

ENG 101: Academic Writing and Research

Section 092 - Spring 2010

Instructor: Kevin Brock

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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 Program Objectives

Writing is a powerful way of understanding ourselves and the world in which we live. It is through writing that the various disciplines and professions define the knowledge and methodologies that characterize them. Mastery of writing and information skills is central to engaging in the productive life of academic and professional communities.

Completion of ENG 101 fulfills the General Education Program (GEP) requirement Introduction to Writing. The required course in this category will provide instruction and guidance that help students to:

- write effectively in specific situations, which may include various academic, professional, or civic situations, and
- understand and respond appropriately to the critical elements that shape written communication situations, such as audience, purpose, and genre, and
- demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in written communication.

Required Texts

Miller-Cochran, Susan, and Rochelle L. Rodrigo. *The Wadsworth Guide to Research*. Cengage, 2009. ISBN: 1-413-03032-7. The price for a new copy is around \$40.

Ward, Dean and Elizabeth Vander Lei. *Real Texts: Reading and Writing Across the Disciplines*. Longman, 2008. ISBN: 0-321-31743-2. 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 - or an electronic version thereof - 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: Even though you will be bringing your laptop with you to each class meeting, it is strongly recommended that you possess (and bring with you!) some sort of backup device to prevent the possible loss of your work if your hard drive ever were to fail you. Backup devices include flash drives, rewritable CDs, or some networked space that you can upload your work to (whether on your NCSU account or elsewhere).

Online Access and Email: Please be aware that you will need to have easy access outside of class 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.

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.

Course Requirements and Grading

- Project 1: Research Project Proposal (15%)
- Project 2: Field Research Report (20%)
- Project 3: Annotated Bibliography (15%)
- Project 4: Critical Research Essay (30%)
- Daily Participation (10%)
- Homework/In-Class Assignments (5%)
- Final Presentation (5%)

Attendance Policy and Participation

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.

In regards to in-class participation: attendance itself is not a measure of participation in class activities. Participation grades are determined by substantive input into class discussions (with the instructor and, more importantly, fellow students) and other activities, whether class-wide or in smaller group settings. Similarly, simply voicing an opinion is not participating. Instead, students should seek to provide relevant commentary on focused discussion topics.

Paper Policies

In this course, you will write four 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.

All assignments must be typed, double-spaced, in Times New Roman 12-point font.

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 for the course. 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.

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.

Areas of Evaluation

- Rhetorical Purpose
- Logic and Argument
- Textual Evidence
- Formal and Stylistic Conventions

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.

Computer Policies

This course meets in a computer-friendly classroom. I ask that you adhere to the following guidelines when in class:

1. Do not use the computers to play games, send personal email, use chat rooms, or view non-course related webpages.
2. Tell me about any hardware or software problems right away so we can have them fixed.
3. The computer room may be locked when you arrive – I'll let you in when I get there.
4. There is no food allowed within the classroom. This includes drinks!

If you fail to comply with these rules (especially #s 1 and 4) you may be asked to turn off your computer for the day.

Directed Self-Placement and Self-Assessment

Students should consult NCSU's Directed Self-Placement information to determine whether they should take ENG 100 before enrolling in ENG 101. If you have not yet taken the First-Year Writing Program's self-assessment for placement into ENG 100/101 or FLE 100/101, take the self-assessment at http://english.chass.ncsu.edu/undergraduate/first_year_writing/self_assessment. If you believe you should be enrolled in a different course than the one you are currently enrolled in, discuss your placement with your instructor or advisor immediately.

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 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/Alpage/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/.

Course Calendar

Course Introduction

Week 1

M: Class policies and objectives.

In Class: Writing sample (due during class).

T: Understanding a writer's choices.

Reading: *Real Texts* (RT) 1-14.

Due: Out-of-class writing sample.

Unit I: Reading, Writing, and Rhetorical Choice

H: Understanding how a writer persuades readers.

Reading: RT 15-28.

In Class: Advertisement exercise.

F: Analyzing rhetoric.

Reading: Clinton, "Speech," RT 35-37; McGiness, "Apologizing to Friends," RT 41-45.

Due: Response to the two readings and their subject (1 page): what are your thoughts on Clinton's apology and the surrounding scandal?

Week 2

M: No Class (Martin Luther King, Jr. Day).

T: Exploring the research process: reading and planning.

Reading: Wadsworth 5-14.

Bring to Class: Detail sheet for Project 1: Research Project Proposal.

In Class: Brainstorming project topics.

H Exploring the research process: processes and rhetorical situations.

Reading: Wadsworth 15-29.

F: Scrutinizing authors' intent.

In Class: Examining different writing styles.

Week 3

M: Breaking down writing structures and situating the author in research.

Reading: Wadsworth 35-47.

Bring to Class: At least one potential source for Project 1.

In Class: Discussion - "What is academic writing?"

T: Introducing ourselves to library research and Library Online Basic Orientation (LOBO).

In Class: Exploring LOBO.

H: Examining the library's physical resources.
In Class: Library tour activity.
Due: 3-4 source citations for Project 1 with a paragraph explaining the potential use of each for the project.

F: Exploring research avenues and considering academic focus.
Reading: Wadsworth 75-88.
In Class: Library tour reports.

Unit II: Analyzing People and Culture

Week 4

M: Selecting and integrating evidence.
Reading: Wadsworth 195-202.
In Class: Collaborative exploration of how to use selected sources for Project 1.

T: Exploring academic communities and writing: zombies.
Reading: Littlewood and Douyon, "Clinical Findings in Three Cases of Zombification," *The Lancet* 350.9084 (1997): 1094-1096. Available via Academic Search Premier
Gibron, Popmatters.com, "Why We Love Zombies"
BBC News, "The Disease That Makes People Zombies"
Slattery, PC World, "Facebook Virus Turns Your Computer into a Zombie"

H: Understanding ourselves as reviewers.
In Class: Preparation for peer review and criticism.

F: Learning the writing process: refining academic writing.
Reading: Wadsworth 113-125.

Week 5

M: PROJECT ONE DRAFT DUE. Electronic drafting and revision.
Due: Peer review commentary (at end of class).
Project One drafts will be collected afterwards for additional commentary.

T: Exploring relationships between texts: music videos.
In Class: Synthesizing research data.

Unit III: Reporting Knowledge

H: Considering scientific observation, objectivity, and subjectivity.
Reading: Patterson and Kaufman, "Bowling for Democracy," RT 215-217; Conway and Toenniessen, "Feeding the world in the twenty-first century," RT 312-323.
Due: Respond to the following questions (1.5-2 pages):
1. How do these authors approach their subject matter differently?
2. What sort of audience are the writers of each article writing towards?
3. What strengths and weaknesses do you see in each article based on what you've noted so far?

F: PROJECT ONE FINAL DUE.
Bring to Class: Detail sheet for Project 2: Field Research Report.
In Class: Group brainstorming of methods of gathering & categorizing knowledge.

Week 6

M: Comparing approaches to knowledge-gathering.
Reading: RT 286-287; Van Marion, "The Politics of Cohabitation," RT 288-295; Wadsworth 93-105.
Due: Response (1.5-2 pages) to Van Marion's conclusions: do you agree or disagree with the analysis provided? Is there anything you would do differently? What did Van Marion overlook?
In Class: Establishing fundamental primary research parameters.

T: Gathering an argument and perspective to promote.
Reading: Wadsworth 173-190.
In Class: Exploring approaches to analyzing and presenting research.

H: Individual meetings in lieu of class (remember your scheduled time!).
Bring to meeting: Brainstormed/rough ideas for modified project focus and knowledge-gathering means (1-2 pages) along with materials related to research methods (interview questions/survey draft/etc.).

F: Individual meetings in lieu of class (remember your scheduled time!).
Bring to meeting: Brainstormed/rough ideas for modified project focus and knowledge-gathering means (1-2 pages) along with materials related to research methods (interview questions/survey draft/etc.).

Week 7

M: Organizing data and designing documents.
Reading: Wadsworth 129-137.
In Class: Examining the structural and visual layouts of past readings.

T: Exploring how a writer's approach influences reader reactions: consumerism.
Reading: Ryssdal, interview with Benjamin Barber, *American Public Media*, "Marketplace: Consumed with Consumption"
House, First Unitarian Church of Rochester, "The Religion of Consumerism"
Reason.tv, "Nanny State 2008"

H: Personalizing research.
Reading: Sagar, Daemmrlich, and Ashiya, "The tragedy of the commoners," RT 337-344.
In Class: Discussing the larger scope & significance of academic research.

F: Synthesizing knowledge.
Reading: VanderGoot, "A Case History," RT 431-439.
Due: Respond to the following questions (1.5-2 pages):
1. Why do you think VanderGoot organizes her information the way she does in each of these texts?
2. How do these different organizations affect the manner in which we mentally process the data provided?
3. How do these texts compare to more quantitative interpretations of data? What sorts of problems arise from the less statistical "qualitative" analyses?

Week 8

M: Extrapolating understanding.

Reading: McDaniel and Robertson, "Profile," RT 174-177.

In Class: Examining "favored" texts.

T: Exploring online discourse communities.

Due: Updated account of research methods and data collected (1.5-2 pages).

Unit IV: Collecting and Synthesizing Research

H: PROJECT TWO DRAFT DUE.

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

In Class: Peer review.

Project Two drafts will be taken up afterwards for additional commentary.

F: Learning the writing process: constructing academic citations.

In Class: Evaluation of citation strategies.

Week 9

M: Dissecting academic discourse: the superhero(ine).

Reading: Siegel and Shuster, "Superman," Superman 1.1 (1938): 1-2

'Morpheus Reloaded,' Playahata.com, "Beyond Politics: Black Politics, White Minds, and the X-Men"

O'Reilly, "The Wonder Woman Precedent: Female (Super)Heroism on Trial," Journal of American Culture 28.3

(2005): 273-283. Available via Academic Search Premier

(NOTE: This is the last day to drop a course.)

T: Reassessing existing knowledge.

In Class: Examining the bibliographies of previous readings &

Considering how the overall project has shifted in focus since its outset.

H: Learning the writing process: plagiarism.

Reading: Wadsworth 139-153.

In Class: Discussion of strategies to avoid plagiarizing.

F: PROJECT TWO FINAL DUE. Refining research needs.

Bring to Class: Detail sheet for Project 3: Annotated Bibliography.

Week 10

No Class (Spring Break).

Week 11

M: Conducting literature searches.

Bring to class: Copies of 2-3 potential Project 3 sources.

In Class: LOBO module on developing a research strategy.

T: Recognizing the appropriate uses (and the potential misuses) of sources.

In Class: Examining context and source usage in a selection of texts.

H: Forming a more critical mindset of source materials.

Reading: Schele and Miller, "Bloodletting," RT 142-155.

F: Re-examining the role of research in academic writing.

Reading: Terenzini et al., "Students' Out-of-Class Experiences and Their Influence on Learning and Cognitive

Development: A Literature Review." Available via NCSU Library Online Catalog (Update: Available via Bnet's Findarticles.com)

Week 12

M: Recognizing roles within a global(ized) community.

Reading: Kadri, Seattle Post-Intelligencer, "Globalization Digs Deeper into Work Force"

Ernst & Young, "Developing a Global Workforce in Changing Times" (pages 13-20)

Brandel, Computer World, "The World Gets Smaller Still"

In Class: Considering the growth of careers/industries.

T: PROJECT THREE DRAFT DUE.

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

In Class: Peer review.

H: No Class (Spring Holiday).

F: No Class (Spring Holiday).

Unit V: Recommending Action and Reevaluation**Week 13**

M: Revisiting writing styles and rhetorical contexts.

T: Integrating sources into writing.

Reading: Layne, "Kant or Cant," RT 186-202.

Due: A 1.5-2 page response to Layne's argument. First, summarize the manner in which he criticizes democratic peace theory. Do you agree or disagree with his conclusions? What example(s) would you use to provide a more updated account of the argument for or against democratic peace theory?

H: Strengthening control of contributions to the academic 'conversation.'

Reading: Sheehan, "The Insurance Industry," RT 325-333.

F: PROJECT THREE FINAL DUE.

Bring to class: Detail sheet for Project 4: Critical Research Essay.

In Class: Establishing relationships between sources to build a stronger argument.

Week 14

M: Reevaluating integrated information.

Reading: Correll, "Constraints into Preferences," RT 269-284.

Due: Write a 1-1.5 page response to Question 3, RT 284.

T: Individual meetings in lieu of class (remember your scheduled time!).

H: Individual meetings in lieu of class (remember your scheduled time!).

F: Examining student contributions to academic conversations.

In Class: Analysis of at least one student-composed text from beyond the bounds of our classroom.

Week 15

M: Refining the appropriate approach(es) to addressing one's audience

Reading: Smyth and Helm, "Focused Expressive Writing," RT 448-454; Wadsworth 207-221.

T: Communicating verbally & speaking effectively.

In Class: Brief presentations on evolution of project topics.

H: Communicating verbally & speaking effectively continued.

In Class: Brief presentations on evolution of project topics.

F: Scrutinizing body gesture as communication and body image as social commentary.

Reading: Dittmar, Halliwell, and Ive, "Does Barbie Make Girls Want to Be Thin? The Effect of Experimental Exposure to Images of Dolls on the Body Image of 5- to 8-Year-Old Girls," *Developmental Psychology* 42.2 (2006): 283-292. Available via Academic Search Premier

Pope and Olivardia, "Evolving Ideals of Male Body Image as Seen Through Action Toys," *International Journal of Eating Disorders* 26.1 (1999): 65-72. Available via Academic Search Premier

Dove, "Evolution"

Ryden, "Saint Barbie"

Week 16

M: Expanding the critical focus beyond the classroom.

Reading: Steelcase, "One Common Purpose," RT 464-479; Steelcase, "Leap Chair Advertisement," RT 492-493.

T: Expanding the critical focus beyond the classroom, continued.

Reading: Steen, "Safe Haven Marketing Campaign," RT 483-491.

H: PROJECT FOUR DRAFT DUE.

In Class: Peer review.

Due: Peer review commentary.

F: In-class revision & review.

In Class: Project 4 revision.

Week 17

PROJECT FOUR FINAL DUE. Individual meetings in Tompkins G116A.

Final exam period: W, 8:00-11:00am.