

**Course Syllabus**  
**ENG 101: Academic Writing and Research**  
Section 099 TH 5:35-7:15pm Spring 2008  
Instructor: Kevin Brock ([kevin\\_brock@ncsu.edu](mailto:kevin_brock@ncsu.edu))

### **Course Description**

Intensive instruction in academic writing and research. Basic principles of rhetoric and strategies for academic inquiry and argument. Instruction and practice in critical reading, including the generative and responsible use of print and electronic sources for academic research. Exploration of literate practices across a range of academic domains, laying the foundation for further writing development in college. Continued attention to grammar and conventions of standard written English. Most sections meet in computer classrooms. Successful completion of ENG 101 requires a grade of C- or better. This course satisfies the first-year composition and rhetoric component of the General Education Requirements in Writing and Speaking.

**Prerequisite:** A grade of C- or better in ENG 100 or placement via English Department guidelines.

### **General Education Requirement Objectives**

Completion of ENG 101 fulfills the General Education Requirement (GER) for Writing, Speaking, and Information Literacy. Each course in this GER category will provide instruction and guidance that help students to:

1. communicate effectively in specific writing or speaking situations, which may include various academic, professional, or civic situations; and
2. understand and respond appropriately to the critical elements that shape communication situations, such as audience, purpose, and genre; and
3. critique their own writing or speaking and provide effective and useful feedback to enable other students to improve their writing or speaking; and
4. demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in writing or speaking activities.

### **ENG 101 Student Learning Objectives**

In keeping with the GER objectives, ENG 101 is specifically designed to help students:

1. Learn basic principles of rhetoric and develop an understanding of written texts as arguments generated for particular purposes, audiences, and rhetorical contexts.

2. Examine similarities and differences in forms of inquiry and writing across academic disciplines.
3. Practice analytical reading strategies and hone the ability to summarize, paraphrase, draw evidence from, synthesize, and respond to the scholarship of others.
4. Learn to find and evaluate print and electronic source materials appropriate for academic research projects.
5. Learn to develop original arguments for a range of academic purposes.
6. Practice critically evaluating their own and others' work and collaborating effectively with other writers throughout the writing process.
7. Practice and refine technical skills in areas such as grammar, mechanics, and the documentation of source materials.

### Required Texts

Anson, Chris, Robert Schwegler, and Marcia Muth. *The Longman Concise Companion*. Longman, 2007. ISBN: 0-321-43900-7. The price for a new copy is around \$40.

Kirscht, Judy and Mark Schlenz. *Engaging Inquiry: Research and Writing in the Disciplines*. Prentice Hall, 2002. ISBN: 0-13-011699-8. The price for a new copy is around \$45.

### Other Course Materials

*Electronic Reserve and Online Materials* : In addition to the regular textbooks, there will be several assignments that will be available on Electronic Reserve or online. Whenever there is an assignment available online or through the university's Electronic Reserve, you will be expected to print out that assignment, read it carefully, and bring it to class. Failure to bring a "hard" copy of such an assignment will adversely affect your homework and participation grades. (Even if your class is meeting in the computer classroom, you should bring a hard copy of any assigned reading material.)

*Notebooks*: Every student will be expected to keep a notebook dedicated solely to this course. **You should come to class each day prepared to take notes.** You should take notes during every class -- not just when I suggest it, but whenever we are discussing something important.

*Floppy Disks/CD's* : Since this class will meet in a computer classroom every Tuesday, you will need a floppy disk that you can use to bring your work to class -- and bring it home after class is over. I highly recommend you use a "hard" case to transport your disks to protect them from physical damage. It is your responsibility to make sure your disks are in working condition, and that your work does not become lost or unreadable.

Note that the computers we will be using in class have both floppy drives and CD burners. (Basically, you may use any format you wish; however, you are responsible for making sure that your work arrives in a complete and accessible condition.

*Online Access and Email:* Please be aware that you will need to have easy access to a computer with a word processor (preferably Microsoft Word-compatible), email capability, and internet access. You will also need to print various materials both for your own use and for use in class. It is your responsibility to make sure you have access to a working computer that allows you to complete the work for this course.

### **Course Requirements and Grading**

Project 1: Comparison of Popular and Academic Texts (10%)  
Project 2: Rhetorical Analysis of a Formal Observation Report in the Sciences (10%)  
Project 3: Experience-Based Theory Critique (15%)  
Project 4: Comparative Analysis of Two Interpretations of an Artistic Text (20%)  
Project 5: Literature Review (25%)  
Daily Participation (10%)  
Homework/In-Class Assignments (5%)  
Final Presentation (5%)

### **Attendance Policy**

Because of the collaborative and cooperative nature of the first year writing courses, class attendance is crucial. **In ENG 100 and 101 students who miss 9 or more 50-minute classes or 5 or more 100-minute classes will earn a grade of F.** That is, more than two weeks' worth of absences will result in failure to meet this element of the General Education Requirement, and you will need to repeat the course.

This policy does not distinguish between "excused" and "unexcused" absences, even in the case of emergencies. All absences will count toward the total number, and this policy obtains from the moment you are registered in the course. As is the case for all courses, students experiencing extended medical or family emergencies during the semester should consult with the instructor about seeking a medical drop.

The first two weeks of missed classes will be treated as excused absences, and you will be allowed to make up all course work missed. Instructors will establish make-up assignments, standards for evaluation of such assignments, and a reasonable period after the absence within which they must be turned in. If you fail to turn in make-up assignments or if the make-up assignments are of insufficient quality, your grade will be penalized. Because this policy includes all types of absences, those defined by the university as excused do not have to be cleared with the instructor beforehand.

No matter what the cause of the absences, as a student you are responsible for finding out what material was covered, getting notes, being prepared for class on the day you return, and turning in subsequent assignments on time. Since due dates for major assignments are established at the beginning of the semester, and since these projects are developed over a series of class periods, students are advised that submitting these projects late may result in penalties.

In addition, you should be prepared to come to class every day **on time**. There is a lot of material to be covered over the course of the semester, and every minute is important. Students who are **more than 15 minutes late** will be counted absent for that day.

### Paper Policies

In this course, you will write five major papers (in addition to various minor assignments, such as homework, journal, and reading assignments). For each paper that is due, a specific date will be assigned for the completion of a rough draft. The rough draft is an **essential part** of the writing process, and it will be used in class (most often in peer review), as well as occasionally turned in to me. All final drafts of papers turned in to me must be accompanied by rough drafts. You should never turn in the only copy of a paper. Make sure you have another copy, as well as a copy the paper saved on a disk or on the hard drive of your computer. Papers are due at the beginning of the class period on the due date.

### Criteria for Evaluation of Writing in English 100 and 101

Assignments in ENG 100 and 101 are designed to develop students' understanding of, and facility with, practices of critical reading and writing in academic communities. In evaluating students' formal written work, instructors look for a purposeful response to the audience and situation, a clear and logical argument, thoughtful use of textual evidence, and effective use of appropriate formal and stylistic conventions. These criteria are based on the ENG 100 and 101 course objectives, which support NC State's General Education Requirements for Writing, Speaking, and Information Literacy, and are grounded in the Outcomes for First-Year Composition adopted by the Council of Writing Program Administrators in 2000.

Successful writing in ENG 100 and 101 demonstrates critical thinking and rhetorical awareness in the areas described below. Instructors adapt these general criteria to the specifics of individual assignments when developing peer review guidelines, grading rubrics, and other course materials.

### Rhetorical Purpose

Effective writing exhibits clear awareness of the purpose, audience, and occasion for writing and responds to that rhetorical situation through appropriate choice of topic, genre, focus, and claim.

*Writing can accomplish a wide range of purposes, and written texts vary accordingly. Even within the domain of academic writing, the descriptive claim of an argument summary differs substantially from the evaluative claim of a critique, the interpretive claim of a literary analysis, or the informative claim of an experimental report. Students engaged in these varied types of writing must accommodate the rhetorical expectations of their intended audiences if they want to be heard by those audiences.*

### **Logic and Argument**

Effective writing makes a claim distinct from the claims of its source material and develops that claim thoroughly and logically.

*With the exception of basic summary assignments, academic writing tasks call for original and well supported argument. Effective arguments present a sufficient, reliable, and coherent body of evidence from text and/or non-text sources. Governed by a central controlling idea, strong writing allows the reader to easily follow the reasoning that supports the central claim and that links evidence to that claim.*

### **Textual Evidence**

When drawing on previous scholarship, effective writing demonstrates thoughtful response to the ideas of others, including judicious selection of sources, a well-founded understanding of those sources, and substantive integration of ideas and evidence from the sources into the writer's argument.

*In assignments that ask writers to build on prior research, successful academic writing relies on an accurate and intelligent reading of source materials and an appropriate assessment of the value and relevance of those sources for the rhetorical purpose. Effective writing represents source materials fairly; summarizes, paraphrases, and quotes accurately; and makes clear conceptual connections between the textual evidence and the writer's own claims.*

### **Formal and Stylistic Conventions**

Successful writing demonstrates effective use of genre and disciplinary conventions, including appropriate format, style, tone, documentation, and grammatical integration of evidence, and demonstrates facility with surface features, including syntax, grammar, punctuation, and spelling, so that the reader's experience with the text is uninterrupted.

*Successful writing demonstrates an understanding of what readers in a given academic or public community will expect in the choice of genre, style, tone, documentation, and grammatical conventions. Effective academic writing specifically requires strong technical handling of source material, including attribution, grammatical integration, and proper citation. Both academic and public audiences expect writing to follow the conventions of formal written English.*

## Late Papers

Papers submitted late will be penalized **one full letter grade for each calendar day** the draft is overdue until the paper reaches the grade of F. Please keep in mind that you must complete and turn in every assignment in the course in order to receive a passing mark. Therefore, you may not simply fail to turn in a paper (no matter how late it is) or other assignment. Rough drafts submitted late will receive no credit.

## Computer Classroom Policies

This course meets one day a week in a computer classroom. During these classes, each student has access to a computer with word processing, emailing, and internet capabilities. This course meets in a computer classroom (Tompkins 128) every Tuesday and a traditional classroom (Winston 012) every Thursday. Please make sure you come to the right room each day! Also, I ask that you adhere to the following guidelines when in the computer classroom:

1. Save all of your work on your own floppy disks, CD's, or portable "flash" drives. The computers get wiped clean after every class.
2. Do not download any software onto the computers.
3. Do not use the computers to play games, send personal email, use chat rooms, or view non-course related webpages.
4. Occasional printing of course related materials that you have personally written is allowed. However, your major projects and homework must be printed at home.
5. Tell me about any hardware or software problems right away so we can have them fixed.
6. The computer room may be locked when you arrive -- I'll let you in when I get there.
7. There is no food allowed within the computer classroom. This includes drinks!

If you fail to comply with these rules (especially #'s 2 and 3) you may be asked to turn off your computer for the day.

## Academic Integrity

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers, and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of

academic integrity whenever it occurs in written work, including drafts and homework, as well as for formal and final papers.

The NCSU Policies, Regulations, and Rules on Student Discipline ([http://www2.ncsu.edu/prr/student\\_services/student\\_conduct/POL445.00.1.htm](http://www2.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm)) sets the standards for academic integrity at this university and in this course. Students are expected to adhere to these standards. Plagiarism and other forms of academic dishonesty will be handled through the university's judicial system and may result in failure for the project or for the course.

See the Office of Student Conduct website for additional information about academic integrity: [http://www.ncsu.edu/student\\_affairs/osc/AIpage/acaintegrity.html](http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html).

### **Disability Services for Students**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653: [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/).

### **Additional Campus Resources**

#### **First-Year Writing Requirement**

For additional information about the First-Year Writing Requirement, see the program's website at <http://social.chass.ncsu.edu/fwp/index.html>

#### **Writing and Speaking Tutorial Services**

For help with any writing assignment, for any course, visit one of the free walk-in centers on campus. Writing Tutors are available through the University Tutorial Center in Leazar Hall, and in other locations on campus. For hours and further information, see [http://www.ncsu.edu/tutorial\\_center/writespeak.html](http://www.ncsu.edu/tutorial_center/writespeak.html).

#### **LOBO**

The Library Online Basic Orientation tutorial can be found through D.H. Hill Library's instruction page: <http://www.lib.ncsu.edu/risd/instruction/>.

#### **Ask a Librarian**

Visit <http://www.lib.ncsu.edu/risd/libref/> to learn how to reach the Reference Staff and D.H.Hill Library.

#### **Computing@ NC STATE**

Information about email accounts, printing, using electronic reserves, and other campus computing matters can be found at <http://www.ncsu.edu/it/essentials>.

## Course Calendar

Instructor Office Hours: Tompkins 111, MW 5:30-7:30, and by appointment.  
Office Phone (shared): 513-7758 - email is the best way to reach me.

Class meeting locations: T in Tompkins 128; H in Winston 012.

### *Course Introduction*

#### **Week 1**

1/10: Class policies and objectives.  
In Class: Writing sample (due during class).

#### *Unit I: Introduction to Academic Discourse*

#### **Week 2**

1/15: Introduction to academic texts &  
The writing process: reading and planning.  
Reading: *Longman* 1-11 & 98-107.  
Due: Out-of-class writing sample.  
Bring to Class: Detail sheet for Project 1: Comparison of Popular and Academic Texts.

1/17: Forms of inquiry in the disciplines &  
The writing process: defining purpose, drafting, and reading critically.  
Reading: *Engaging Inquiry* 1-7 & *Longman* 11-22, 33-38.  
In Class: Examining different writing styles.

#### **Week 3**

1/22: Examining academic writing &  
The writing process: revising and editing.  
Reading: *Longman* 22-33, 38-47.  
In Class: Workshop on revision.

1/24: PROJECT ONE DRAFT DUE.

Due: Peer review commentary (at end of class).  
In Class: Peer review.  
Project 1 drafts will be taken up afterwards for additional commentary.

#### *Unit II: Inquiry in the Sciences*

#### **Week 4**

1/29: Forms of inquiry in the sciences.  
Reading: *EI* 11-16; Wilson, "Storm over the Amazon," *EI* 69-79.  
In Class: Small group exercise. Complete Inquiry 1.1.



1/31: PROJECT ONE FINAL DUE. Scientific observation and objectivity & The writing process: writing the thesis and drafting.  
Reading: Caldicott, "The Greenhouse Effect," *EI* 490-502; Ray and Guzzo, "Greenhouse Earth," *EI* 502-513.  
Due: Inquiry 1.1; Response to question (1-1.5 pages): how do the articles by Caldicott, Ray, and Guzzo address their subject, and do they do so in a "scientific" manner?  
Bring to class: Detail sheet for Project 2: Rhetorical Analysis of a Formal Observation Report in the Sciences.  
In Class: Group assignment - complete Inquiry 1.2 (*EI* pp. 17-20).

### **Week 5**

2/5: Introduction to [Library Online Basic Orientation \(LOBO\)](#) & The writing process: language and audience & In-class library tour activity.  
Reading: *EI* 16-31 & *Longman* 52-63.

2/7: Examining the formal observation report.  
Reading: Quinn, "Coyote Food Habits," *EI* 89-96; Martin, et al., "Adverse Effects of Hyposalinity," *EI* 97-103.  
In Class: Recognition of formal observation report components & Library tour presentations.

### ***Unit III: Inquiry in the Social Sciences***

### **Week 6**

2/12: Forms of inquiry in the social sciences.  
Reading: *EI* 111-121, Bennett, "Apathy in Political Theory and Political Behavior," *EI* 226-249.  
Due: Answer questions 1-6, p. 250.

2/14: PROJECT TWO DRAFT DUE.  
Due: Peer review commentary (at end of class).  
In Class: Peer review.  
Project 2 drafts will be taken up afterwards for additional commentary.

### **Week 7**

2/19: Subjectivity and selectivity & Electronic drafting and revision.  
Reading: Madison, "Federalist #10," *EI* 219-225; Rimmerman, "Theoretical Perspectives on the New Citizenship," *EI* 250-264.  
Due: Write a 1.5-2 page critique of either Madison or Rimmerman's argument based on the opposing argument.  
Bring to class: Detail sheet for Project 3: Experience-Based Theory Critique and electronic copy of Project 2 draft.  
In Class: Examination of potential computer revision methods.

2/21: PROJECT TWO FINAL DUE. Reading to learn social science writing technique.  
Reading: Allport, "The Formation of In-Groups," *EI* 170-186; Markstrom-Adams, "Attitudes on Dating, Courtship, and Marriage," *EI* 188-202.  
Due: Inquiry 3.4A (*EI* pp. 121). Answer all seven questions as they pertain to Allport's essay.

### **Week 8**

2/26: Reading theory as argument.

Reading: Shklar, "Obligation, Loyalty, Exile," *EI* 283-298; Reading: Orr, "Ecological Literacy," *EI* 299-308.

Due: Inquiry 3.4A, answering the questions as they pertain to either Shklar's or Orr's essay.

2/28: The writing process: citations and plagiarism.

Reading: *Longman* 179-186.

Bring to class: Copies of Project 3 sources.

In Class: Discussion of Project 3 sources, evaluation of citation strategies, and how to avoid plagiarizing.

### **Week 9**

3/4: No Class (Spring Break).

3/6: No Class (Spring Break).

### **Week 10**

3/11: PROJECT THREE DRAFT DUE.

Due: Peer review commentary (at end of class).

In Class: Peer review.

(NOTE: Wednesday 3/12 is the last day to drop a course.)

3/13: Reading theory as argument, continued.

Reading: DuBois, "Of Our Spiritual Strivings," *EI* 203-209; "Of Mr. Booker T. Washington and Others," *EI* 209-218.

Due: Inquiry 3.4A, answering all questions in regards to only ONE of the two DuBois essays.

### *Unit IV: The Humanities*

### **Week 11**

3/18: PROJECT THREE FINAL DUE. Forms of inquiry in the humanities & Examining online databases and academic source strategies.

Reading: *EI* 323-328.

In Class: Introduction to evaluating online databases and sources.

Bring to class: Detail sheet for Project 4: Interpretation of a Persuasive Text.

3/20: Close reading in the humanities &  
Citing electronic sources.  
Reading: *EI* 330-341; Fish, "How to Recognize a Poem When You See One," *EI* 365-376.

### **Week 12**

3/25: Establishing an interpretive context.  
Reading: Mailloux, "Interpretation," *EI* 377-390; Sontag, "Against Interpretation," *EI* 392-400.  
Due: Write a 1.5-2 page response to Mailloux's essay.

3/27: PROJECT FOUR DRAFT DUE. Interpretation and evaluation.  
Due: Peer review commentary (at end of class).  
In Class: Peer review.

### **Week 13**

4/1: Defining research needs &  
Developing a research strategy &  
Conducting literature searches.  
In Class: LOBO module on defining research needs &  
LOBO module on developing a research strategy.  
Bring to class: Detail sheet for Project 5: Literature Review.

### *Unit V: Critical Applications*

4/3: PROJECT FOUR FINAL DUE. Introduction to critical applications &  
The writing process: quotations and transitions.  
Reading: *EI* 349-359; Bell, "Everybody Hates to Write," *EI* 446-455; *Longman* 127-140.  
In Class: Draft strategies.

### **Week 14**

4/8: Introduction to the literature review &  
The writing process: revisiting citations and plagiarism.  
In Class: Evaluating citation strategies and how to avoid plagiarizing.  
Bring to class: Potential sources for Project 5.

4/10: PROJECT FIVE TOPICS DUE. Preparing the bibliography for Project 5 &  
Examining the literature review.  
In Class: Examining a student-written literature review &  
Discussion of annotated bibliographies and final presentations.

### **Week 15**

4/15: Examining the literature review, continued.  
Reading: P. Terenzini et al., "Students' Out-of-Class Experiences and Their Influence on Learning and Cognitive Development: A Literature Review" (available online through NCSU library reserves).

In Class: Re-examining electronic citations &  
LOBO module on conducting the search.

4/17: PROJECT FOUR OUTLINE & BIBLIOGRAPHY DUE. Individual student  
conferences in lieu of class.  
Remember your scheduled time!

**Week 16**

4/22: PROJECT FOUR DRAFT DUE.  
In Class: Peer review.  
Due: Peer review commentary.

4/24: In-class revision.  
In Class: Project 5 revision &  
Final presentation preparation.

**Week 17**

PROJECT FIVE FINAL DUE. Meeting in Winston 012.  
Final exam period: 4/29, 6pm-9pm.  
In Class: Final presentations.