignments and materials will be provided by the instructor and made available online through the course Blackboard site. One of those materials is a HPHY Writing Guide. This will be a resource for you for this course and well as something to retain for your labs and research course in the future. Provided that work will depend on using SPSS software, it is recommended students use their Fields textbook from HPHY 205. However, there are several texts that can help students

### Tentative schedule

1. Jan 19 (R)	Introduction		
2. Jan 24 (T)	Good Science		
3. Jan 26 (R)	Research question & Literature review		
4. Jan 31 (T)	Ethics & Human subject	Weekly reading report 1	
5. Feb 2 (R)	Mid-term paper – Topic discussion		
6. Feb 7 (T)	<b>Library learning session #1</b>	Weekly reading report 2	
7. Feb 9 (R)	Research misconduct		
8. Feb 14 (T)	Build up question & Hypothesis	Weekly reading report 3	Draft writing #1 due (MT paper draft)
9. Feb 16 (R)	Build up question & Hypothesis		
10. Feb 21 (T)	Summarizing papers	Weekly reading report 4	
11. Feb 23 (R)	<i>In-class writing</i>		Draft writing #2 due – Summarizing papers
12. Feb 28 (T)	<i>In-class revision</i>	Weekly reading report 5	Peer review assignment #1 due
13. Mar 2 (R)	<b>Library learning session #2</b>		CITI Training due
14. Mar 7 (T)	SPSS & Data	Weekly reading report 6	
15. Mar 9 (R)	Data collection session		Mid-term paper due
16. Mar 14 (T)	----- <i>Spring break (no class)</i> -----		
17. Mar 16 (R)	----- <i>Spring break (no class)</i> -----		
18. Mar 21 (T)	Methods	Weekly reading report 7	
19. Mar 23 (R)	<i>In-class writing</i>		Draft writing #3 due – Describe protocol
20. Mar 28 (T)	<i>In-class revision</i>	Weekly reading report 8	Peer review assignment #2 due
21. Mar 30 (R)	Reporting results		
22. Apr 4 (T)	Reporting results	Weekly reading report 9	Draft writing #4 due – Communicating results
23. Apr 6 (R)	<i>In-class writing</i>		<i>Final poster draft submission open (optional)</i>
24. Apr 11 (T)	Plotting results	Weekly reading report 10	
25. Apr 13 (R)	<i>In-class revision</i>		Peer review assignment #3 due
26. Apr 18 (T)	Discussion	Weekly reading report 11	
27. Apr 20 (R)	Conclusion & Limitations		<i>Final poster draft submission closed</i>
28. Apr 25 (T)	<i>In-class writing</i>	Weekly reading report 12	Draft writing #5 due – Discussion of results
29. Apr 27 (R)	<i>In-class revision</i>		Peer review assignment #4 due
30. May 2 (T)	Peer-review process		
31. May 4 (R)	<b>Poster presentation session</b>		Peer review assignment #5 due

## Syllabus Statements

### **Class Attendance Policy**

Gonzaga University presumes that students have sufficient maturity to recognize their responsibility for regular class engagement, and we maintain a general expectation that students will attend courses.

Gonzaga's standard policy on absences applies in this course, that the maximum allowable absence is two class hours (100 minutes) for each class credit. For three-credit classes, the maximum absence is, therefore, six class hours (300 minutes). The grade given for excessive absences is a "V," which has the same effect as "F" (Fail) and is counted in the GPA. This outcome can be appealed to the Dean of the College/School in which the course is offered. Academic support will be provided for students who are impacted by COVID-19 related sickness and periods of quarantine or isolation on a case-by-case basis. Please notify me in-person, via a phone call (5093134798) or email me ([lea@gonzaga.edu](mailto:lea@gonzaga.edu)) if you will miss a class and need academic assistance. **If you will miss an exam, please notify me at least 2 weeks before the date of the exam for me to arrange accommodations.**

### **Class Recordings**

In class sessions will not be recorded. This may change depending on the number of Covid-19 related absences and classroom technology to allow recording. This course may make use of pre-recorded material that will be available to you for each topic in the course. **You may not duplicate or distribute these prerecorded materials.** Your compliance with the terms of this syllabus regarding use of class recordings is subject to the [Student Code of Conduct](#); violations will be reviewed according to the provisions in the [Administration of Student Code of Conduct](#).

### **Academic Integrity Policy**

All members of the Gonzaga community are expected to adhere to principles of honesty and integrity in their academic endeavors, and this course will abide strictly by procedures and guidelines of the University's Academic Integrity Policy, which can be found in full [here](#) or at the [Academic Integrity Policy Resources webpage](#). Students and faculty are governed by this policy. Familiarize yourself with its scope and procedures. Ignorance of the policy shall not serve as a defense against any violations.

### **Students with Disabilities/Medical Conditions and Accessible Documents (EITA)**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities and requires that students with disabilities be guaranteed a learning environment that provides reasonable accommodations. As COVID-related challenges persist, students with qualifying disabilities and/or medical conditions, as per [CDC recommendations for higher education](#), are eligible for and may request reasonable accommodations through established procedures. Students should contact the [Disability Access Office](#) to begin the process. In addition, Gonzaga University seeks to provide equal access to electronic content consistent with applicable federal and state laws, such that when possible "Accessible Documents" will be created with the proper formatting tools to maximize

communication of content regardless of what device or adaptive equipment he or she is using; see [Electronic Information Technology Accessibility \(EITA\)](#).

### **Statement Regarding Course Expectations**

As a Jesuit university that seeks to provide an equal opportunity to learn for all students, this course is offered with the expectation that students are here voluntarily, and understand that the university expects all interactions relating to its courses to occur in the context of a professional academic work environment that is welcoming and accessible to all students regardless of gender, race, ethnicity, religion, disability, sexual orientation or identity and any other non-merit factor in educational programs or activities. This environment includes virtual course environments, such as Blackboard, and any course-related communications via e-mail and social media. We strive to create a healthy environment conducive to intellectual honesty and free inquiry; as such, behaviors which constitute harassment, discrimination, or hostile and/or inappropriate conduct will not be tolerated, and faculty, staff and administrators will take action to ensure such matters are addressed promptly and appropriately.

### **Notice of Non-Discrimination**

Gonzaga University does not discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, sexual orientation, gender identity, age, disability, military status, or any characteristic protected by local, state, or federal law, or any other non-merit factor in employment, educational program, or activities that it operates.

### **Harassment & Discrimination Policy**

Consistent with its mission, Gonzaga seeks to assure that all community members learn and work in a welcoming and inclusive environment (please review [Harassment & Discrimination Policy](#)). Title VII, Title IX and Gonzaga's policy prohibit gender-based harassment, discrimination and sexual misconduct, including sexual assault, dating and domestic violence, and stalking. Gonzaga encourages anyone experiencing gender-based harassment, discrimination or sexual misconduct to talk to someone from Gonzaga's reporting and support resources list found here: [Title IX | myGU \(my.gonzaga.edu\)](#).

### **Resources and Reporting Options for Incidents of Sexual Misconduct**

It may be helpful for students to talk about what happened in order to get the support needed and for Gonzaga to respond appropriately. There are options for support and resolution, namely confidential support resources and campus reporting and support options are available [here](#). Gonzaga will respond to all reports of sexual misconduct in order to stop the harassment, discrimination, or misconduct; prevent its reoccurrence; and address its effects. Responses may vary from support service referrals to formal investigations.

Faculty members can connect students to resources on campus, including those who are specially trained in and experienced in assisting in such complaints, and therefore will report all incidents of gender-based harassment, discrimination and sexual misconduct to Title IX to provide the Title IX Director with all relevant details, including names and identifying

information, of the incident reported. A representative from that office will reach out to the student via phone and/or email to explore options for support, safety measures and reporting. For more information about policies and resources or reporting options, please visit the [Equity, Diversity & Inclusion at Gonzaga Webpage](#) and [Title IX](#). To make a report of harassment, discrimination or sexual misconduct directly:

- Contact the Title IX Coordinator by phone, email, or in person:

Stephanie Thomas, Title IX Coordinator, 509-313-6910, [thomassn@gonzaga.edu](mailto:thomassn@gonzaga.edu), Business Services Building, Office 18

- Or complete an [online reporting form](#).

### **Students with Disabilities/Medical Conditions and Accessible Documents (EITA)**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities and requires that students with disabilities be guaranteed a learning environment that provides reasonable accommodations. As COVID-related challenges persist, students with qualifying disabilities and/or medical conditions, as per [CDC recommendations for higher education](#), are eligible for and may request reasonable accommodations through established procedures. Students should contact the [Disability Access Office](#) to begin the process. In addition, Gonzaga University seeks to provide equal access to electronic content consistent with applicable federal and state laws, such that when possible “Accessible Documents” will be created with the proper formatting tools to maximize communication of content regardless of what device or adaptive equipment he or she is using; see [Electronic Information Technology Accessibility \(EITA\)](#).

### **FERPA and Privacy**

Under [FERPA](#) (Family Educational Rights and Privacy Act), your educational records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent, which must be documented through the Registrar’s Office. Instructors are not allowed to publicly post grades by student name, social security number, GU student identification number, or any other identifiable means, without written consent from the student. The FERPA policy does not apply to third party online applications that may be used in courses such that it is the student’s responsibility to read the privacy documentation at each site.

### **Course Evaluations**

At Gonzaga, we take teaching seriously. We ask our students to evaluate their courses and instructors so that we can improve our classes and programs and provide the best possible learning experience. Near the end of the semester, students will be asked to complete the course/instructor evaluation on-line to provide feedback on their classroom experience (see the [Course Evaluations website](#) for more information). This feedback is important and appreciated.

### **Diversity, Equity and Inclusion**

Our human differences contribute to the richness of our academic community life. In partnership with the [Office of Diversity, Equity & Inclusion](#), we expect everyone to cultivate an academic environment that is welcoming and accessible to students, staff, and instructors



regardless of gender, race, ethnicity, religion, disability, and sexual orientation or identity. The [Bias Incident Assessment and Support \(BIAS\) Team](#) exists to foster a campus environment where everyone feels safe and respected. Those who experience or witness a bias incident should visit the [BIAS Report site](#).

### Religious Accommodations for Students

In compliance with Washington State law, Gonzaga University will reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Gonzaga University prohibits discrimination, harassment, and retaliation on the basis of religion. The Religious Accommodations for Students policy as well as the process by which students can request accommodations can be found on the [Academic Policies and Procedures Webpage](#).

**Table of associated links** for university and academic policy statements that are relevant to classroom learning and syllabi.

University and Academic Policy Statements	Associated Links
<b>Diversity, Equity and Inclusion</b>	<a href="#">Visit Equity, Diversity &amp; Inclusion at Gonzaga Page</a> <a href="#">Bias Incident Assessment and Support (BIAS) Team</a>
<b>Harassment and Discrimination Policy</b>	<a href="#">Harassment &amp; Discrimination Policy Title IX I myGU (my.gonzaga.edu)</a>
<b>Academic Integrity Policy</b>	<a href="#">Visit Academic Integrity Policy Resources Page</a>
<b>Students With Disabilities/Medical Conditions and Accessible Documents (EITA)</b>	<a href="#">Disability Access Office</a> <a href="#">EITA Office</a>
<b>Religious Accommodations for Students</b>	<a href="#">Visit Academic Policies and Procedures Page</a>
<b>FERPA and Privacy</b>	<a href="#">FERPA</a>
<b>Class Attendance Policy</b>	<a href="#">Visit Academic Policies and Procedures Page</a>
<b>* Class Recording Policy (audio, video, and photos)</b>	<a href="#">Visit Academic Policies and Procedures Page</a> <a href="#">GU Student Code of Conduct</a>
<b>Course Evaluations</b>	<a href="#">Accessing and Timing of Course Evaluations</a>