

ENG 101: Academic Writing and Research

Section 052 - Summer 2011

Instructor: Kevin Brock

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 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

Rosenwasser, David, and Jill Stephen. *Writing Analytically*. 6th ed. Boston: Wadsworth, 2011. Print.

- This text can be found new for anywhere from \$55-70. (Due to its recent publication, it is highly unlikely you'll find a used copy of this edition of the book.)

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 101 students who miss 7 or more classes will earn a grade of F.** That is, more than a full week's 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

Mon. 5/23: Class policies and objectives.

- In Class: Writing sample (due during class).

Unit I: Reading, Writing, and Rhetorical Choice

Tues. 5/24

- Reading: *Writing Analytically* (WA), pp. 5-19.
- Due: Out-of-class writing sample.
- In Class: Discussion of rhetorical appeals; critical reading exercise.

Wed. 5/25

- Reading: Patterson and Kaufman, "Bowling for Democracy."
- Due: 1-1.5 page (500 words equivalent) summary & analysis of major argument provided in reading.
- In Class: Discussion of Project 1 goals & how to achieve them.

Thurs. 5/26

- Reading: WA, pp. 23-35
- In Class: Examining a variety of writing styles (through short pieces).

Fri. 5/27

- Reading: WA, pp. 36-50.
- Reading: Roberts, "The Cult of Kindle and the Myth of Digital Utopia."
- Due: 1.5-2 page (500-750 words equivalent) analysis of and response to argument provided in reading.
- In Class: discussion of preparations for drafting Project 1, including information about considering and structuring an argument.

Week 2

Mon. 5/30: No Class (Memorial Day).

Tues. 5/31

- Reading: WA, pp. 53-70.
- Due: Have access to (via link to Youtube or the like) a movie trailer that you'd be willing to share with the class - you may be called upon to email that link to me for in-class use.
- In Class: Applying reading to movie trailers.

Unit II: Understanding and Practicing Analysis

Wed. 6/1

- Reading: WA, pp. 70-82.
- Reading: Morpheus Reloaded, "Beyond Children of the Atom: Black Politics, White Minds, and the X-Men."
- Due: 1.5-2 page (500-750 words equivalent) analysis of the main argument provided in the "X-Men" reading, focusing on the methods addressed in the WA reading.
- Discussion of effective peer review techniques.

Thurs. 6/2

- Due (at the end of class): Project 1 draft.
- In Class: Peer review.

Fri. 6/3

- Reading: WA, pp. 85-94.
- Due: Freewriting (1 page; 300 words equivalent) on a potential source for Project 1, using the methods described in WA reading.
- In Class: Discussion of MLA citation style.

Week 3

Mon. 6/6

- Reading: WA, pp. 317-332.
- Due: 1-1.5 page (500 words equivalent) reflection on your writing so far for Project 1 and the overall project idea you currently have in mind - what conventions and approaches do you think you're using in your Project 1 draft, and which are you most likely to use as we continue through the course?
- In Class: LOBO (Library Online Basic Orientation) - introduction to the library's web interface.

Tues. 6/7

- Reading: WA, pp. 333-347.
- In Class: LOBO - exploring relevant scholarly databases.

Wed. 6/8

- Due: Project 1 - final draft.
- In Class: Discussion of Project 2 goals & how to achieve them.

Unit III: Reporting Knowledge

Thurs. 6/9

- Reading: WA, pp. 114-129.
- Due: 1.5-2 page (500-750 words equivalent) analysis of "Self-Deprecation on Late-night Television"; using the critical questions noted at the bottom of p. 116 ("How is the argument presented, and why is it presented in this way?"), provide an analysis of/response to the argument made by Whiston.

Fri. 6/10

- Individual meetings in lieu of class (remember your scheduled time!). These meetings will take place in my office in Ricks Hall Addition.
- 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 4

Mon. 6/13

- Individual meetings in lieu of class (remember your scheduled time!). These meetings will take place in my office in Ricks Hall Addition.
- 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.).

Tues. 6/14

- Reading: WA, pp. 165-177.
- In Class: Incorporating first-hand research into our writing.

Wed. 6/15

- Reading: WA, pp. 177-189.
- In Class: LOBO - maximizing source collection and use.

Thurs. 6/16

- Reading: Littlewood and Douyon, "Clinical Findings in Three Cases of Zombification."
- Due: 1-1.5 page (500 words equivalent) analysis of the use(s) of evidence included in this article and how that evidence supports the conclusions drawn by the authors.
- In Class: Discussion of APA & CSE citation styles.

Fri. 6/17

- Reading: Eijkman, "Academics and Wikipedia: Reframing Web 2.0+ as a Disruptor of Traditional Academic Power-Knowledge Arrangements."
- Due: Provide a 1-1.5 page (500 words equivalent) analysis of the use(s) of evidence included in this article and how that evidence supports the conclusions drawn by the author.
- In Class: Examining the results collected from an example survey.

Week 5

Unit IV: Collecting and Synthesizing Research

Mon. 6/20

- Due (at the end of class): Project 2 draft.
- In Class: Peer review.

Tues. 6/21

- Reading: Skilton, "Getting the Reader to 'I Get It!': Clarification, Differentiation, and Illustration."
- In Class: Discussion of plagiarism & avoidance/evaluation thereof.

Wed. 6/22

- Reading: Richards, "Drawing out Information - Lines of Communication in Technical Illustration."
- Due: 1.5-2 page (500-750 words equivalent) analysis of either "Drawing out Information" or "Getting the Reader to 'I Get It!'" - how does the author of the article you've chosen to look at position the existing argument against traditions/conventions of argumentation within the field being discussed?

Thurs. 6/23

- Reading: WA, pp. 191-205.
- Due: 1-1.5 page (500 words equivalent) response to WA p. 205, Assignment #1. If you are using examples from online sources, please provide links to those sources within your response.

Fri. 6/24

- Due: Project 2 - final draft.
- In Class: Discussion of Project 3 goals and how to achieve them.

Week 6

Mon. 6/27 - Wed. 6/29: No Class (Summer holiday)

Thurs. 6/30

- Reading: WA, pp. 207-224.
- Due: 1-1.5 page (500 words equivalent) freewriting exercise on some significant idea related to your topic, using 10-on-1 method, with WA p. 225 assignment serving as a guide.

Fri. 7/1

- Reading: WA, pp. 267-281
- In Class: Bring with you (or have accessible) the sources you used for Projects 1 & 2

Week 7

Mon. 7/4: No Class (Independence Day)

Tues. 7/5

- Reading: Terenzini et al., "Students' Out-of-Class Experiences and Their Influence on Learning and Cognitive Development: A Literature Review."
- In Class: Breaking down a literature review.

Wed. 7/6

- Due: Project 3 draft.
- In Class: Peer review.

Thurs. 7/7

- Reading: Sagar, Daemrich, and Ashiya, "The Tragedy of the Commoners: Biotechnology and Its Publics."
- Due: 1.5-2 page (500-750 words equivalent) description of one potential way that this topic/argument could be provided to a public audience (how would this reading need to be 'translated'?)

Fri. 7/8

- Reading: Conway & Toenniessen, "Feeding the World in the Twenty-first Century."
- Due: 1-1.5 (500 words equivalent) analysis of your writing for yesterday (7/7). How does today's reading affect the solution you proposed as a potential translation of "The Tragedy of the Commoners" for a public audience?

Week 8

UNIT V: Recommending Action and Re-evaluation

Mon. 7/11

- Due: Project 3 - final draft
- In Class:
 - Discussion of Project 4 goals and how to achieve them
 - Analysis of Paired Introductions & Conclusions

Tues. 7/12

- Reading: Cantor, "The Simpsons: Atomistic Politics and the Nuclear Family."
- Due: 1-1.5 page (500 words equivalent) analysis of the action being suggested through the reading. What is the author's purpose in providing this examination of The Simpsons cartoon?

Wed. 7/13

- Reading: Gillis, Lang, Norris, and Palmer, "Electronic Plagiarism Checkers: Barriers to Developing Academic Voice."
- Due: 1-1.5 page (500 words equivalent) response to the course(s) of action suggested through the reading. Explore at least one way in which others could act and how the issue would need to be re-examined as a result.

Thurs. 7/14

- Reading: Bogost, "Comparative Video Game Criticism."
- In Class: Discussion of how/where we recognize our own positions within the fields we are studying & writing about.

Fri. 7/15

- In Class: Exploring potential trajectories of action through source analysis (Bring to class, or have accessible during class, potential sources for Project 4)

Week 9

Mon. 7/18

- In Class: Discussion of effective methods for public speaking.

Tues. 7/19

- Reading: Wahlqvist, "New Nutrition Science in Practice."
- Due: 1.5-2 page (500-750 words equivalent) analysis of the potential methods and possibilities for action anticipated by the author. How does this set of ideas reflect the likely (and unlikely) trajectories to be taken by other scholars in the field?

Wed. 7/20

- Reading: Zsolnai, "Transatlantic Business Ethics."
- Due: 1-1.5 page (500 words equivalent) reflection on the discourse that you've seen take place within the field in which you've been writing for this course: how do scholars & professionals talk to one another? What kind of persuasive efforts do they take to promote their ideas?

Thurs. 7/21

- Individual meetings in lieu of class (remember your scheduled time!). These meetings will take place in my office in Ricks Hall Addition.

Fri. 7/22

- Individual meetings in lieu of class (remember your scheduled time!). These meetings will take place in my office in Ricks Hall Addition.

Week 10

Mon. 7/25

- In Class: Brief presentations on Project 4 topics & goals.

Tues. 7/26

- In Class: Brief presentations on Project 4 topics & goals.

Wed. 7/27

- Reading: Ernst & Young, Global Review 2009 - "Developing a Global Workforce in Changing Times."

Thurs. 7/28

- Reading: Steelcase, Leap Chair minisite - "Why Leap?"
- Reading: Steelcase, "Leap Productivity and Health Impact Study."

Fri. 7/29

- Due: Project 4 draft.
- In Class: Peer review.

Week 10.5

Mon. 8/1

- In Class: Draft Workshop.

Tues. 8/2

- No Class (Brock will be in office for draft consultations).

Wed. 8/3

- No Class (Brock will be in office for draft consultations).

Exam Day

Fri. 8/5

- In Class: Final conferences (Ricks Hall Addition).
- Due: Project 4 - final draft.