This course is intended to give you some experience in scientific writing. The first assignment will be to write a review of a scientific article. You may pick any recent article that you have read and feel is important.

Follow the guide of a "Science Perspectives" article/review. Explain where the field was before the article was published, how the article contributed to the field and what the future directions are for this field in light of this paper.

Your second assignment will be to write a research article of 1000-1500 words. Follow the format: Abstract, Introduction, Results and Discussion [Cell]. Alternative formats are allowed but you must get approval from the instructors before using other journal formats. The paper must contain at least one figure. If you have a SURF report, this is a suitable source for the research article. If you do not have a SURF report, use the article that you wrote about or if you are currently in a lab write about some of your experiments.

Each paper will be submitted twice, first as a draft and as a revision after review by peer evaluation. Papers should be sent to your subgroup and instructors by the Friday preceding Monday's class.

Peer review will consist of emailing your draft to each other and the instructors, and then reading each other's article, writing a brief review and coming to the following class with comments and suggestions for improvements.

The TA for this class is Olivia Wilkins <owilkins@caltech.edu>

Course website: http://chemistry.caltech.edu/courses/ch91/

There is no text for this course, but there are a few books that you may find helpful:

Strunck and White, *The Elements of Style*. A very short, readable and popular compendium of writing do's and don'ts.

Hoffman, *Scientific writing and communication*. An excellent and detailed demonstration and analysis of how to write and communicate scientific information.

Schoenfeld, *The Chemist's English*. A series of short and entertaining essays on writing difficulties that chemists frequently encounter (drawn from his years of experience as editor of the *Australian Journal of Chemistry*).
Beall and Trimbur, *A Short Guide to Writing about Chemistry*, and Robinson and Stoller, *Write Like a Chemist*. Both of these have some useful information (along with a good deal of material that you will probably find less useful) and provide exercises. (The second is much longer than the first.)

Class Schedule:

**Jan 9**  
Introduction to course

**Jan 16**  
Martin Luther King Day - no class

**Jan 17**  
Select Article for review, email this information to your group and instructors.

**Jan 23**  
First draft of Perspective due, email to your group and instructors.

**Jan 30**  
Peer review of Perspective draft to be reviewed in class.

**Feb 6**  
Final review of Perspectives due and reviewed in class.

**Feb 13**  
Select article contents and write an outline and draft of the paper. Send to your group and instructors.

**Feb 20**  
Presidents' Day - no class

**Feb 27**  
Peer review of outline and draft in class

**Mar 6**  
Send revised paper to your group and instructors

**Mar 13**  
Peer review of Research Article revision in class

Note that the **dates in bold print** are days that attendance in class and your participation is required.