

COURSE ACTION DOCUMENTATION

ENG 101 Academic Writing and Research

9-6-02/REVISED 5-14-03 for GER Assessment Pilot

Course Justification

Required of all freshmen (see NOTE below), ENG 101 is the first step in meeting the University's general education goals for Writing and Speaking. The course provides a focused introduction to writing in the academic community and a coherent foundation for subsequent writing practice as students advance through the university curriculum. ENG 101 introduces the rhetorical concepts, critical reading strategies, analytical writing strategies, and library research skills needed to engage in basic academic literacy tasks and to support continued development of writing skills in college.

NOTE: Students with exceptionally high placement scores will be exempt from the requirement. Placement criteria for the new freshman English courses will be submitted to the UAOC in Fall 2002 after a review of pertinent measures. The threshold for placing students into 101 will be set slightly higher than the mark used for the former 111-112 sequence. A new course, ENG 100, will serve as prerequisite to 101 for students whose scores do not reach that mark--thus preserving a two-course sequence of instruction for students who are less advanced, ensuring that all students receive adequate preparation in writing in their freshman year.

Proposed Revisions

The proposed revision is the creation of new learning outcomes and means of assessing those outcomes to meet the new GER objectives as set forth by the CUE.

Student Learning Outcomes ***

Students should be able to

1. Identify basic rhetorical principles and apply those principles in analyzing sample written texts as models, in evaluating their own developing texts in order to revise, and in evaluating the texts of other students to provide feedback for revision.
2. Examine similarities and differences in forms of inquiry and writing across academic disciplines, and apply these disciplinary conventions in their own written work.
3. Comprehend and analyze source materials in order to critique and respond to others' ideas; select and integrate evidence from scholarship into original arguments; and paraphrase, summarize, and cite sources appropriately as needed in their own writing.
4. Find and evaluate print and electronic source materials appropriate for academic research projects.
5. Develop original arguments for a range of academic purposes.
6. Evaluate their own and others' work and collaborate with other writers throughout the writing process.
7. Demonstrate competent use of grammar, mechanics, and documentation of source materials in their own written work.

Enrollment for the Last Five Years (ENG 111)

Annual enrollments in ENG 101 will be comparable to those in the previous ENG 111. However, ENG 101 students will be distributed evenly across Fall and Spring semesters.

Academic Year	FALL	SPRING	SUMMER	TOTAL
1997-98	2695	548	181	3424
1998-99	3091	575	184	3850
1999-2000	3022	557	156	3735
2000-01	3111	526	143	3780
2001-02	3104	487	146	3737

Resources

No new faculty are needed. English courses at the 100-level are taught primarily by non-tenure-track faculty and teaching assistants. Adjustments of full-time NTT teaching assignments will be made, from 4 three-hour courses to 3 four-hour courses per semester. GTA teaching loads will change from 4 three-hour courses to 3 four-hour courses per year. The change from two required courses to one (see I. below) results in a net decrease in sections to be taught.

Four new computers will be needed to expand the capacity of two CHASS computer classrooms to accommodate the 22-student maximum in ENG 101. The English Department has received a commitment from CHASS Dean Linda Brady to provide this new equipment.

H. Consultation with Other Departments

The change in the freshman component of the Writing and Speaking GERs was endorsed by the Council on Undergraduate Education 5-15-02, pending UCCC approval of the requisite course actions. Departments were notified of the general plan in a 6-10-02 memorandum from the Provost. Further input is to be sought from all departments via the UAOC, which is scheduled to discuss the proposal 9-12-02. (SEE ADDENDUM)

GER Course Documentation: Justification and Assessment Plan

This four-hour intensive course satisfies the first component of the General Education Requirements in Writing and Speaking, replacing the former two-course sequence (English 111-112). ENG 101 has been designed to explicitly address those elements of the Writing and Speaking Objectives that are appropriate to a writing course in the freshman year.

GER Category Objectives: Writing and Speaking

Each course in the writing and speaking category of the GERs 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.

GER Student Learning Outcomes

The Student Learning Outcomes listed above are instantiated here as learning outcomes. The GER category objectives they are designed to achieve are indicated in parentheses.

Students should be able to

1. Identify basic rhetorical principles and apply those principles in analyzing sample written texts as models, in evaluating their own developing texts in order to revise, and in evaluating the texts of other students to provide feedback for revision. (GER Category Objectives 2 & 3)
2. Examine similarities and differences in forms of inquiry and writing across academic disciplines, and apply these disciplinary conventions in their own written work. (GER Category Objective 2)
3. Comprehend and analyze source materials in order to critique and respond to others' ideas; select and integrate evidence from scholarship into original arguments; and paraphrase, summarize, and cite sources appropriately as needed in their own writing. (GER Category Objective 4)
4. Find and evaluate print and electronic source materials appropriate for academic research projects. (GER Category Objective 4)
5. Develop original arguments for a range of academic purposes. (GER Category Objective 1)
6. Evaluate their own and others' work and collaborate with other writers throughout the writing process. (GER Category Objective 3)
7. Demonstrate competent use of grammar, mechanics, and documentation of source materials in their own written work.

Means of Evaluating GER Learning Outcomes

All sections of the course will include activities in each of the following four categories:

1. Formal written projects requiring analysis of rhetorical features and disciplinary conventions, such as a rhetorical analysis of a journal article, or an argument summary and response. (Student Learning Outcomes 1 & 2)
2. Formal written projects requiring students to apply their knowledge of disciplinary and general academic conventions, such as argument response or evaluative comparison of sources. (Student Learning Outcomes 2, 3, 5, & 7)
3. Formal written projects requiring students to conduct library research, analyze and evaluate source materials, integrate ideas and evidence from others into their own arguments, and document source materials appropriately, such as a literature review, evaluation of disciplinary resources, or researched issue analysis. (Student Learning Outcomes 3, 4, 5, & 7)

4. Reflective and evaluative activities such as (1) written or oral response to other students' work in progress, (2) effective revision of their own work in successive drafts in response to peer and instructor feedback, and (3) written or oral commentary on their writing processes and progress, e.g., summaries of writing goals and plans, reflection on revisions attempted and accomplished, self-assessment of writing and reading strengths, weaknesses, and plans for improvement. (Student Learning Outcomes 1 & 6)

*** Please note that previously approved Student Learning Outcomes (previously Course Objectives) were worded as such:

Course Objectives

Students will

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 their abilities 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.

10-29-02

ADDENDUM TO COURSE ACTION DOCUMENTATION

ENG 101 Academic Writing and Research and

ENG 100 Introduction to Academic Writing

Summary of Consultation with Other Departments

The change in the freshman component of the Writing and Speaking GERs was endorsed by the Council on Undergraduate Education 5-15-02, pending UCCC approval of the requisite course actions. Departments were notified of the plan in a 6-10-02 memorandum from the Provost. The plan was discussed by the UAOC at their 9-12-02 meeting, at which time the Associate Deans for Academic Affairs from the ten undergraduate colleges agreed to solicit input from their respective departments. To facilitate discussion in the colleges, Associate Vice Provost Thomas Conway forwarded sample syllabi from the ENG 100 and 101 course actions to the Associate Deans 9-16-02, along with the url for the proposal approved by CUE. CHASS Assistant Dean Randy Thomson, CHASS Associate Dean Gail O'Brien, and Director of Freshman Writing Nancy Penrose offered to meet with college curriculum committees and/or to respond to comments and questions via email. Colleges were asked to submit feedback by 10-23-02.

Penrose met with the UAOC 9-12-02, the PAMS Undergraduate Academic Advisory Council 10-1-02, the CHASS Courses & Curriculum Committee 9-23-02 and 10-7-02, the CALS Courses & Curriculum Committee 10-25-02 (with Thomson and O'Brien), and responded to email questions from the College of Natural Resources. Discussion in all five venues focused on logistical matters such as scheduling, curriculum planning, advising, placement, and transfer credit. Faculty in PAMS, CALS, and CNR also asked for clarifying details of the ENG 100-101 daily calendars. O'Brien received an email request from the College of Engineering pertaining to the English Department's exemption policy for Freshman English, which is to be submitted to UAOC for review in early November. No other colleges requested further information or submitted comments. Penrose and O'Brien are scheduled to meet with the Faculty Senate's Academic Policy Committee 11-19-02 to discuss the process through which this year's interim curriculum was approved. Penrose is scheduled to discuss the changes in Freshman English with interested faculty from the campus at large at a brown-bag session, 11-5-02, sponsored by the Campus Writing & Speaking Program.

English 101: Academic Writing and Research
A 4.0 Credit-Hour Course

Sample Syllabus (5-14-03 Assessment Pilot)

Instructor: _____ Office Location / Phone: _____

Office Hours: _____ E-mail address: _____

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. Satisfies the freshman-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.

GER Category Objectives: Writing and Speaking

Each course in the writing and speaking category of the GERs 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 Learning Objectives

Students will

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.

- Practice and refine technical skills in areas such as grammar, mechanics, and the documentation of source materials.

Required Texts

- Kirscht, Judy and Mark Schlenz, *Engaging Inquiry: Research and Writing in the Disciplines*. Prentice-Hall, 2002. \$44.70
- Troyka, Lynn Quitman, *Simon & Schuster Handbook for Writers*, 6th ed. Prentice-Hall, 2002. \$44.70

Course Organization and Major Projects

Introduction (Week 1): A rhetorical perspective on language

Unit I. Inquiry and Writing in the Sciences (Weeks 2-4)

Project 1: Rhetorical analysis

Unit II. Inquiry and Writing in the Social Sciences (Weeks 5-8)

Project 2: Argument summary and response

Project 3: Literature review

Unit III. Inquiry and Writing in the Humanities (Weeks 9-11)

Project 4: Evaluative comparison

Unit IV. Critical Applications (Weeks 12-15)

Oral presentation (group): Evaluation of electronic resources in a discipline

Project 5: Analysis of contemporary issue from multidisciplinary perspectives

Oral presentation (individual): Research Symposia based on Project 5

Course Requirements and Grading

Coursework includes regular class attendance and participation, daily reading and writing assignments, the five major written projects listed above, and two oral presentations based on your written work. All projects must be completed to pass the course. Final grades will be calculated as follows:

Project 1 Rhetorical Analysis	10%
Project 2 Argument Summary/Response	10%
Project 3 Literature Review	20%
Project 4 Evaluative Comparison	20%
Project 5 Issue Analysis	20%
Oral presentations	10%
Class participation (includes daily assignments)	10%

COURSE POLICIES

Policy on Attendance and Late Assignments

Because of the collaborative and cooperative nature of the first-year writing courses, class attendance is crucial. Accordingly, in English 100 and 101, students who miss the equivalent of nine or more 50-minute classes, or five 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 absences 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 grades 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.

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's website for further information about academic integrity:

http://www.ncsu.edu/student_affairs/osc/AIpage/acaintegrity.html.

CAMPUS RESOURCES

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.

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.

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

Readings and assignments are due at the start of class on the dates indicated.

Course Introduction

Week 1

Day 1 Course goals and policies

Write: in-class writing sample

Day 2 A rhetorical perspective on language; forms of inquiry in the disciplines

Read: Kirscht & Schlenz (K&S) Introduction

Write: In-class writing sample

Day 3 The writing process: purpose and planning

Read *Simon & Schuster Handbook* (S&S) Ch. 1-2

Day 4 The writing process: drafting and revising

Read S&S Ch. 3

Unit I. Inquiry and Writing in the Sciences

Week 2

- D1 Forms of inquiry in the sciences
Read K&S Ch. 1 pp.11-31
- D2 Observation and objectivity
Homework: K&S Inquiry 1.1 pp.14-16; in pairs, complete Steps 1-2
- D3 Pairs complete Step 3: comparing observed details
- D4 Reading science
Read: John Gribbin's *Light* (K&S Ch.2)
In-class groups: Analyze Gribbin's chapter following Inquiry 1.4 guidelines, p.23

Week 3

- D1 Formal writing in the sciences
Read K&S pp.31-52
Write: summary of Gribbin's chapter
Introduce PROJECT 1: Rhetorical Analysis (K&S 31-36; Inquiry 1.9 Reading for global features; all students analyze the Quinn report for this project)
- D2 Read Quinn report from *Northwest Science* (K&S Ch. 2)
Write: content summary of Quinn
- D3 Read Martin et al. report from *Bulletin of the Southern California Academy of Science* (K&S Ch. 2)
In class: global features analysis of Martin et al.
- D4 Write: outline global features analysis of Quinn
In class: groups develop evaluation criteria for Project 1

Week 4

- D1 Finalize evaluation criteria
- D2 PROJECT 1 draft due
In-class peer review
- D3 Drafts returned with instructor commentary
- D4 PROJECT 1 final draft due.
Introduce Library Online Basic Orientation (LOBO)

Unit II. Inquiry and Writing in the Social Sciences

Week 5

- D1 Forms of inquiry in the social sciences
Read K&S Ch. 3, pp. 111-135
- D2 Subjectivity and selectivity
Read: Allport, Rimmerman, Sklar, or Orr (K&S Ch. 4) as assigned to your group.
Following guidelines in Inquiry 3.3, outline hypothetical research designs using observation, survey, and/or interview methods.
In class: groups examine relationships between research questions and methods
- D3 Reading theory as argument
Introduce PROJECT 2: Argument Summary & Response
(based on K&S Inquiry 3.4A-B, pp. 121-127)
- D4 Read Bennett selection from *Apathy in America, 1960-1984* (K&S Ch. 4)
In class: practice summary and response to Bennett

Week 6

- D1 PROJECT 2 draft due
In class peer review
- D2 PROJECT 2 final draft due.
- D3 Formal writing in the social sciences
Read K&S Ch. 3, pp.135-168
Introduce PROJECT 3: Literature Review (3-4 sources; K&S 138-143)
- D4 Conducting literature searches
Read S&S Ch. 33-34 on library and online research
In class: plan literature search for Project 3; identify databases

Week 7

- D1 Principles of citation and documentation
Read K&S Appendix, 534-546
Read S&S Ch. 39 comparing the disciplines
- D2 The language of citation and argument
Review K&S 129-135
- D3 Summarizing, paraphrasing, quoting
Read S&S Ch. 31
- D4 Develop evaluation criteria for Project 3

Week 8

- D1 PROJECT 3 draft due
In-class peer review: global issues
- D2 Drafts returned
- D3 In-class peer review: local issues
- D4 PROJECT 3 final draft due.

Unit III. Inquiry and Writing in the Humanities

Week 9

- D1 Forms of inquiry in the humanities
Read K&S Ch. 5, pp. 323-341
- D2 Interpretation and evaluation
Homework: Part 1 of K&S Inquiry 5.1, p. 325
In class: Groups complete Parts 2&3: interpreting statements of “fact” as issues of value and meaning
- D3 Close reading in the humanities
Read Mailloux’s “Interpretation” (K&S Ch.6)
- D4 Read Sontag’s “Against Interpretation” (K&S Ch.6)
Introduce PROJECT 4: Evaluative comparison (K&S pp.347-8: compare and contrast two interpretations of artistic texts)

Week 10

- D1 Topic and research plan for Project 4 due.
- D2 Formal writing in the humanities
Read K&S 341-360
- D3 Finalize topics and sources
- D4 Develop evaluation criteria for Project 4

Week 11

- D1 PROJECT 4 draft due
In-class peer review
- D2 Groups prepare response to Inquiry 5.2 #4-5: propose research/discussion issues for a humanities discipline
- D3 Oral presentations: Groups report
- D4 PROJECT 4 final draft due.

Unit IV. Critical Applications**Week 12**

- D1 Introduce PROJECT 5: Critical analysis of contemporary issue (K&S Ch. 7, pp. 437-443)
- D2 Writing in college
Read Bell's "Everybody Hates to Write" (K&S Ch. 8)
- D3 Writing in academic disciplines
Read Bartholomae's "Inventing the University" (K&S Ch. 8)
- D4 Topic and research plan due for Project 5

Week 13

- D1 Writing in technological contexts
Read Sorapure, et al. on web literacy (K&S Ch. 8)
- D2 Introduce group project: Disciplinary analysis and evaluation of electronic information sources (K&S pp. 429-437)
Read K&S Ch. 7
- D3 Group planning: determine topic and websites
- D4 Group planning: disciplinary analysis, rhetorical analysis, presentational analysis

Week 14

- D1 Project 5 annotated source list due
- D2 Group presentations on website analysis
- D3 Group presentations on website analysis
- D4 Source lists returned.
Plan research symposia panels

Week 15

- D1 Develop evaluation criteria for Project 5.
- D2 Oral presentation guidelines
Read S&S Ch. 44
- D3 Research Symposia begin (individual oral presentations)
- D4 Research Symposium
PROJECT 5 drafts due (optional)

Exam Period

- Research Symposium
- PROJECT 5 final draft due.