

## ENGL 299 Syllabus

### Intermediate Writing in The Natural Sciences

Spring 2026 | University of Washington

Linked Course: **NUTR 200**

**Instructor:** Tsering Sherpa

**Contact:** Through [Canvas](#) only

**Meeting Time & Location:** MWF 10:30-11:20 am in RAI 107

**Office Hours:** Wednesdays from 12-1 pm in SAV319C or by appointment. **To attend office hours, you must sign up using the [link](#) on Canvas before the start of each office hours period.** If you cannot attend at this time, please send me a message on Canvas to find a schedule that works for you.

### Course Overview

ENGL 299 is a 5-credit writing class that is part of the Program for Writing Across Campus ([PWAC](#)), designed to support undergraduate writing across disciplines. It is linked with NUTR 200 but maintains its own independent focus. This course uses nutrition topics as a framework for practicing writing across reflective, analytical, and policy genres.

- Workload: ~15 hours/week (standard for a 200-level R1 course)
- May be used to fulfill UW's "W" requirement
- Emphasis: writing as process, practice, and craft

### Writing Philosophy & Objectives

Strong writing is structured, clear, and purposeful. This course emphasizes writing as process: drafting, revising, and collaborating.

By the end of ENGL 299, you will:

1. Develop structured and organized writing habits.
2. Understand writing as iterative and social.
3. Practice constructive peer feedback.
4. Strengthen critical reading and inquiry.
5. Gain familiarity with multiple academic and professional genres.

We will focus on building arguments step by step; using evidence effectively; revising for clarity and flow; and practicing multiple genres (personal essay, analytical essay, policy memo, presentation).

## Expectations

Attend and participate in all sessions; check Canvas and UW email daily; respect peers' contributions; use feedback to revise work; uphold academic honesty (including responsible AI use); value progress over perfection.

## Required Materials

No purchased textbook required. Readings are available via UW Libraries or Canvas.

Required: laptop or device; access to Canvas; Word/Docs; PolleEV; Zoom; pen/paper; printed drafts when specified.

Recommended: a citation manager (Zotero/Mendeley/EasyBib; Overleaf if experienced) and an editing tool (e.g., Grammarly).

## In-Class Work

Weekly free writes, informal reflections, six-word stories, peer reviews, and short exercises (including exit tickets). Graded for completion and engagement, not polish. Lowest-scoring week is dropped automatically.

## Major Assignments

- **Mini-Sequence #1: Personal Narrative on Nutrition (50 pts)**  
Reflect on your own relationship with food in a vivid, detailed narrative.
- **Sequence #1: Analytical Essay (100 pts)**  
Analyze an existing nutrition guideline or policy document.
- **Mini-Sequence #2: Policy Memo Presentation (50 pts)**  
Group presentation of an existing nutrition-related policy memo with rebuttal and peer feedback.
- **Sequence #2: Written Policy Memo (100 pts)**  
Write a professional memo recommending a solution to a nutrition policy issue.

## Assessment Breakdown

- **Major Projects (40%)**
  1. Analytical Essay (20%) – analyze nutrition in media, policy, or science writing
  2. Policy Memo (20%) – propose a solution to a nutrition-related issue
- **Mini-Sequences + Presentations (20%)**
  - Personal Narrative (50 pts)
  - Policy Memo Presentation (50 pts)
- **Final Reflection (15%)**  
Short essay (500–700 words) connecting one topic from the course to evidence and personal interest.
- **Conferences (15%)**  
Two required meetings (7.5% each).

- **In-Class Writing & Participation (10%)**  
Reflections, drafts, peer reviews, exit tickets, and informal exercises. The three lowest scores are dropped.

### **Deadline Policy**

- Major assignments: **due Friday 5:00 pm**
- All other deliverables (discussion posts, scheduling forms, short reflections): **due 5:00 pm on the day listed**

### **Course Policies**

- **Late Work:** Assignments are due on time. Late work is generally not accepted, except for documented emergencies or approved accommodations. Deadlines serve as a commitment mechanism for both you and me: they help you manage your writing process, and they allow me to return feedback and grades promptly. To provide flexibility, your two lowest short (defined in “All other Deliverables” in the Deadline Policy) assignment scores will be dropped automatically at the end of the quarter.
- **Major Projects:** Major projects must be submitted by the posted deadline to receive credit. Because of the course schedule, late major projects will not be graded unless you have an approved extension arranged in advance.
- **Conferences:** Conferences are held twice during the quarter and cannot be rescheduled, so please plan accordingly.
- **Academic Integrity:** Plagiarism or other forms of misconduct will be reported to UW’s Office of Community Standards. When in doubt about citing or collaboration, ask me.
- **Accommodations:** Disability (DRS) and religious accommodations must be communicated early so we can plan appropriately.

### **AI Tools & Turnitin**

- **AI Use:** Tools such as ChatGPT or Grammarly may be used for brainstorming, grammar checks, or exploring ideas. They may not be used to draft full assignments. If you use AI, you must briefly note how you used it.
- **Turnitin:** All submissions go through Canvas with **Turnitin enabled**. You will be able to view your similarity report after submission. This report is intended to help you recognize how your writing interacts with sources and to strengthen your citation practices. Please note that you cannot resubmit once the report is generated, so make sure to review your work carefully before uploading. Work flagged for plagiarism or misconduct will be reported in accordance with UW policy.
- **Violations:** Submitting AI-generated work without disclosure, plagiarism, or other misconduct will result in a zero on the assignment, reporting to UW, and potential course failure for repeated violations.

Bottom line: this class values originality, structure, and clarity. AI tools can support your learning, but responsibility for producing ethical and original work rests with you.

## Assessment Breakdown

### Major Projects (40%)

- **Sequence #1: Analytical Essay (100 pts / 20%)** – Analyze a nutrition guideline, recommendation, or policy document.
- **Sequence #2: Written Policy Memo (100 pts / 20%)** – Write a professional policy memo proposing a nutrition-related solution.

### Mini-Sequences + Presentation (20%)

- **Mini-Sequence #1: Personal Narrative (50 pts / 10%)** – Reflect on your own relationship with food.
- **Mini-Sequence #2: Policy Memo Presentation (50 pts / 10%)** – Group presentation analyzing an existing nutrition-related policy memo, with rebuttal and peer feedback.

### Final Reflection (10%)

- After completing the major projects, each student will submit a 250–300-word reflection for 30 points discussing:
  - What they learned from the research and writing process.
  - Insights from peer presentations.
  - How feedback will shape future writing or communication.

### Conferences (15%)

- Two required one-on-one meetings (7.5% each).

### Participation + In-Class Writing (10%)

- Includes weekly free writes, reflections, drafts, peer reviews, and exit tickets.
- Three lowest scores will be dropped automatically.

### Discussion Post Rubric

Points	Criteria
2	Meets length (150–200 words), directly engages with reading, adds an example/question, and replies meaningfully to a peer.
1	Post is short or vague; engages minimally with reading; perfunctory reply.
0	No post or reply.

## Tentative Schedule

This schedule highlights major dates and activities. Additional materials and posts will be added to Canvas each week. Unless otherwise noted, **discussion posts are due 5 pm on the day assigned**, and **major assignments are due Friday at 5 pm**.

Date & Sequence	Topic/Theme	Readings & Discussion Posts (due before class)	Assignments
<b>Week 1</b>			
Mon, Mar 30	No Class: Ensure access to Canvas and Syllabus	Course Introduction, Canvas, community norms/guidelines, and HW0 (due Wednesday)	Read the Syllabus (acknowledge on Canvas)
Wed, Apr 1	Asynchronous Introduction	Discussion Board	HW0 due Wed 5 pm
Fri, Apr 3	In-Class Introductions & Understanding global nutrition issues	Banerjee, Abhijit, and Esther Duflo. "The Economic Lives of the Poor." <i>JEP</i> , vol. 21, no. 1, 2007, pp. 141–167. <a href="#">PDF</a> .	Discussion post due Fri 5 pm
<b>Week 2</b>			
Mon, Apr 6 Mini-Sequence #1	Personal Narrative: Intro to personal essay writing	Roach Smith, Marion. "Three Big Tips for Writing a Personal Essay." <i>MarionRoach.com</i> , 13 Sept. 2018, <a href="#">link</a> .	Discussion post due Wed 5 pm
Wed, Apr 8 Mini-Sequence #1	Personal Narrative: Drafting and peer review	Lamott, Anne. "Shitty First Drafts." <i>Bird by Bird: Some Instructions on Writing and Life</i> . Anchor, 1994. <a href="#">PDF</a> .	Post due Wed 5 pm
Fri, Apr 10 Mini-Sequence #1	Personal Narrative and relating it to research writing	Policy issues in the U.S.; brainstorming sources and thesis for sequence #1	<b>Personal Narrative due Fri 5 pm</b> (with reflection on peer feedback)

## Week 3

<b>Date &amp; Sequence</b>	<b>Topic/Theme</b>	<b>Readings &amp; Discussion Posts (due before class)</b>	<b>Assignments</b>
Mon, Apr 13 Sequence #1	Analytical Essay: Introduction	Graduate Studies. <i>Writing an Analytical Essay</i> . 2023, <a href="#">PDF</a>	Reflection post + reply due Fri 5 pm. Schedule Conference 1 by Fri.
Wed, Apr 15 Sequence #1	Workshop: finding and scoping nutrition policies	1–2 short texts on U.S. nutrition issues (Canvas).	Brainstorm 3-5 ideas for a thesis for sequence #1
Fri, Apr 17 Sequence #1	Analytical Essay: Evidence-based arguments	Short texts on nutrition in developing countries.	<b>Thesis for Analytical Essay due Fri 5 pm</b>
<b>Week 4</b>			
Mon, Apr 20 Sequence #1	Analytical Essay: Finding evidence	Searching for sources	Come up with 3-5 sources that support your Analytical Essay
Wed, Apr 22 Sequence #1	Analytical Essay: Structure, argument, revision	Harvard College Writing Center. <i>Strategies for Essay Writing</i> . 2024, <a href="#">PDF</a> .	Provide an outline of your Analytical Essay
Fri, Apr 24 Sequence #1	Peer review workshop	In-class drafting and peer revisions	Reflection post due Fri 5 pm. <b>Rough draft of Analytical Essay due Fri 5 pm</b>
<b>Week 5: Conferences</b>	<b>No regular class</b>		Please know where and when your conference is.
Mon, Apr 27 Sequence #1	Individual <a href="#">conferences</a>	—	—
Wed, Apr 29 Sequence #1	<a href="#">Conferences</a>	—	—
Fri, May 1 Sequence #1	<a href="#">Conferences</a>	—	<b>Conference Reflection #1 due at 5 pm (Canvas)</b>
<b>Week 6</b>			
Mon, May 4 Mini-Sequence #2	Policy Memo Presentations: Intro & Day 1	Duke Thompson Writing Program. <i>Policy Memo Guidelines</i> . <a href="#">PDF</a> .	—

Date & Sequence	Topic/Theme	Readings & Discussion Posts (due before class)	Assignments
		Stanford Law School. <i>Policy Memo Guidelines.</i> <a href="#">PDF.</a>	
Wed, May 6 Mini- Sequence #2	Policy Memo Presentations: Day 2 + rebuttals	—	—
Fri, May 8 Mini- Sequence #2	Policy Memo Presentations: Wrap-up	—	Peer feedback due Fri 5 pm
<b>Week 7</b>			
Mon, May 11 Sequence #2	Written Policy Memo: Intro + drafting	Harvard Kennedy School Communications Program. <i>How to Write a Policy Memo.</i> 2018. <a href="#">PDF.</a>  1 sample memo + 1 evidence-based article (Canvas).	Post draft memo argument due Fri 5 pm.  Schedule Conference 2 by Fri.
Wed, May 13 Sequence #2	Drafting & small workshops	University of Chicago Harris School. <i>How to Write a Policy Memo that Matters.</i> <a href="#">PDF.</a>	—
Fri, May 15 Sequence #2	Peer review workshop	—	—
<b>Week 8: Conferences (No regular class)</b>			
Mon, May 18 Sequence #2	<a href="#">Conferences</a>	—	
Wed, May 20	<a href="#">Conferences</a>	—	—

<b>Date &amp; Sequence</b>	<b>Topic/Theme</b>	<b>Readings &amp; Discussion Posts (due before class)</b>	<b>Assignments</b>
Sequence #2			
Fri, May 22	<a href="#">Conferences</a>	—	<b>Rough draft of Policy Memo due Mon 5 pm. Conference Reflection #2 due Fri 5 pm (Canvas)</b>
Sequence #2			
<b>Week 9</b>			
Mon, May 25	Memorial Day: No class	—	—
Wed, May 27	Drafting and revision workshop	—	—
Sequence #2			
Fri, May 29	—	—	<b>Final Policy Memo due Fri 5 pm</b>
Sequence #2			
<b>Week 10</b>			
Mon, Jun 1	Reflection Workshop	—	Draft outline of Final Reflection
			Final Reflection due Friday 5:00 pm: Write a short essay (500–700 words) on one course topic you found most meaningful. Explain why, support with at least 1–2 readings/discussions, and suggest how it connects to future research, policy, or personal practice
Wed, Jun 3	Peer Exchange	—	
			Final Reflection due at 5:00 pm.
Fri, Jun 5	No class	—	
<b>Week 11: Final Exam Week</b>			
	No class	—	—

### University Policies

**Academic Integrity:** We will be following the UW definition of academic dishonesty in this course. Plagiarism, cheating, and other forms of academic misconduct are serious violations of your contract as a student that can result in expulsion. You are expected to know and follow the University’s policies regarding the student conduct code. UW student conduct code applies.

Librarians are available 24/7 for citation help. Instructors are required to report incidents of plagiarism to UW's Office of Community Standards and Student Conduct.

**Religious Accommodations:** The UW's policy, by Washington State Law, including more information about how to request an accommodation, is available at Religious Accommodations Policy. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form.

**Learning Accommodations/Disability Resources:** To request academic accommodations due to disabilities, contact Disability Resources for Students, 011 Mary Gates Hall, Box 352808, (206) 543-8925, [uwdrs@uw.edu](mailto:uwdrs@uw.edu). If you would like to request an accommodation, whether you have a DRS letter, please let us know as soon as possible so we can discuss how to best accommodate you in this class.

**PWAC Anti-Racist Pedagogy:** The Program for Writing Across the Curriculum (PWAC) is committed to engaging with antiracist pedagogies. We believe that countering the cultures and practices of racism in an academic institution is fundamental to developing a vibrant intellectual community. PWAC is happy to talk with you about your questions as well as to support student-led initiatives around anti-racist work. For more information, contact Program Director Megan Callow at [mcallow@uw.edu](mailto:mcallow@uw.edu). If you're interested in how teachers of English as a professional community have taken up anti-racist work, check out the National Council of Teachers of English Statement on Anti-Racism to Support Teaching and Learning.

### **Student and Library Resources**

- **Odegaard Writing and Research Center (OWRC)** – Free one-on-one tutoring sessions for writers in all fields.
- **CLUE Writing Center** – Online writing support for undergraduates at any stage of the writing process.
- **UW Libraries** – Databases, e-journals, and research help.
- **UW Counseling Center** – Short-term counseling and mental health support.
- **UW Campus Food Pantry** – Free groceries for students, staff, and faculty with a Husky ID.
- UW Libraries Search: Borrowing info, GIS resources, Audio & Video collections, research databases, e-journals, and e-newspapers. 24/7 Ask Us chat service.
- **English as an Additional Language:** Please let me know if English is an additional language for you so we can find ways to support your work in this class.