

Introduction to science communication 11:374:103

Meeting time: Check schedule of classes
Location: Blake 131
Instructor: Mary L. Nucci, Ph.D.
Office: Cook Office Building (Cook), Room 214
Office Hours: By arrangement
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Course Description

Science communication encompasses a range of activities, from the scientific paper to science stories in mass media to informal science in museums, films and social media. This survey course will introduce students to the range of activities that are used to communicate science to a range of audiences. Guest lecturers, in class activities and participation in science communication events will demonstrate the potential opportunities to communicate science, as well as will include students in the creation and production of such activities.

Course learning goals

- Be able to define the range of activities that are used to communicate science to a range of audiences.
- Understand the purposes of different scientific written forms.
- Be able to recommend the appropriate format of science communication to achieve a specific goal.
- Develop a working plan for presenting science content to a specific audience.

Course materials

All reading materials will be provided on the Canvas site.

Assignments and grading

The final grade will be calculated from the combination of points earned from a combination of assignments, including 12 journal entries/class discussions, speaker responses (total number of speakers still to be determined), a journal summary, and a final paper.

Grading

A	90-100 %
B+	85-89.9 %
B	80-84.9 %
C+	75-79.9 %
C	70-74.9 %

Assignment	Points
Journal (12 @ 5 points)	60
Journal summary	15
Speaker responses (@ 5 points)	30
Final paper	15
TOTAL	120

Course schedule (subject to change)

Date	Class topic	Guest Speaker
Week 1: January 19	Introductions. Review syllabus. What is science communication?	
Week 2: January 26	Scientists communicating to other scientists	
Week 3: February 2	Communicating to non-scientist audiences	
Week 4: February 9	K-12 STEM	TBA
Week 5: February 16	Health communication	
Week 6: February 23	Risk communication	TBA
Week 7: March 2	Science journalism	
Week 8: March 9	Museums	TBA (Field trip to Rutgers Geology Museum)
March 16	NO CLASS	
Week 9: March 23	Public relations	
Week 10: March 30	STEAM	TBA
Week 11: April 6	Science visuals	TBA
Week 12: April 13	Social media	
Week 13: April 20	Entertainment	
Week 14: April 27	Policy	TBA

Absence policy

Rutgers students are expected to attend all scheduled course meetings. University policy excuses absences due to religious observance or participation in Rutgers-approved activities, and permits students to make up work missed for these circumstances. If you will be absent from a class, lab, or exam for any reason, you need to report your absence through the Absence Reporting Website <https://sims.rutgers.edu/ssra/>. The system will generate an email to me about your absence but the University recommends that you also contact me directly to let me know of your absence. I will take attendance at every class.

Key points to know:

- If you enter the class after I take attendance please make sure at the end of the class I mark you as present.
- Note that if you miss class, you will not receive the participation points for that class.
- More than 2 unexcused absences other than per Rutgers guidelines (an excused absence is illness with a doctor's note, family emergency, religious observation or Rutgers-sanctioned event with note) WILL result in a letter grade drop for your final grade.
- Only students with excused absences will be offered the opportunity to meet with me to review the class content.

Student Wellness Services

School and life can get stressful, and Rutgers has many ways to get help. We can offer a Safer Space and help you connect to these resources, but as instructors we have a mandatory duty to report some issues and concerns to the appropriate offices at the University. We can offer you privacy and discretion, but not confidentiality.

There are resources for students with long-term problems through the Office of Student Support (<https://studentsupport.rutgers.edu/>). This office, part of the Dean of Students office, services students who have ongoing personal or medical issues and anticipate extended absences or missing multiple assignments. Please contact this office if you have issues that make you miss many classes and/or assignments.

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu.

Academic Integrity

Plagiarism and other types of dishonesty is a major offense at Rutgers University. This includes copying of images and texts without giving full credit, paraphrasing inappropriately, cheating, using AI-derived tools to write text for you, and many other actions. We will be using Turnitin for checking submitted texts, and we will report any instances of academic misconduct to the Office of Student Conduct.

You are responsible for understanding the academic integrity policy and following its principles. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The complete academic integrity policy can be found here: <https://academicintegrity.rutgers.edu/>.

Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

Diversity and Inclusion

It is our intention that students of all backgrounds and abilities will be well served by this course. We will work to create an environment of inclusion that respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group.

If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously using the feedback note box. You may also report bias to Rutgers Diversity and Inclusion initiative using this link: <http://inclusion.rutgers.edu/report-bias-incident/>

Land Acknowledgement

We acknowledge that we will be conducting class on the traditional homelands of the Lenape people. "To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol."

(Sourced from <http://www.lspirg.org/knowtheland/>)