

English 101: Academic Writing & Research

Section 77 – Tue/Thu – 3:00–4:50 PM – Tompkins 109

“There is nothing to writing. All you do is sit down at a typewriter and bleed.”

-Ernest Hemingway

Instructor:

Calvin Olsen

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Office: Ricks Annex / Coffee Shops

Office Hours: Mondays 9:30–11:30 am & by appointment

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.

Course Prerequisite:

A grade of C- or better in ENG 100 or placement via English department guidelines.

Required Materials:

- Miller-Cochran, Stamper, and Cochran's [*Insider's Guide to Academic Writing: A Rhetoric and Reader*](#) (2nd Edition)
- [*interTEXTS: A Collection of Student Writing*](#)
- Your fully charged laptop, equipped with Microsoft Word. Pages files are **not** acceptable formats for this class.

Student Information Regarding All-In

This class is taking part in NC State's All-In program. Course materials are delivered electronically on my Moodle site. This is the most cost-effective way for you to get the materials you need to succeed in my course.

You have free access to materials through the drop/add date. You must purchase access during that time using the link on my Moodle page to the bookstore's website. If you do not purchase access by the drop/add date, YOU WILL LOSE ACCESS TO THE COURSE MATERIALS and will then have to acquire the materials through another source.

Course Objectives:

Successful completion of English 101 requires a grade of C- or better. A total of four credit hours of English 101 are required to fulfill the General Education Program (GEP) Introduction to Writing requirement.

GEP Category Rationale

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.

GEP Category Objectives

The required course in this category will provide instruction and guidance that help students to:

1. Write effectively in specific situations, which may include various academic, professional, or civic situations, and
2. Understand and respond appropriately to the critical elements that shape written communication situations, such as audience, purpose, and genre, and
3. Demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in written communication.

Course-Specific Objectives

In keeping with these general goals, 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 Design:

The course will be organized around the following principles:

Student-centered: My instruction will emphasize process: how to read, write, analyze, interpret, understand, and create oral, written, or multimedia texts. My role in this class is not that of a traditional teacher who stands at the front of the room and lectures. Rather, I offer structure, motivation, support, perspective, and feedback as **you** engage with your classmates and the course projects. While I will ultimately take on the role of the judge at the end of the semester, my main focus is on empowering you to make decisions about your writing.

Workshop format: Classes will be taught using a workshop approach that emphasizes the role of learning by writing and promotes interactive, experiential learning. Each of you will become members small working groups. These groups will serve as writing groups, discussion groups, and smaller cohorts in the larger classroom community. We will be using Moodle (NCSU's online course management system) and Google Docs as forums for posting and responding to drafts in progress and as a communication system so that you can access the syllabus and daily homework assignments electronically.

Process-based approach: We will move through three units, each one containing short “feeder” assignments that build into one substantial unit project. The feeder assignments are generally designed to give you practice with a particular skill (like annotating a bibliography or analyzing secondary sources), while the unit projects will ask you to synthesize primary and secondary research. Using a process-based approach, you will write multiple drafts, receive ongoing feedback from your peers and instructor, and participate in evaluating your own and others' projects throughout the composition process.

Share and share alike: Much, if not all, of the writing you produce this course will be displayed publicly in some way, whether that be showing it to a classmate, a small group, or the entire class. Do not write anything you're uncomfortable sharing (personal data, your darkest secret, etc.).

Course Policies:

Remember that the syllabus functions as a contract between the instructor and the students.

You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are here, your brain should be working.

Technology

Computers: Please bring your computer to class every day. Be sure that it is fully charged (our classroom has limited and inconveniently placed outlets) and Wi-Fi capable.

Cell Phones: Cell phones are not allowed in class. You may have them (obviously), but unless you are taking a picture of the board after discussion your grade will suffer if I see it.

Other Devices: Tablets and other devices are welcome when used in lieu of a computer for in-class work.

Moodle: In this class, we'll use Moodle (available through WolfWare), NCSU's online course management system for a number of course assignments. If you have difficulty accessing our Moodle page, please let me know ASAP.

One-time Reminder: Just because you have access to the Internet during class does not mean that you should be using our class time to touch base on iChat or update your Tinder profile. If I notice that your participation is suffering due to technological distractions, your assignment and course grades will do so as well. I do not give warnings for this type of behavior. If I see it, I note it.

Email

It is important that you check your email daily for messages and updates, as these will be our primary forms of communication inside and outside of class.

Please keep all correspondence courteous and professional. Emails are not texts, and I am not your roommate—write accordingly.

I aim to respond to email within 48 hours. Note: I will not acknowledge nor respond to emails that include questions that could be answered by looking at the syllabus and/or unit project sequences.

Attendance

Because of the collaborative and cooperative nature of the first-year writing courses, class attendance is crucial. More than two weeks' worth of absences will result in failure to meet this element of the GEP requirement, and you will need to repeat the course. To sum up: **Your 5th absence in this class automatically earns you an F in the entire 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 is in effect from the moment you are registered in the course. Thus, if you are on my roster and miss the very first class, you already have one absence. 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. I 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 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 late and/or unfinished projects will result in penalties to the assignment grades.

At least once a semester, you will be required to attend a scheduled conference with me to discuss a draft of your paper (in lieu of written feedback). **Missed conference appointments will be counted as absences.** Office hours are the best way to get my feedback on your work outside of regular grading—feel free to meet with me at any stage of the writing process.

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. If you have a special obligation that will require you to miss several classes (e.g., varsity athletics, religious observances), please talk with me at the beginning of the semester.

Homework and Projects

Formatting: Everything assignment you turn in will be **typed** (because it's the 21st century), written in **Times New Roman 12-point font** (because it's easy to read), **and double-spaced** (because school). In-class writing we do on Google Docs is exempt from these, but it never hurts.

Feedback: I am committed to providing you with timely written or verbal feedback on one draft of each major paper and written feedback and a grade on the final version of each major paper. You can generally expect my responses to your drafts within **one week** of your punctual submission of them; graded final versions will be returned to you within **three weeks**.

Late Assignments: I do **not** accept late homework/feeder assignments or drafts. Each assignment should be completed and prepared in the correct format for submission on the day and time it is due. This includes homework, feeder assignments, drafts, and presentations.

NCSU requires that all three major projects/papers be turned in in order to pass English 101. Therefore, I must accept them even when submitted after their deadlines. Should a major project be turned in within three days of the deadline, I will provide feedback (albeit slow feedback) and give **up to half credit** as a grade (which is still an F even if it's perfect). Any major project turned in four days late or more will receive no feedback and be given a zero (count 'em: 0) for its grade.

Grading:

Grading for this course will follow the NCSU Letter Grade Scale:

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|-------|-------|-------|-------|--------|
| A+ 97 | B+ 87 | C+ 77 | D+ 67 | F 0-59 |
| A 93 | B 83 | C 73 | D 63 | |
| A- 90 | B- 80 | C- 70 | D- 60 | |

Your course grade will be weighed as follows:

| | |
|--|-----|
| Homework and In-class Writing: | 10% |
| Exercises and Drafts: | 10% |
| Project 1 – Scientific Article for General Audiences | 20% |
| Project 2 – Social Science Journal Paper & Conference Poster | 30% |
| Project 3 – Art-based Literacy Narrative | 30% |

Your final grade may be also adjusted up or down by one-third of a letter grade (e.g., B becomes B-, C+ becomes C, etc.) to account for the quality of your participation and ungraded work over the course of the semester.

Major Assignments/Projects:

Project 1, Scientific Article for General Audiences (5–6 pages): Professionals of all kinds are often asked to translate complex, jargon-heavy information to non-specialist audiences, including patients with varying literacy levels, advocacy groups, policy makers, drug company advertising executives, and more. This project requires you to become an expert at reading and interpreting professional & scholarly journal articles, after which you will compose a popular science article for a major news source of your choosing.

Project 2, Social Science Conference Paper (10–11 pages) & Poster: Social scientists and their research teams are often asked to present preliminary findings about their research topics before submitting papers for peer-reviewed publication. This project requires you to become an expert at reading and interpreting professional journal articles in order to formulate a thesis that adds to the academic conversation in some way, and you will then generate your own findings to use as data. You will compose a survey, write an academic conference paper on a social sciences topic, and also present that information utilizing a meticulously designed poster.

Project 3, Art-based Literacy Narrative (5–7 pages): Literacy narratives are personal stories based on the author's experience learning to read or write. Most literary narratives include descriptions of books or texts that changed the way their authors interacted with the world intellectually. We're going to put a spin on this genre and create literacy narratives based on works of art found in NCSU's own Gregg Museum of Art & Design. This project requires you to become an expert on a single physical work of art and relate your experience with that work to someone who has never seen it. You will visit the museum with the class and on your own, become familiar with the parameters of your chosen work (artistic movement, historical significance, materiality, etc.), and create a literacy narrative which instructs, informs, and entertains.

Accommodations:

Reasonable accommodations will be made for students with verifiable disabilities and may be made for lifelong medical conditions, persistent medical conditions, or temporary medical conditions. To take advantage of available accommodations, students must register with the Disability Resource Office. You may contact them via web at <https://dro.dasa.ncsu.edu/> or by phone, 919-515-7653.

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. If there are circumstances that may affect your performance in this class, let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have information you wish to share with me about a disability, disorder, or neurodiversity issue; if you have emergency medical information you think I should know about; or if you need special arrangements in case the building must be evacuated, please set up an appointment with me to discuss this during office hours.

Plagiarism/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. We will discuss what constitutes plagiarism in a class session.

The NCSU Policies, Regulations, and Rules on Student Discipline set 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://studentconduct.ncsu.edu/academic-integrity-resources>.

Revealing or sharing another student's course work to which he or she may have access as a member of the class is considered a form of academic dishonesty prohibited by the Code of Student Conduct. As a condition for enrollment in this class, students may only share another student's course work with third parties after obtaining the express consent of the student author and the course instructor. "Sharing with third parties" includes posting or causing the course work to be posted on social-networking or other websites. Violations of this condition will be reported to the Office of Student Conduct, which may take further action.

Helpful Resources:

The library has a website dedicated to English 101: <https://www.lib.ncsu.edu/course/ENG/101>

If you'd like additional help outside of class (and my office hours), visit **WSTS**, which offers free tutoring services for students. You may visit them at any point in the writing process to ask for help with a specific paper, whether you are concerned with developing ideas and content, organizing your assignment, or working on style issues. To make an appointment and/or browse their resources, please go to <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>. To make the best use of your time there, please bring a copy of both your assignment sheet and your draft with you.

The **Purdue Online Writing Lab** (<https://owl.english.purdue.edu/owl/section/2/>) and your textbooks are fantastic resources for learning more about mechanics, style, grammar, and citations.

The **Career Development Center** (careers.ncsu.edu) Explore career options, build resumes and cover letters, develop internship/ job search strategies, prepare for interviews, maximize career fairs, and more. Use ePACK to make an appointment with your career counselor.

Note: If you need help, ASK! These writing courses are small to increase access to your peers and professor. If you are falling behind or need extra help, please let me know. We can discuss brief concerns before or after class, and we can have an extended conversation and/or writing conference during my office hours. To schedule an appointment, please email me. You can also find help specific to our course at <http://library.unc.edu/house/105help/> where you can book a research help appointment with a librarian. It's a great way to get individualized help with research, and they can help with any part of the research process, from topic selection to citation.

Course Calendar:

Our course calendar (which is always subject to change) can be found below and at the following link:

https://docs.google.com/spreadsheets/d/17G9xO8sXUQFDno0M_7rcjun_eccO2j0YILsnomcSwXo/edit?usp=sharing

English 101 (70) - Course Calendar *

*** Note: This calendar is subject to change. In fact, plan on it changing quite a bit.**

| | Date | What We're Doing | What to Read BEFORE Class | What's Due BEFORE class |
|---------------|---------|---|--|---|
| Week 1 | T 1/7 | Course and Student Introductions | | |
| | Th 1/9 | Writing in the World | IGAW: Chapter 2 | Example of your own writing |
| Week 2 | T 1/14 | Paraphrase, Summary, & Analysis | IT: pp. 9 - 50 | Real World Writing Artifact |
| | Th 1/16 | Argument | IGAW: Chapters 3 & 4 / Logical Fallacies Website | Pop Culture Artifact & Analysis |
| Week 3 | T 1/21 | Writing in the Natural Sciences | IGAW: Chapter 9 | |
| | Th 1/23 | Academic Articles / Citation | IT: 357 - 373 / IGAW: 589 - 590 | Popular Science Article Analysis |
| Week 4 | T 1/28 | Library Visit! | IGAW: Chapter 5 | |
| | Th 1/30 | 3-minute Research Presentations | IGAW: Chapter 6 | Preliminary Research PowerPoint |
| Week 5 | T 2/4 | Project 1 Draft Workshop | | Project 1 Draft - Bring to class |
| | Th 2/6 | One-on-One Conferences | | |
| Week 6 | T 2/11 | Abstracts / Introductions & Conclusions | | FINAL PROJECT 1 DUE BEFORE CLASS |
| | Th 2/13 | Writing in the Social Sciences | IGAW: Chapter 8 | |

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| Week 7 | T 2/18 | Annotated Bibliographies / Citation | IT: pp. 281 - 320 / Review IGAW Ch 5 | Social Science Funding Pitch |
| | Th 2/20 | Literature Reviews | IT: pp. 109 - 150 | Annotated Bibliography |
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| Week 8 | T 2/25 | Fieldwork, Survey Data | IT: pp. 153 - 210 | Literature Review |
| | Th 2/27 | Project 2 First Draft Workshop | | Project 2 First Draft |
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| Week 9 | T 3/3 | Surveys: Questions & Data Collection | | Paper 2 Revised First Draft |
| | Th 3/5 | Audience, Register, & Counterargument | | Project 2 Elevator Pitch |
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| Week 10 | T 3/10 | NO CLASS - SPRING BREAK | | |
| | Th 3/12 | | | |
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| Week 11 | T 3/17 | Editing and Revision | | Project 2 Full Draft |
| | Th 3/19 | Project 2 Full Draft Workshop | | |
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| Week 12 | T 3/24 | Project 2 Presentations | | |
| | Th 3/26 | No Class - Prof O at Conference | | |
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| Week 13 | T 3/31 | One-on-One Conferences | | |
| | Th 4/2 | Grammar Wars / Project 3 Style Guide | | FINAL PROJECT 2 DUE BEFORE CLASS |
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| Week 14 | T 4/7 | Writing in the Humanities | IGAW: Chapters 7 & 14 | |
| | Th 4/9 | Gregg Museum Visit | | |
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| Week 15 | T 4/14 | Literacy Narratives as Cultural Artifact | IT: pp.375 - 394 / Nochlin Essay on Moodle | |
| | Th 4/16 | Project 3 Draft Day | | Project 3 Draft |
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| Week 16 | T 4/21 | Project 3 Workshop & Elevator Pitches | | Project 3 Elevator Pitch |
| | Th 4/23 | One-on-One Conferences | | |
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| FINAL EXAM | | | | |
| Monday, Apr 27 Time TBD | | Exit Interviews | | PROJECT 3 DUE |