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<th>Week</th>
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| September 4th        | Civic Holiday                               | Meet & Greet: Introduction To the Course and our Community of Practice | Introduction to ePortfolios, Personal Branding, & Blogging  
Fall 2017 Blogging Theme  
Writing about Science Writing  
ePortfolio Template Due (Sept 10th before Midnight) |
| September 11th       | Question & Answer Session: ePortfolio Mechanics  
Guest: Jon Kruithof  
Learning Technologies Specialist (McMaster University) | Why Science Matters in Everyday Life | Case Study: Ethics in Science Writing & Reporting  
Blog Post 1 Draft Due (Sept 17th at Midnight) |
| September 18th       | Grammar/Punctuation Workshop (GPW): Topic selection  
Copy-Editing: Blog Post 1 | Writing Well About Science (part 1)  
Guest: Abeer Siddiqui  
School of Interdisciplinary Science (Faculty of Science) | Newspaper Reports: Finding Story Ideas & Sources  
Blog Post 1 Due (Sept 24th before Midnight) |
| September 25th       | Editorial Meeting: News Brief Pitch  
Guest: Erica Balch  
Public Relations Manager (McMaster University) | News Brief 1 Case Study  
Activity: What Makes a Good News Brief? |
| October 2nd          | GPW (part 1)                                | Poor Understanding of Research Methods Leads to Poor Communication of Research | Copy-Editing: News Brief 1  
News Brief 1 Draft Due (Oct 4th before Midnight) |
| October 16th         | GPW (part 2)                                | What is Simple For Us Might Not be So Simple for Our Readers | GPW (part 3)  
News Brief 1 Due (Oct 22nd before Midnight) |
| October 23rd         | GPW (part 4)                                | Why do So Many People Choose Not to Believe What Scientists Say? | GPW (part 5)  
Blog Post 2 Due (Oct 29th before Midnight) |
| October 30th         | GPW (part 6)                                | Show Me the Data: Making Sense of Statistics | GPW (part 7) |
| November 6th         | GPW (part 8)                                | Data Mining Case Study | Writing Portfolio Presentations |
| November 13th        | News Brief 2 Case Study  
| November 20th        | Editorial Meeting: News Brief 2 Pitch | 50 Minutes in the Cave: Intensive Writing Session to Off-Set End of Term Procrastination | Copy-Editing: News Brief 2  
News Brief 2 Draft Due (Nov 22nd before Midnight)  
News Brief 2 Due (Nov 26th before Midnight) |
| November 27th        | News Article Case Study  
Activity: What Makes a Good Article? | 50 Minutes in the Cave: Intensive Writing Session | 50 Minutes in the Cave: Intensive Writing Session |
| December 4th         | 50 Minutes in the Cave: Intensive Writing Session | Optional: Consultation with Writing Mentors | News Article Due (Dec 10th before midnight) |
The Not-So-Fine Print: It is expected that students will generate all assignments on a writing portfolio using Pebble Pad. We will mark your work on Pebble Pad. A copy of each assignment requires submission to a relevant dropbox folder on Avenue for plagiarism detection. Simply copy and paste the text in a WORD document with your name and student no. then submit to Avenue prior to each deadline (this only applies to final drafts).

Fall Blogging Series: Writing about Science Writing. This term you will spend much of your time writing news reports. Why? We live in a world that constantly offers us with ever changing information through the media and other sources and the ability to evaluate this knowledge for practical purposes has become unavoidable.

In this course, you will learn how to accurately report on complex science in a way that is interesting to those who have no interest in consulting the original source. Keep in mind that in order to write well about science, it is important that the writer has a detailed understanding of the process of science. Hopefully, your second and third year courses in PNB (2XF3, 2XD3, 2XF3, 3RM3, 3XE3) have helped you learn about research design and the formal scientific method (i.e., research question, hypothesis, prediction, data analysis and its interpretation). In the upcoming weeks we will have many discussions about the scientific process, but from the perspective of why it matters to have this knowledge. Our aim is to encourage you to develop the habit of thinking about the ways in which science is reported in the media, how people interpret this information, and how you may write about science in a manner that is useful to any reader.

Regular blog posts will give you the opportunity to practice writing. The posts will require you to provide thoughts on two major themes of science writing: [1] the challenges associated with reading a scientific paper (sadly, most academics are poor writers), and [2] how best to interpret a research finding and then share that understanding with someone else in written form.

You have complete freedom to select any topic of interest as long as it clearly connects to a recent element of the course. HOWEVER, your first blog post is about setting a goal in our course using the SMART method. Remaining blog posts may take inspiration from any of the weekly discussions from class, or tutorial, or elsewhere.

Previous blog titles include catchy and not-so-catchy titles: Setting Goals Takes Hard Work, Communication vs. Clickbait, Poor Understanding of Research Methods Leads to Poor Communication of Science (yes, you may use topic titles from our schedule), Scientific Writing: Why So Confusing?, Trusting Science, Interesting and Eye-Catching Titles, The Use of Humor in Formal Writing, Writing with Flavour & Flare, and How to Write for a Non-Specialist Audience.

Previous Grammar Workshops also include catchy and not-so-catchy titles: Concrete Nouns, Active & Energetic Verbs, Personal Pronouns: How to Use them? What is a Noun? The Modifier, What is the Oxford Comma & Why Are People Obsessed With It?, The Colon vs. the Semi-colon, and Passive vs. Active Voice.

How to make Science Writing a Pain-Free Experience (Based on the article Academic Writing: How to Stay Afloat by Helen Sword)

Most of us do not regularly think about the process of writing let alone participate in discussions about what constitutes good writing. What we often feel on the ‘inside,’ but usually don’t share on the ‘outside’ is that WRITING IS HARD.

The problem: We often neglect the social and emotional aspects of writing.

The questions: How might others better support us in our writing endeavours? And how might we support those around us who may wish to decrease their anxieties and frustrations about the writing process?

The solution: We will build a Community of Practice (CoP) to offer support to each other. A CoP is NOT a group of people who gather for discussion only. Instead, this community includes practitioners that share a common experience to create solutions and strategies to a specific challenge. In our case, the issue is effective writing and communication in the Psychological Sciences.

Our focus is to better the experience of writing for us all. Our CoP will engage in a collaborative effort to become better writers and presenters through regular and meaningful interactions and introspection. Our course structure uses the fundamental principle of effective CoP governance; all students agree to serve as active and engaged participants in joint activities to create a community that helps us learn from each other. Happy Writing, Everyone!