Introduction to Academic Writing
ENGL110-39 | Spring '17

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Meeting Times: Tuesday=1:40-2:55 &
Thursday=1:40-3:55
Meeting Place: Maybank 300
Office Hours: Monday=1PM-4PM;
Wednesday=2PM-5PM

Course Description
English 110 is designed to develop your understanding of academic writing with special attention to rhetorical analysis, reading and research, and the process requirements for successful academic writing. To meet these goals, this class is focused around a set of writing theories, the most important being genre and the rhetorical situation. Throughout the semester, you will draw from these readings to produce your own knowledge about how writers research, make knowledge, and share knowledge. The ultimate goal of this course is for you to research and rhetorically analyze writing in academic settings so you can incorporate these rhetorical strategies into your own writing to help you communicate effectively in future writing situations.

Course Outcomes
This course is designed to satisfy the following program and General Education Student Learning outcomes:

General Education Student Learning Outcomes—As a course that fulfills the general education first-year writing requirement, ENGL 110 has the following learning outcomes:
- Students articulate clear analytical theses
- Students effectively situate their ideas in relation to sources
- Students select and correctly document relevant credible sources

These outcomes will be assessed using the Inquiry-Based Research Essay.

Program Outcomes—By the end of ENGL 110, you will be able to compose texts for scholarly and non-scholarly audiences by attending to rhetorical concerns like purpose, audience, and genre. This goal is informed by Outcomes articulated by the Council of Writing Program Administrators.

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand the conventions of academic writing
- Document work appropriately

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
**Required Reading**
All of the materials read in this course will be provided via PDF through OAKS.

As indicated above, your projects and our discussions will be based solely on our required reading. Thus, you are expected to come to class ready to discuss the assigned reading. In other words, you should be ready to answer the questions, “What was last night’s reading about?” and “What did you think was interesting/important about last night’s reading?”

**Required Technology**
Given the nature of the course, you will be asked to use digital technologies to read and compose both in-class and out-of-class. I will not ask you to use a platform that is not freely available on any machine—including those in the library.

That said, the use of digital technologies to complete our coursework does not give you license to check-out during class by checking your social media feeds or by texting. When I see it happening during class meetings, I’m more than happy to interrupt myself to let you know it’s inappropriate. If it happens often, I’m more than happy to have a different kind of conversation with you after class.

**Presence Policy**
I will take attendance at each class meeting. Chronic failure to attend class will affect your grade.

Accommodations will be made for students with valid and documented absences (illness, death in the family, military duty, jury duty, religious holidays, official university activities). I will also work with students who experience issues with dependent care. Please see me as soon as possible if you foresee any of these issues so that we can plan on how best to keep you up-to-date with the course. Regardless of whether an absence is excused or unexcused, students are responsible for getting class notes for the days they miss and for keeping up with assignments.

**Grade Scale**

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<tr>
<th>Final Grades</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<td>93 – 100</td>
<td>90 – 92</td>
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<td>70 – 72</td>
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**Grading Contract**
You are guaranteed a B if you:
1. attend class regularly—not missing more than a week’s worth of classes;
2. meet due dates and writing criteria for all major assignments;
3. participate in all in-class exercises and activities;
4. complete all informal, low stakes writing assignments (e.g. blog posts, proposals, and project updates);
5. give thoughtful peer feedback during class workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, and peer editing);
6. sustain effort and investment on each draft of all papers;
7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
8. copy-edit all final revisions of main assignments until they conform to the conventions of edited, revised English (unless otherwise appropriate given the genre you’re composing);
9. attend conferences with me to discuss drafts

Thus you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your writing. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades you must produce writing that I judge to be exceptionally high quality.

To earn the grade of A, you must produce three projects of exceptionally high quality. This can happen either as the result of revision after your grade has been assigned or upon the assessment of your project after the usual process of drafting, responding, and revising in-class. Exceptional quality varies from project to project, but overall, exceptional projects do more than meet the criteria of the assignment by bringing ideas together in novel ways; developing and explaining complex ideas; and providing sustained and systematic attention to writing concepts.

Projects
Source-based Article on Genre, Audience, and Rhetorical Situation—For this assignment, you will write a 6–8 page source-based article, in which you will go beyond summarizing to analyze and make connections between the concepts of genre, audience, and rhetorical situation, and begin to develop a theory of writing.

Selecting any genre (those we’ve mentioned and others; academic and not), you will incorporate evidence from your selected genre and from our reading about these concepts—Bitzer, Flower and Hayes, Anzaldua, Collins, Devitt, Malik, and Marro—to support your ideas about how genre, audience, and rhetorical situation work in the text you’ve selected.

First, you must first define the key terms audience, genre, and rhetorical situation and investigate their relationships by drawing on our course readings in order to determine the connections between them. Second, you will closely analyze the genre you choose to write about in your article, looking at how the writer (or writers) uses genre, handles the rhetorical situation, and reaches an audience. As you develop your article you will incorporate both the rhetorical strategies we will explore in class and your understanding of audience, genre, and rhetorical situation.

At the same time you are developing your article, you will also create a 2–3 page reflection piece in which you begin to develop your theory of writing, considering the concepts of genre, audience, and rhetorical situation and how they connect.

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Inquiry-Based Research Essay— For this project, you will write a research essay on a topic about which you are passionate. The key to enjoying the research and the writing is deciding on the right topic. If you truly care about your chosen subject, you will be much more likely to compose a strong persuasive essay; plus, the research and the writing will not be pure drudgery—as they very well could be if you were researching and writing an essay on a topic that you really didn’t care about one way or another.

After spending some time exploring possible topics and deciding on one in particular, you will generate an exploratory research question that you want your essay to answer. This research question is the cornerstone of your essay, providing a guideline for you to follow your research wherever the information takes you. You are investigating and possibly raising additional questions rather than providing a definitive answer or arguing for one side or another. Therefore, a solid research question about your topic is crucial in ensuring your inquiry will be effective.

Once your research question is finalized, you will conduct extensive inquiry seeking connections between the information you discover during your research and the potential significance to your topic and your audience. Your thorough research of multiple sources and full analysis of your findings will be the foundation from which you develop your essay. Your sources should be used as evidence to support, contradict or expand on your ideas, and your essay must include extensive analysis around the question you explore.

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Composition-in-Three Genres—The third project for our class asks you to use the research and analysis conducted within your researched essay to create a composition that uses three different genres to communicate to specific audiences. In other words, you need to create three new texts that relate to the information you uncovered and shared researched essay. You will use your previous research to inform your strategy and help you make the rhetorical choices necessary to create an effective composition.

In this assignment, you will be communicating the knowledge you collected in the journal articles you analyzed in the third project. Your goal will be to take an article or two related articles and compose three genres that effectively communicate that scholarly research to an audience outside of the academy—a non-scholarly audience.

These three genres are up to you to decide upon, based on your analysis of the rhetorical situation and the way in which you respond to it. In this assignment, you will be relating your topic to audience even further, incorporating additional evidence, presenting new arguments, and considering audience expectations.

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Reflection-in-Presentation—Reflection allows us the opportunity to process knowledge and then apply that knowledge. Through reflection, we can come to an understanding and interpret what we have learned. This semester, on several occasions, we have used reflection in this way; in this final assignment you will return to this definition of reflection.

You have also been developing your theory of writing and what your theory of writing means in terms of its relationship to your writing—i.e., you have been exploring whether you enact your theory of writing in your own composition. As a result of this, you have had the opportunity to create a knowledge base of writing and its practices. In this final reflection, you will be returning to your theory to discuss several questions, including (but not limited to):
• Define your theory of writing.
• What was your theory of writing coming into this class?
• How has your theory of writing evolved with each piece of composing?
• What has contributed to your theory of writing the most?
• What is the relationship between your theory of writing and how you create(d) knowledge?
• How might your theory of writing be applied to other writing situations both inside and outside the classroom?

For each of these questions you will need to support your ideas with your previous writing in this course and, through these examples, interpret what you have learned. You will create a compelling argument for whatever you decide to write for this, supported by evidence and analysis of the work completed in class this semester.

You will choose a genre to work in—letter, email, essay, journal entry, or any genre you may desire that is approved by me—that you feel best represents your goals for your reflection and then explain why you chose that genre. In turn, you will also describe how your chosen genre affects the outcome (the final product) of your reflection.

This final reflection is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you’ve acquired. Think of this piece as another move in the evolution of your theory of writing, and a chance for you to fully explore yourself as a writer and maker of knowledge.

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Course Blog // Post—To help explore ideas presented in the course readings, you will write and publish posts to our class blog. All blog posts are prompted; see the course calendar. In addressing these prompts, I am looking for three ways of engaging the material.

**Note: These criteria are adapted from Nathaniel Rivers’ and Kathleen Blake Yancey’s thinking about what blogs should do**

- a focused response on the reading and its elements
- connections that relate your response to recent discussions, your current coursework, something you might have read elsewhere, and/or previous experiences engaging with material of this nature in other contexts [as long as you help others see the relevance]
- commentary rather than summary to make particular aspects of the reading and making concrete through specific connections to your own experience inside and outside of class and previous readings

To engage the material in these ways, you’ll need to write at least 1 screen’s worth of content—about 200 words.

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Process Blog/Blog—In partial fulfillment of the 4th hour requirement of this course, you will be required to keep a process blog outside of OAKS. Like the course blog, these posts are prompted. Each post should attempt to fully address the prompt in at least 200 words—about a screen's worth of content. Unlike the regular course blog, these posts are not focused on readings in the course but your experiences writing in the course. Further, unlike the regular course blog, these posts should be hosted on a site unique to you. While you may use any blogging platform, I recommend Blogger or Tumblr, particularly if you are not experienced in starting and posting to a blog.

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Writing Lab
I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at (http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

Center for Disability Services/SNAP
This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.