<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Professor</th>
<th>Time Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3WW*</td>
<td>Introduction to Biology</td>
<td>Margaret Lynch</td>
<td>EF; DR</td>
</tr>
<tr>
<td>BIO 13LWW*</td>
<td>Cells and Organisms with Lab</td>
<td>Michelle Gaudette</td>
<td>D; FF</td>
</tr>
<tr>
<td>BIO 181WW</td>
<td>Tropical Ecology and Conservation</td>
<td>Colin Orians</td>
<td>C (TWF)</td>
</tr>
<tr>
<td>CH 106WW*</td>
<td>Health Ethics and Policy</td>
<td>Alissa Spielberg</td>
<td>J+; LR</td>
</tr>
<tr>
<td>CHEM 61WW*</td>
<td>Inorganic Chemistry</td>
<td>Terry Haas</td>
<td>D+; DM</td>
</tr>
<tr>
<td>EC 74WW*</td>
<td>Entrepreneurship</td>
<td>George Norman</td>
<td>H+; LR</td>
</tr>
<tr>
<td>EC 127WW*</td>
<td>Urban Economics</td>
<td>Anna Hardman</td>
<td>K+; IW</td>
</tr>
<tr>
<td>ENG 50WW*</td>
<td>Shakespeare I</td>
<td>Julia Genster</td>
<td>D+; CT</td>
</tr>
<tr>
<td>ENG 108WW</td>
<td>Virgil and Dante</td>
<td>John Fyler</td>
<td>E+MW; DM</td>
</tr>
<tr>
<td>GER 21WW*</td>
<td>Grammar Review and Composition</td>
<td>Saskia Stoessel</td>
<td>D; ARR</td>
</tr>
<tr>
<td>HIST 1.06WW</td>
<td>The Cultural Revolution in China</td>
<td>Ya-Pei Kuo</td>
<td>6+; ARR</td>
</tr>
<tr>
<td>ITAL 4WW*</td>
<td>Intermediate Italian I</td>
<td>Patricia DiSilvio</td>
<td>E+MW; EF</td>
</tr>
<tr>
<td>ITAL 21WW*</td>
<td>Composition and Conversation I</td>
<td>Daniela Bartalesi-Graf</td>
<td>F+; G+; W 12-12:50</td>
</tr>
<tr>
<td>MATH 145WW*</td>
<td>Abstract Algebra I</td>
<td>Montserrat Teixidor i Bigas</td>
<td>D+; DM</td>
</tr>
<tr>
<td>PSY 124WW*</td>
<td>Cognitive Neuroscience of Vision</td>
<td>Haline Schendan</td>
<td>L+; NR</td>
</tr>
<tr>
<td>SPAN 4WW*</td>
<td>Intermediate Spanish</td>
<td>Patricia Smith</td>
<td>I; GF</td>
</tr>
<tr>
<td>SPAN 23WW*</td>
<td>Advanced Composition for Heritage Learners</td>
<td>Marta Rosso-O’Laughlin</td>
<td>F+TR; CT</td>
</tr>
<tr>
<td>SPAN 191WW*</td>
<td>Staging History in Latin-American Theater: Identity and Nation-Building</td>
<td>Anne Lombardi Cantu</td>
<td>L+TR; W 12-1:15</td>
</tr>
</tbody>
</table>

*--Offered as an optional section of a larger class. Be sure to sign up for both the general and "WW" sections of these courses. Time blocks for Writing Workshops are listed SECOND.
Biology 3 is a first biology course for those potential biology majors who did not have the chance to take an honors-level or advanced placement biology class in high school. Topics include cell and molecular biology, genetics, and biochemistry. Students who enroll in the optional writing workshop section will have the opportunity to reinforce course concepts through writing. The writing workshop consists of a small group of students and the course professor and meets 50 minutes per week.

Why take a writing workshop with this course?

- You have the chance to write and get extensive comments from your peers and professor without the pressure of receiving a grade.
- You will learn what scientific writing is and read and write about examples of scientific writing.
- You will learn how to write a lab report (this practice will help you when you write lab reports for Biology 14 and beyond!)
- You will learn how exam questions are structured and how to interpret them.
- You will get a notation that you completed a writing workshop if you attend 80% of the writing workshop sessions.

Professor: Margaret Lynch, Biology

Time Block: EF; DR
An introductory course primarily for prospective biology majors. This course must be taken with the lab. General biological principles and widely used methods related to current advances in biochemistry, cell and molecular biology, genetics, plant and biomedical sciences. Three lectures per week. Three exams and no papers. The laboratory component meets once every week. Laboratory exercises are designed to reinforce lecture material as well as to present new topics. A good initial exposure to ways of thinking about and working with living organisms. In addition, principles of scientific writing will be taught. Writing assignments will focus on description of methods used and data presentation and analysis. Turnitin.com will be used to assess originality of assignments.

Bio 13L Optional WW

Are you facing the prospect of your first biology lab report and you’re not sure where to start? Are you trying to present information from a text and are worried about accidental plagiarism? Then try out the Bio 13L writing workshop.

This optional writing workshop is open to all Bio 13 students, but freshmen and sophomores are especially encouraged to attend. Sessions will focus on summarizing information, using sources without plagiarizing, and data presentation and interpretation. We will also work on sections of lab reports, note taking and study skills.

You may attend one or many sessions, but to receive ww credit on your transcript, you must attend at least 7 sessions.

Requirements: Registration in Bio 13L lecture plus lab

Professor: Michelle Gaudette, Biology

Time Block: D; FF (12-12:50)
Tropical Ecology and Conservation  Biology 181WW

This seminar plus field work in Costa Rica is designed to provide students with an in depth understanding of tropical ecology and conservation biology. This course provides students the opportunity to (1) read the original literature, (2) give oral presentations, (3) design and write a research proposal, (4) gain hands-on research experience in Costa Rica, and (5) explore the challenges of conservation and sustainable development. The writing workshop designation means that the course emphasizes writing as a way of learning. In science, writing involves both text and graphical presentation, and this course focuses on both aspects.

The course is for advanced undergraduate students and for graduate students from different disciplines (i.e., Urban and Environmental Policy and Planning and Agriculture, Food and Environment Program (AFE) within the School of Nutrition, Science, and Policy). Course meets on Tuesday, Wednesday and Friday during the fall semester followed by 2 weeks of intensive fieldwork in Costa Rica (Dec. 27-Jan 11).

Prerequisites: Introductory Biology or equivalent, and consent.

Professor: Colin Orians, Biology  Time Block: C (TWF 9:30-10:20)
Health Ethics and Policy

How should we decide how to balance the public good and individual interests when it comes to setting public health policy? Should we require that people receive mandatory vaccination (like the current debate over the HPV vaccine)? When should policy dictate what we eat, drink, or smoke when data indicates a clear health risk? How do we designate certain groups to receive the benefits of scarce resources, such as flu vaccine or flu antidotes? What is the role of cultural, religious, or social influences in setting health policy? What are the ethical arguments that you, as future health policymakers, should consider when setting new policies and crafting novel health interventions?

This course is an exploration of the ethical dimensions of public health policy and practice. Ethics rooted in concern for the public’s health raises significant questions – many of which are distinct from the traditional arena of biomedical ethics, with its largely individual (patient and/or practitioner) orientation. As a relatively new field of inquiry, public health ethics brings new critical thinking to classic public health concerns.

This course begins with an overview of public health history, mission, and law as well as an introduction to relevant ethical theories. We will examine subjects including: the government influence of health behaviors through health education, taxation, and regulation; disease surveillance including HIV and tuberculosis testing and reporting; and financing health care services. These specific areas will be explored with a focus on their ethical dimensions, e.g. paternalism, the common good, respect for autonomy, beneficence, privacy/confidentiality, and justice (distributive and participatory). Our primary focus will be the United States with special attention given to local and/or current issues.

Writing Workshop section:

The Writing Workshop section for this class will meet once a week for 50 mins., This is a great chance for you to spend some additional time focusing on the process of writing. This is particularly useful for those of you who hope to work in health policy, where you might compose grant proposals, policy memos, and legislative/advocacy position papers. We will use informal writing exercises as a way of engaging more deeply with the readings for this class (so, you will not have additional formal assignments). We will discuss and try out writing tips and strategies. You will have the opportunity to: complete a first draft of your class writing assignments; get feedback from me; and revise for an improved second draft. I will be able to provide you with additional personal attention. Your participation in the Writing Workshop class will be recorded on your transcript.

Professor: Alissa Spielberg, Community Health

Time Block: J+; LR
Inorganic Chemistry

This course introduces students to the study of inorganic chemistry at a professional level. Classroom lectures and discussions focus on the much larger variety of bonding types and reaction types found when one compares inorganic with organic chemistry. Topics include ionic and covalent bonding, structures of solids, acid-base and redox reactions, and an introduction to coordination chemistry of the transition metals. Every student in the course must select a semester-long project with a strong inorganic component. The major learning experience will come from exploration of that project in depth, guided by the concepts in the class lectures and discussions. The course grade will be determined by the (documented) effort spent on the course. The semester project may be essentially a large paper, it may be tied to an ongoing research interest of the student, it may be collaborative, and it may have off-campus components. This wide range of choice is intended to allow each student to “personalize” the course.

Learning to articulate difficult material clearly and efficiently takes practice, practice, and more practice. It is the purpose of the writing workshop section of the course, which requires an additional class meeting each week, to provide a comfortable setting within which that practice can occur. We will use a variety of writing exercises, and other activities, to enhance understanding of the material, to generate shared enthusiasm, and to extend the scope and independence of study skills. We will of course all, students and faculty, get to know each other better in the less formal setting.

Prerequisites: Completion of at least one semester of physical chemistry and one semester of organic chemistry, or consent of Professor Haas.

Professor: Terry Haas, Chemistry

Time Block: D+; DM
Entrepreneurship Economics 74/ 74WW

This course develops an economic analysis of the role and function of the entrepreneur. The course begins by defining what is meant by entrepreneurship. We consider the types of resources that are most likely to create entrepreneurial opportunities and how these resources can be employed to create sustainable competitive advantage. The next part of the course considers the entry strategies that an entrepreneur might use. The final part of the course moves from formulation to implementation. This involves issues related to the marketing of the new venture, financial analysis, sources of finance, and the creation, development and design of the organization that the entrepreneur wishes to create. This section concludes by focusing on the central tool for a new venture – the business plan. The course is a combination of lecture-based and case-based student work. Students taking the course are required to form groups to develop and present case study assignments. In addition, each group is required to develop a business plan for an entrepreneurial opportunity – which may be either novel or drawn from current experience.

The writing workshop will meet for an extra hour each week and will focus upon the development of critical writing skills by participants. This is intended to sharpen powers of analysis and synthesis by means of the written rather than spoken word. It will also develop effective reading skills of participants by asking them to provide written summaries of some of the primary literature discussed in the lecture course. The course requires that students prepare a case study and business plan and the writing workshop will pay attention to how these go through their various stages of topic formulation, initial draft and final revision.

Professor: George Norman, Economics

Time Block: H+; LR
More than half the world’s population lives and works in cities. This course is both about US cities and about cities in the rest of the world. Both economic historians and the World Bank recently rediscovered the importance of cities in growth, as the location of intense economic activity. Cities are places where policy problems arise too. In cities people and activities are densely located in space: the high densities which give rise to positive interactions and greater productivity also cause problems like water and air pollution, traffic congestion, and slums.

The course starts by reviewing economic models of how cities are formed and how they grow or decay. The second part of the course focuses on markets for land, real estate and urban transportation in developed and developing countries. We will see how these markets work and what happens when they don’t – for instance, was there a ‘house price bubble’ in the first years of the 21st Century?

Employers and graduate schools tell us that they want students with experience doing research, writing and giving presentations. In this course you will do research, write about, and give a short presentation on an aspect of urban economics that you select.

Assignments: everyone in the class will

- Meet with me to identify a topic for research and the resources to use in pursuing it.
- Draft a proposal for the research (after learning how proposals are written by consulting firms, academics and people in the public sector).
- Write a short annotated bibliography of important references on your topic.
- Draft your term paper and get feedback from me and two peers before you revise it and resubmit.
- Get a chance to see how other students do their research, by reading and commenting on their proposals and term papers (for credit!).
- Learn how to give a public presentation and practice by presenting your research project to the class.

The writing workshop is optional but strongly recommended. It is a place for working with me and a small group of students on writing for the course assignments and for the other places we use writing in academia:

- Getting feedback on writing in progress for the term paper stage by stage.
- Practicing writing about numbers, tables and charts (critical in economics).
- Seeing samples of papers and discussing strengths and weaknesses of those samples – what can we learn from them?
- Learning what distinguishes good exam answers from poor ones. Does a good exam answer have to be well written? What is a well written exam answer?
• Improving note taking in class: what works when you come back to the notes? We’ll try comparing notes on notes . . .
• Using writing to prepare for a public presentation: using presentation software or notes to organize your points and to ensure they get across to the audience.

Professor: Anna Hardman, Economics  
Time Block: K+MW; Writing Workshop IW
Shakespeare I

A study of eight Shakespeare plays: *A Midsummer Night’s Dream*, *Richard III*, *Richard II*, *Much Ado About Nothing*, *I Henry IV*, *Hamlet*, *Macbeth*, and *The Tempest*. Although we will engage a variety of historical and critical contexts, our primary focus will be on a close reading of the plays.

English 0050 Writing Workshop

The writing workshop allows additional time and attention to focus on students’ interpretive and writing skills. Using a variety of informal and more formal writing exercises during the additional workshop period, we will address critical difficulties and work to develop clear and vivid prose. We’ll talk about how to come up with ideas, work through evidence, and set out argument.

Professor: Julia Genster, English

Time Block: D+; CT
This course will focus on two major texts in the European literary tradition, Virgil's Aeneid and Dante's Commedia. The two are linked because Virgil is Dante's guide in his journey into Hell and up the mountain of Purgatory: he is the guide because Aeneid 6 describes an earlier trip to the underworld, but even more, because Dante has the whole Aeneid very much in mind throughout his own great poem. We will also look at a number of allusions to these works in English and American literature.

The required writing workshop for the course, which meets for 50 minutes before our regular class on Mondays, will pay special attention to paper writing and revision; it also emphasizes the function of writing in the learning process through informal, exploratory assignments and journal entries that encourage a closer examination of the course material.
Grammar Review and Composition  

This class emphasizes active control of German grammar, syntax, and vocabulary. Authentic literary texts, video and Internet materials will be discussed. Frequent oral presentations and compositions. One additional practice section per week in small groups will expand class materials. Recommended for pre-Tübingen students.

The workshop is optional and meets 50 minutes a week throughout the semester. We will focus on in-class writing, talk about organization, efficiency, ways to improve drafts, and avoid recurring errors. Students will be able to use this time to share specific problems they encounter in their writing, and individual coaching with the instructor will help in creating a "writing plan" to help with future essay assignments. No extra graded work will be assigned. In recognition of the extra time commitment, a record of participation will appear on the student’s transcript. Participants must register for both GER 21 01 and GER 21WW.

Prerequisites: German 4, or consent.

Professor: Saskia Stoessel, German  

Time block D; ARR
The Cultural Revolution in China

This course uses China’s Cultural Revolution as an entry point to discuss how history becomes meaningful and why historical meaning is constantly contested. We will study documentaries, novels, feature films, and political promulgations and examine how the ‘story’ of the Cultural Revolution has been told and retold. We will then survey the scholarship and see how it has changed along with the unfolding of debate about the Cultural Revolution. The participation of the WAC worship is required. The workshop will focus on developing skills of critical reading, and explore how the skills can make one a more effective writer.

Professor: Ya-Pei Kuo, History

Time block: 6+; ARR
Intermediate Italian II

Through the study of authentic readings and films, the curriculum for Italian 4 focuses on Italian history and society from the Fascist era through the Seventies. The course is designed to improve writing and conversational skills and to reinforce the basic linguistic knowledge acquired in Italian 001-003.

In the workshop students will use writing as a means to become more deeply engaged in the readings and films, develop critical thinking, and improve writing and discussion skills in Italian. No extra graded work will be assigned. The workshop will provide the opportunity to map ideas for compositions, engage in peer discussion of drafts, and have individual conferences with the instructor.

Participants must register for both IT 004A and IT 004WW. The writing workshop component requires an extra 50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the student’s transcript.

Professor: Patricia Di Silvio, Italian

Time Block: E+MW; EF

"Televisione per tutti al bar di paese, fine anni '50" (photo by Franco Pinna)
Composition and Conversation I  

This course aims to improve oral and written expression through the study of Italian history and society from the early eighties until today. Specific topics of current interest will also be studied, such as the phenomenon of the recent immigration and the Southern question. Emphasis on expanding vocabulary, reviewing advanced grammatical structures, learning to express and support opinions and improving analytical skills. Class discussions, oral presentations and debates, written assignments and tests, and a final exam. Conducted in Italian. Prerequisite: Italian 004 or equivalent, or consent.

**Texts:**  
Bartalesi-Graf, L'Italia dal fascismo ad oggi: Percorsi paralleli nella storia, nella letteratura e nel cinema (Guerra)  
Marco Mezzadri, Grammatica essenziale della lingua italiana con esercizi (Guerra)  
Dizionario inglese (Garzanti, coll. "I Garzantini")

**Italian 021WW — Composition and Conversation I Writing Workshop Option**

This workshop will pay special attention to students' analytical skills in Italian by emphasizing the planning and revision stages of writing. Students will use writing as a means to deepen their understanding of the course materials in an informal, interactive and small group setting. No extra graded work will be assigned. The writing workshop requires an extra 50 minutes of class time each week, and in recognition of the extra time commitment, a record of participation will appear on the student's transcript. Participants must register for both IT 21 and IT 21WW.

Professor: Daniela Bartalesi-Graf, Italian  
Time Block: F+, G+; W 12-12:50
Algebra is one of the main branches of mathematics. It has ancient roots, especially in Europe, India and China. Historically, algebra was concerned with the manipulation of equations and, in particular, with the problem of finding the roots of polynomials. This is the algebra that you know from high school. There are clay tablets from 1700 B.C. that show that the Babylonians knew how to solve quadratic equations. The solutions to cubic and fourth degree polynomial equations were solved in Italy during the Renaissance. About the time of Beethoven, a French mathematician Evariste Galois (who was killed at the age of twenty in a duel!) made the dramatic discovery that for polynomials of degree greater than four, no similar solution exists. To do this, the young Galois introduced the branch of mathematics known as group theory. This was not, of course, the end of the story. Algebra has continued its development to the present day most notably with the classification of finite simple groups and with Andrew Wiles' proof of Fermat's Last Theorem. The concept of a group is now one of the most important in mathematics. Roughly speaking, group theory is the study of symmetry. There are deep connections between group theory, geometry and number theory. Groups also play a central role in the attempts of physicists to describe the basic laws of nature. The goal of Math 145-146 is to describe the connection Galois discovered between group theory and the roots of polynomials. This is one of the most beautiful things in all of mathematics. Along the way we will introduce a number of fundamental concepts.

The (optional) writing workshop will focus on the reading and writing of proofs. Proofs are an essential part of upper level mathematics. Any result that one wants to claim needs to be validated by a process that starts with theorems and definitions already known and through a series of logical deductions ends up with the statement you want to prove. Each week we will spend the equivalent of one class period learning how to write proofs. The tools that you will learn in this way will be useful in courses in Math and related disciplines and will also help those who wish to improve their logical thinking skills.

A prerequisite for this course is Math 46, Linear Algebra.

Professor: Montserrat Teixidor i Bigas, Mathematics        Time Block: D+; DM
This course will cover the cognitive neuroscience of vision. This is an advanced seminar on the brain basis of vision, emphasizing how humans see the world. Topics may include sensory perception, object and face recognition, word perception, mental imagery, spatial cognition, attention, and timing and neuroimaging of brain systems for perception.

How do people attribute meaning to what they see? How do you recognize your best friend in a crowd of people? How do people learn to read written words? What is a visual feature? How do you know where an object is located? Studies of visual cognition attempt to answer such questions. Cognitive neuroscience investigates how specific parts of the human brain enable people to see the environment, meaningfully interpret visual images, and learn and remember about what they see. This course will examine the neural processes and representations used to perceive and categorize people, places, and things.

An optional writing workshop is offered (limited enrollment). In this workshop, you will develop critical thinking skills, explore more deeply concepts discussed in class, and learn how to develop and test hypotheses and theories about the brain basis of visual perception and cognition. The skills developed in the workshop will also help to develop your ideas and improve your thinking and writing on your term paper topic, as well as provide additional opportunities to polish drafts and obtain feedback throughout the project. There will be no extra graded work, but participation will likely improve your performance on the assigned coursework. The writing workshop will take an extra 50 minutes of class time weekly, and a record of participation will appear on the student's transcript.

Prerequisites
Psy 32 and one of the following: Psy 25, Psy 27, Psy 29, Psy 129, Psy 103, Psy 148, or Biology 134; or consent.

Professor: Haline Schendan, Psychology

Time Block: L+; NR
Intermediate Spanish

This course encourages the development of a large active vocabulary and a greater awareness of Spanish-speaking cultures. It aims at developing a level of language proficiency sufficient for survival in unusual or complicated situations. There will be regular lab assignments, compositions, class discussions, debates, and oral presentations. Students will participate in a regular 40-minute conversation group. In addition to reading about and discussing current events, we will read the novel *Mosen Millan*, by Ramón Sender, which deals with the Spanish Civil War. In the Writing Workshop, which is optional, students will have more opportunity to discuss the topics we have examined in class. They will also have the chance to talk about writing strategies in Spanish, and to evaluate what they are in the process of writing for the class. This will give both students and instructor an opportunity to get to know one another better. Students will be given individual attention in the revision of their compositions. This workshop is open to all students of Spanish 4.

Professor: Patricia Smith, Spanish

Time Block: I; GF
Advanced Composition for Heritage Learners

Development and expansion of reading and writing skills for students without formal training in the language but with ability to comprehend and speak Spanish due to their heritage. Study of grammar and stylistics, differences in regional dialects, vocabulary expansion and effective communication based on literary and cultural readings. Students will do oral presentations, four compositions with rewrite option, grammar quizzes, four exams on the readings and a 5-7 page research paper. Conducted in Spanish. Prerequisite: Spanish 21 or consent.

The Writing Workshop will help students to generate and develop ideas in writing to be effective communicators. Students will do informal writing assignments, peer editing, revisions of the work assigned in class and receive individual attention from the instructor.

The workshop meets for one extra hour each week during the C block on Tuesdays. A record of your participation will appear on the student’s transcript.

Professor: Marta Rosso-O’Laughlin, Spanish

Time Block: F+TR; CT

Don Quixote, P. Picasso
Staging History in Latin-American Theatre: Spanish 191D/191DWW

Identity and Nation-Building

Theater is often a reflection of social and political realities and in some cases a catalyst for shaping their discourse. We will examine the historical implications of dramatic texts from Peru, Mexico and Argentina insofar as they occur in the process of defining a national identity. Readings also include excerpts from historical narrative. Class discussion, oral presentation, mid-term and final exams, term paper. An optional Writing Workshop is offered with this course.

Prerequisite: Spanish 31 or 34, and 32 or 35, or consent

Spanish 191D WW

In this workshop we will explore the process of writing dramatic texts as well as analytical writing about theater, using material from the course and writing done during the workshop block. There is no extra work required. Peer evaluation, discussion and individual conferences with the instructor.

Students of Writing Workshop should also enroll in Spanish 191E.

Professor: Anne Lombardi Cantu, Spanish

Time Block: L+TR; W 12-1:15