

**English 101: Academic Writing and Research**  
**Section 074**  
**M/W 4:45 pm – 6:25 pm / Tompkins 128 & Winston 012**  
**Spring 2005**

<b>Instructor:</b>	Gene Melton
<b>Teaching Assistant:</b>	Matthew Lynch
<b>Office:</b>	<i>Melton:</i> Desk 2 (loft/catwalk), second floor of Tompkins Hall <i>Lynch:</i> Cubicle 259, second floor of Tompkins Hall
<b>Office Hours:</b>	<i>Melton:</i> 2:30-4:00 pm M/W, 3:30-5:00 pm T/H & by appointment <i>Lynch:</i> 10:00-11:00 am M/W
<b>Office Telephone:</b>	515-3354 (This is a shared phone line; e-mail is a better way to reach us.)
<b>E-mail:</b>	<i>Melton:</i> <a href="mailto:gmelton@social.chass.ncsu.edu">gmelton@social.chass.ncsu.edu</a> <i>Lynch:</i> <a href="mailto:mtlynch2@unity.ncsu.edu">mtlynch2@unity.ncsu.edu</a>
<b>Course Website:</b>	<a href="http://www.courses.ncsu.edu/eng101/lec/074/">http://www.courses.ncsu.edu/eng101/lec/074/</a>

**PREFATORY REMARKS AND COMPUTER CLASSROOM RULES:**

Welcome to *English 101: Academic Writing and Research*! In this class we will examine various types of academic inquiry (scientific, social scientific, and humanistic) and the various forms of writing that develop from these methods of study. Thus, this course should introduce you to the sort of reading, researching, thinking, and writing you will be asked to do in the other classes you take as an undergraduate (and beyond).

Our class meetings will alternate between a computer classroom (Tompkins 128) and a traditional classroom (Winston 012). On Mondays we will meet in the computer classroom, and on Wednesdays we will meet in the traditional classroom. When we are in the computer classroom, you are to observe the following rules and regulations:

1. Food and drink are **NOT** allowed in the computer classroom. No exceptions, so do not ask.
2. Computers are for educational use only. Personal e-mailing, instant messaging, game-playing, idle websurfing, etc. are strictly forbidden. During sessions of Internet researching, moreover, you are to visit only those sites required by the particular assignment.
3. You are not to alter the set up of the computers in any way (hardware or software).
4. Printing in the computer classroom is by instructor permission **ONLY**. **You are not to print any materials in class unless I request that you do so.** Do not come to class expecting to print papers or other assignments that are due; you will **NOT** receive permission to do so--and any such work will be counted late (see also Late Paper Policy, below).
5. Log off and shut down your computer at the end of each class.

Links to campus resources, as well as to vital course information (policies and procedures, the tentative daily schedule, and all assignment sheets/due dates), can be found on this course website. Be sure to bookmark the course homepage and to check it frequently for announcements and updates. **Please note:** any changes to the published schedule or course materials will be posted to the site and noted on the homepage at least 24 hours prior to the class meeting they affect.

**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. Successful completion of ENG 101 requires a grade of C- or better. This course satisfies the freshman 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:**

In keeping with the general goals of the GER Category Objectives: Writing and Speaking, 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.

**MATERIALS:**

*Required:*

- Kirscht, Judy, and Mark Schlenz. *Engaging Inquiry: Research and Writing in the Disciplines*. Upper Saddle River, NJ: Prentice-Hall, 2002. \$53.45 new; \$40.10 used [*EI*]
- Troyka, Lynn Quitman. *Simon & Schuster Handbook for Writers*. 6th OR 7th ed. Upper Saddle River, NJ: Prentice-Hall, 2002 OR 2005. \$27.50 6th--per NCSU bookstore, in very limited supply; \$52.50 7th [*S & S*] (This Text has been replaced by Anson, Schwegler, Muth, *The Longman Concise Companion*, 1st ed., Pearson Education, 2007. Please modify syllabus to match these changes. Price: New \$34.40 Used \$25.80)
- 
- Various materials on electronic and/or print reserve
- A memory storage device such as a memory/USB stick (check with me to confirm compatibility of your device with the laptops we will be using)
- Binder clips of various sizes for submitting papers
- Printing and photocopying expenses related to assignments

*Recommended:*

- A good dictionary.

## **Course Policies and Procedures**

What follows is a discussion of the policies and procedures that govern this course. I know that there are a great many rules and regulations listed here, but you are expected to know what they are and to abide by each of them. If you have any questions about these matters, please ask.

### **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.

The *NCSU Policies, Regulations, and Rules on Student Discipline* ([http://www2.ncsu.edu/prr/student\\_services/student\\_conduct/POL445.00.1.htm](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.

You will be asked to write out and sign the honor pledge ("*On my honor, I have neither given nor received unauthorized aid on this assignment.*") on *all* work you submit for this class. In addition, you are to read the attached "Academic Integrity Pledge," sign it, and return a copy to me for my files.

See the Office of Student Conduct website for additional information about academic integrity: [http://www.ncsu.edu/student\\_affairs/osc/Aipage/acaintegrity.html](http://www.ncsu.edu/student_affairs/osc/Aipage/acaintegrity.html)

### **ATTENDANCE:**

By its very nature, this course demands your presence and participation at each meeting. As per English Department policy for English 101, students who miss the equivalent of five (5) or more 100-minute classes will earn a grade of *F*. That is, more than two weeks' worth of absences will result in failure to meet this element of the General Education Requirements, 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 four 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 major project assignment due dates 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. (See Late Paper policy, below.)

**Late Arrivals:** You will be counted absent if you come to class late unless you see me *after* class to be marked present. This, too, is your responsibility. (Note, though, that if you arrive more than 25 minutes late, you will be counted absent whether you see me after class or not.) Although I understand that late arrival is occasionally unavoidable, I consider habitual lateness disrespectful to me and to the other members of the class. (You might also miss reading quizzes given at the beginning of selected class meetings.)

**GRADING:**

Although first and second drafts of your projects will not be graded, they will be commented on in writing, either by me, your peers, or both. Feedback on all drafts will concentrate on: focus, development, organization, style, and grammar and mechanics (see attached Writing Standards sheet), with specific attention to how these matters pertain to the expectations of the various academic discourse communities we will consider.

*There are no rewrites of graded assignments in this class.*

All students must make a C- in this course in order to receive credit toward graduation. Your final grade for the course will be determined as follows:

Project #1	Rhetorical Analysis of a Scientific Text (Sciences)	20%
Project #2	Experience-Based Theory Critique (Social Sciences)	20%
Project #3	Evaluative Comparison of Two Interpretations of a Creative Text (Humanities)	20%
Project #4	Literature Review	25%
Final Exam	Oral Presentation of Literature Review Research	05%
Other Grades	Class Participation (includes homework, quizzes, peer-reviews, self-critiques, and LOBO)	10%

I will use the following grading scale and pluses and minuses on individual assignments and on the final grade:

A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-64	D-	63-60
F	59 and below				

Due dates for major project assignments, as well as for daily homework/classwork reading and writing assignments, are indicated in the tentative schedule available online.

**LATE PAPERS:**

Late papers create problems for everyone. Because we shall do self and/or peer review of first and second drafts, it is imperative that you bring a *complete* draft to class on the designated peer review days. (Yes, drafts must be word-processed.) Final drafts, of course, should be turned in at the *beginning* of class on the day they are due; have your papers ready for submission the moment you arrive: they should be placed on the instructor’s desk as soon as you enter the classroom. Please note: **I DO NOT ACCEPT E-MAIL SUBMISSIONS.** Note, too, that computer catastrophes, disk malfunctions, and printer issues are not acceptable reasons for late submission of work; do not utter such excuses to me—think proactively and have in place contingency plans in the event of such technology problems.

A late (or incomplete) first draft will incur a penalty of **1/3 letter grade** on the final grade for that paper. A late final draft will incur a penalty of **1 full letter grade** for every calendar day—including weekends—that it is late. Again, if you know in advance that you will be absent on the day written work is due, submit that work early (this holds true for initial, as well as for final, drafts).

**NOTE WELL:** *You must submit a final, completed draft for each of the four major project assignments--even if the project is so late that it will earn an F; failure to do so will result in an automatic F in the course.*

### **CLASS PARTICIPATION:**

Class participation grades will be awarded as follows:

To earn a *C*-range participation grade, you must fulfill four basic requirements:

1. Arrive on time.
2. Be ready to discuss readings when called on.
3. Be prepared with the textbooks, reserve material, written homework, and/or memory storage device in class.
4. Listen respectfully.
5. Engage actively and productively in group work, peer review, and other in-class activities.

To earn a *B*-range participation grade, you must **consistently** fulfill requirements 1-5 and:

1. Volunteer questions or points of interest from readings to generate discussion.
2. Willingly offer ideas in class; make sure your contributions are topical and thoughtful.

To earn an *A*-range participation grade, you must **consistently** fulfill the above 7 criteria and:

1. Show leadership in class discussion (break uncomfortable silences; respond to open-ended questions; challenge received opinion; ask difficult questions).
2. Respond to other students' ideas (not just mine) by asking questions or building on their points.

You will receive a failing participation grade if you are excessively and/or frequently tardy, you are unprepared for class, and/or you disrupt class work.

### **FORMATTING STANDARDS FOR HOMEWORK & PROJECTS:**

Unless otherwise specified, all written homework and all paper drafts submitted for in-class review or for a grade must be word-processed. In general, please observe the following manuscript conventions when preparing materials for submission; note, though, that for some assignments, we will vary this format (see Handouts link on course website for templates):

1. Do not waste paper on a title page. Instead, include the necessary identifying information (double-spaced) in the upper left-hand corner of the first page:

Your Name

Course & Section #

Instructor's Name

Project #

Date Submitted

2. Double space below the identifying information and center the title of your paper. Your title should not be underlined, italicized, set in bold, placed in quotation marks, or printed in all caps. Double space after the title and begin your text.
3. Using your word processor's header function, put your last name and the page number in the upper right-hand corner of all pages after the first.

4. Double space your text and any bibliographic lists.
5. Maintain 1-inch margins all around (left, right, top, bottom). Be sure to check your word processor's default settings for page set-up to confirm that they are set for 1-inch (and not 1.25-inch) margins.
6. Use 12 point Times New Roman font. **NO OTHER FONTS OR POINT SIZES ARE ACCEPTABLE.**
7. If you are using fan-fold computer paper, separate the pages.
8. Staple the pages in the upper left-hand corner. (To my knowledge, staplers are readily available in the library and in the various computer labs--in other words, "I don't have a stapler" is not an acceptable excuse.)

When submitting final drafts, be prepared to include—if requested—all prewriting, previous drafts, sources, self-critiques, and peer reviews (consult the submission checklist for each assignment to determine what materials are required).

**NOTE WELL:** *An incorrectly formatted or unstapled paper, or one without the required supporting materials, will be returned to you for correction and/or completion and will be counted late.*

#### **CLASS COMPUTER DISK AND FILES OF GRADED DRAFTS:**

You will need to have a memory storage device for use in class activities and for saving your in- and out-of-class written work. All work should be saved as Word documents. If you do not have Microsoft Word on the computer you use outside of class, save documents as richtext (rtf) files so that they can be read by the word-processing software we will use in class. (Works, for example, is especially problematic.) Unfortunately, Macintosh files cannot be read by the machines in our classroom, so if you have a Mac, you will need to save your work using another computer (a number of computer labs on campus are available for student use). **Consider yourself warned:** *I expect your work to be saved appropriately and to be available for your access during classwork; technology problems are not to be cited as excuses for failure to observe these instructions.*

Maintain a copy of your submissions on a portable memory storage device--such as a memory/USB stick--for this class (and on a back-up disk, as well as on your AFS space and, if available, on your personal computer's hard drive)—just in case and for future reference. Also keep in a paper file or other folder all graded drafts. These materials not only will serve as resources for you in writing later papers, but also may be useful for both you and me during any conferences you arrange. Be prepared: I may collect folders and/or disks periodically or ask you to refer to them.

**BRING YOUR MEMORY STORAGE DEVICE TO EVERY COMPUTER CLASS MEETING. AGAIN, THERE ARE NO ACCEPTABLE EXCUSES FOR NOT HAVING YOUR MEMORY STORAGE DEVICE OR FOR NOT HAVING YOUR FILES PROPERLY FORMATTED, SAVED, AND READY FOR ACCESS.**

#### **CONFERENCES:**

I shall arrange two required conferences with each student (one at mid-term and one toward the end of the semester). Throughout the semester, though, feel free to talk with me or with Mr. Lynch during office hours about your writing.

## **Campus Resources**

#### **FIRST-YEAR WRITING REQUIREMENT:**

For additional information about the First-Year Writing Requirement, see the program's website at <http://www.ncsu.edu/firstyearwriting>

#### **LIBRARY SERVICES:**

The library offers a number of services to help you become acquainted with the research resources available to you. I encourage you to take advantage of these services. For more information, please visit: <http://www.lib.ncsu.edu>

The required Library Online Basic Orientation (LOBO) Tutorial can be accessed, with your unity id and password, at: <http://www.lib.ncsu.edu/lobo2/>

*Ask a Librarian:* For expert assistance locating resources for assignments, you can contact the librarians at D. H. Hill Library by phone (5-2935), email ([libref@ncsu.edu](mailto:libref@ncsu.edu)) or chat at [www.lib.ncsu.edu/risd/libref/](http://www.lib.ncsu.edu/risd/libref/)

#### **TUTORING SERVICES:**

If you need additional help with your writing, the university provides a free tutoring service. Although instructors may refer students to this service, it is also available for students without a referral. Tutoring is provided in 117 Ricks Hall and in a number of residence halls. For more information, please call 515-3163 or visit:

[http://www.ncsu.edu/tutorial\\_center/writespeak/index.htm](http://www.ncsu.edu/tutorial_center/writespeak/index.htm)

#### **DISABILITY SERVICES:**

If you require accommodations for documented disabilities, please meet with me to discuss your needs. 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 or 515-8830 (TTY). For more information, please visit:

[http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/)

#### **Computing@NC STATE:**

Information about e-mail accounts, unity id's and passwords, using electronic reserves, and other campus computing matters can be found at <http://www.ncsu.edu/it/essentials>

## TENTATIVE SCHEDULE

What follows is a projected schedule of topics, readings, and writing assignments for this course. Throughout the semester, however, adjustments may be made as the need arises. Until further notice (or unless otherwise indicated), though, *all reading and writing assignments are listed on the date due and should be completed prior to the class meeting for that date.*

Bring all of your materials and books to each class meeting. Even if no reading is assigned from a particular text on each day, I may still refer you to material in the book or article or ask you to work out an exercise presented there. Not having the material to which I refer will constitute lack of preparation--and that will lower your class participation grade (10% of your final score for the course). You can review the grading criteria for class participation by clicking [here](#).

Every Monday, the day we meet in the computer classroom (Tompkins 128), you must bring your portable memory storage device (disk/memory stick/USB device), and it must be functional (*i.e.*, you must be able to access the necessary material you have saved on it). There are **NO** excuses for not having your memory storage device or for not being able to access your files. *Always have a contingency plan to protect yourself from computer glitches*: bring a backup disk, save backup copies of your files to your AFS space, and have a printout of your work. As with not having your textbooks or other materials, not having your disk and not being able to access the material on it will constitute a lack of preparation--and that, too, will lower your class participation grade. Again, you can review the grading criteria for class participation by clicking [here](#).

When we are in the computer classroom, you are to observe the following rules and regulations:

- Food and drink are **NOT** allowed in the computer classroom. No exceptions, so do not ask.
- Computers are for educational use only. Personal e-mailing, instant messaging, game-playing, idle websurfing, etc. are strictly forbidden. During sessions of Internet researching, moreover, you are to visit only those sites required by the particular assignment.
- You are not to alter the set up of the computers in any way (hardware or software).
- Printing in the computer classroom is by instructor permission **ONLY**. *You are not to print any materials in class unless I request that you do so.* Do not come to class expecting to print papers or other assignments that are due; you will **NOT** receive permission to do so--and any such work will be counted late.
- Log off and shut down your computer at the end of each class.

For your reference:

- *EI* stands for *Engaging Inquiry*.
- *S & S* 6th stands for *The Simon & Schuster Handbook* 6th edition.
- *S & S* 7th stands for *The Simon & Schuster Handbook* 7th edition.
- Materials designated "on electronic reserve" are available in electronic form through the [NCSU Libraries website](#) or, if you prefer, in printed form in the Reserve Room in D. H. Hill Library.
- LOBO Modules refer to sections of the [Library Online Basic Orientation tutorial](#).

Class Meeting Schedule:

- On Mondays (M) we meet in Tompkins 128 (T 128). This is a laptop computer classroom.
- On Wednesdays (W) we meet in Winston 012 (WN 012). This is a traditional classroom.

DATE	ASSIGNMENTS
<p>M 1/10 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Introductory Matters: Overview of Course Content, Policies &amp; Procedures</b></p> <p>Read: Walt Whitman, "<a href="#">When I Heard the Learn'd Astronomer</a>" (in class)</p> <p><b>TO DO: IN-CLASS WRITING SAMPLE</b>--for instructions, click <a href="#">here</a></p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 1/12 WN 012</p>	<p><b>Academic Reading, Writing &amp; Thinking: Overview of Disciplinary Discourse / Identifying &amp; Defending an "Academic" Claim</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapter 5 (pp. 105-137) or <i>S&amp;S</i> 7th, Chapter 5 (pp. 111-146) Read: <i>EL</i>, Introduction (pp. 1-7)</p> <p><b>DUE: OUT-OF-CLASS WRITING SAMPLE</b>--for instructions, click <a href="#">here</a></p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 1/17</p>	<p><b>No Class: Martin Luther King, Jr. Day</b></p>
<p>W 1/19 WN 012</p>	<p><b>Academic Reading, Writing &amp; Thinking (Continued): Exploration of Disciplinary Discourse</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapter 39 (pp. 708-711) or <i>S&amp;S</i> 7th, Chapter 39 (pp. 724-728) Read: Carl Sagan et al., "A Search for Life on Earth" + Guide for Authors--on <a href="#">electronic reserve</a> (print out, annotate, and bring to class) Read: James Chequers, Stephen Joseph &amp; Debbie Diduca, "Belief in Extraterrestrial Life" + Guide for Authors--on <a href="#">electronic reserve</a> (print out, annotate, and bring to class) Read: Robert Torry, "Politics and Parousia in <i>CE3K</i>" + Guide for Authors--on <a href="#">electronic reserve</a> (print out, annotate, and bring to class)</p> <p><i>Have you checked the course homepage today?</i></p>
<p><b>UNIT 1: INQUIRY &amp; WRITING IN THE SCIENCES</b></p>	
<p>M 1/24 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Introduction to Inquiry &amp; Writing in the Sciences: Observation &amp; Objectivity / Active &amp; Passive Voice</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapter 41 (pp. 735-741) or <i>S&amp;S</i> 7th, Chapter 41 (pp. 757-762) Read: <i>S&amp;S</i> 6th, Chapter 8 (pp. 205-207) or <i>S&amp;S</i> 7th, Chapter 8 (pp. 217-219) Review: Carl Sagan et al., "A Search for Life on Earth" + Guide for Authors--on <a href="#">electronic reserve</a> (bring your annotated print out from last class)</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 1/26 WN 012</p>	<p><b>Reading to Learn Writing Technique in the Sciences</b></p> <p>Read: <i>EL</i>, Chapter 1 (pp. 11-50) Read: Timothy Quinn, "Coyote (<i>Canis latrans</i>) Food Habits" (<i>EL</i>, pp. 89-96) Read: <a href="#">Assignment for Project #1 (Rhetorical Analysis of a Scientific Text)</a>--print out from website and bring to class</p> <p><i>Have you checked the course homepage today?</i></p>

<p>M 1/31 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Introduction to Documentation (MLA and CBE/CSE Compared)/Drafting Workshop</b></p> <p>Read: Vesa Selonen &amp; Ilpo K. Hanski, "Movements of the Flying Squirrel <i>Pteromys Volans</i>" + Guide for Authors--on <a href="#">electronic reserve</a> (<i>print out, annotate, and bring to class</i>)  Skim: <i>S&amp;S</i> 6th, Chapters 35 &amp; 37 (pp. 561-617 &amp; 667-674) or <i>S&amp;S</i> 7th, Chapters 34 &amp; 36 (pp. 563-621 &amp; 674-682)</p> <p><b>DUE: LOBO MODULE 6</b>--bring 1 printed copy of the relevant sections of the worksheet (with answers, of course) to turn in to me</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 2/2 WN 012</p>	<p><b>Drafting &amp; Revising Workshop: Self-Critique &amp; Peer Review of Global &amp; Local Features</b></p> <p><b>DUE: FIRST DRAFT OF PROJECT #1</b>--bring 2 printed copies; you will turn in one copy to me and use the other for in-class activities. Be sure to bring a printed copy of the completed <a href="#">self-critique sheet</a> (attached to the draft you will use in class), and a printed copy of the blank <a href="#">peer-review</a> sheet.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 2/7 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Drafting &amp; Revising Workshop: Surface Features (Pronoun Reference / Conciseness, Variety &amp; Emphasis / Quotation &amp; Other Punctuation Marks)</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapters 9, 16, 19, 28 &amp; 29 (pp. 219-226, 304-313, 333-339 &amp; 438-458) or  Read: <i>S&amp;S</i> 7th, Chapters 9, 16, 19, 28 &amp; 29 (pp. 230-237, 308-317, 337-342 &amp; 437-462)  Read: <a href="#">My Pet Peeves</a></p> <p><b>DUE: SECOND DRAFT OF PROJECT #1</b>--bring a copy on your memory device for use in class</p> <p><i>Have you checked the course homepage today?</i></p>
<b>UNIT 2: INQUIRY &amp; WRITING IN THE SOCIAL SCIENCES</b>	
<p>W 2/9 WN 012</p>	<p><b>Introduction to Inquiry &amp; Writing in the Social Sciences: Subjectivity &amp; Selectivity</b></p> <p>Read: <i>EI</i>, pp. 50-52  Read: <i>S&amp;S</i> 6th, Chapter 41 (pp.732-741) or <i>S&amp;S</i> 7th, Chapter 41 (pp. 753-762)  Review: James Chequers, Stephen Joseph &amp; Debbie Diduca, "Belief in Extraterrestrial Life" + Guide for Authors--on <a href="#">electronic reserve</a> (<i>bring the annotated print out you have from earlier this semester</i>)  Skim: Gordon Allport, "The Formation of In-Groups" (<i>EI</i>, pp. 170-188)</p> <p><b>DUE: FINAL DRAFT OF PROJECT #1</b>--for materials to include, see <a href="#">submission checklist</a></p> <p><i>Have you checked the course homepage today?</i></p>

<p>M 2/14 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Reading to Learn Social Science Writing Technique</b></p> <p>Read: Gordon Allport, "The Formation of In-Groups" (<i>EI</i>, pp. 170-188)  Read: <i>EI</i>, Chapter 3 (pp. 111-138)  Read: <a href="#">Assignment for Project #2 (Experience-Based Theory Critique)</a>--print out from course website and bring to class</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 2/16 WN 012</p>	<p><b>Reading Theory as Argument: Reading Log &amp; Experience-Based Theory Critique</b></p> <p>Read: Judith N. Shklar, "Obligation, Loyalty, Exile" (<i>EI</i>, pp. 283-298)  Read: <a href="#">Assignment for Reading Log</a>--print out from course website and bring to class</p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 2/21 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Drafting Workshop: Writing with Sources &amp; Avoiding Plagiarism / APA Documentation</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapter 31 (pp. 480-501) or <i>S&amp;S</i> 7th, Chapter 33 (pp. 538-562)  Review: <i>S&amp;S</i> 6th, Chapters 28 &amp; 29 (pp. 438-458) or <i>S&amp;S</i> 7th, Chapters 28 &amp; 29 (pp. 437-461)  Skim: <i>S&amp;S</i> 6th, Chapter 36 (pp. 618-653) or <i>S&amp;S</i> 7th, Chapter 35 (pp. 622-658)</p> <p><b>DUE: READING LOG</b>--bring 1 printed copy to turn in to me and 1 copy on your memory device for use in class</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 2/23 WN 012</p>	<p><b>Drafting &amp; Revising Workshop: Self-Critique &amp; Peer-Review of Global &amp; Local Features</b></p> <p><b>DUE: FIRST DRAFT OF PROJECT #2</b>--bring 2 printed copies; you will turn in one copy to me and use the other for in-class activities. Be sure to bring a printed copy of the completed <a href="#">self-critique sheet</a> (attached to the draft you will use in class), and a printed copy of the blank <a href="#">peer-review</a> sheet.</p> <p>Sign up for film screening time; see <a href="#">Film Schedule</a>.</p> <p><i>Have you checked the course homepage today?</i></p>
<p><b>Saturday 2/26 &amp; Sunday 2/27: Film Screening in Library</b></p>	
<p>M 2/28 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Revision Workshop: Surface Features (Clarity &amp; Focus / Coordination, Subordination &amp; Parallelism)</b></p> <p>Read: <i>EI</i>, Chapter 3 (pp. 161-168)  Read: <i>S&amp;S</i> 6th, Chapters 17 &amp; 18 (pp. 314-332) or  Read: <i>S&amp;S</i> 7th, Chapters 17 &amp; 18 (pp. 318-336)</p> <p><b>DUE: SECOND DRAFT OF PROJECT #2</b>--bring 1 copy on memory device for use in class</p>

	<p>Sign up for <b>REQUIRED</b> Mid-Term Conferences to be held after break; see <a href="#">Conference Schedule</a>.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 3/2 WN 012</p> <p><b>REVISED</b></p>	<p><b>Revision Workshop on Project #2 / Overview of Project #3</b></p> <p>Read: <a href="#">Assignment for Project #3 (Comparison &amp; Contrast of Two Interpretations of a Creative Text)</a>--print out from course website and bring to class  Read: <a href="#">Assignment for Reading Log</a>--print out from course website and bring to class</p> <p><b>DUE: THIRD DRAFT OF PROJECT #2</b>--bring 1 printed copy for use in class activities</p> <p><b>DUE FRIDAY, 3/4: FINAL DRAFT OF PROJECT #2</b>--for materials to include, see <a href="#">submission checklist</a></p> <p>Sign up for <b>REQUIRED</b> Mid-Term Conferences to be held after break; see <a href="#">Conference Schedule</a>.</p> <p><i>Have you checked the course homepage today?</i></p>
M 3/7	No Class: Spring Break
W 3/9	No Class: Spring Break
<b>UNIT 3: INQUIRY &amp; WRITING IN THE HUMANITIES</b>	
<p>M 3/14 T 128</p> <p><b>Bring Portable Memory Storage Device</b></p> <p><b>REVISED</b></p>	<p><b>Introduction to Inquiry &amp; Writing in the Humanities: Interpretation, Evaluation, &amp; Close Reading / Pattern Recognition &amp; Establishing an Interpretive Context</b></p> <p>Read: <i>EI</i>, p. 168  Screen: <i>Close Encounters of the Third Kind</i> (at either the Saturday, 2/26 or Sunday, 2/27 showing in D. H. Hill Library; see <a href="#">map</a>)</p> <p>See <a href="#">Conference Schedule</a> for your appointment time and location.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 3/16</p> <p><b>REVISED</b></p>	<p><b>Reading to Learn Writing Technique in the Humanities / Comparison &amp; Contrast of Two Interpretations of a Creative Text</b></p> <p>Read: <i>EI</i>, Chapter 5 (pp. 323-341 &amp; 347-349)  Read: Charlene Engel, "Language and the Music of the Spheres"--on <a href="#">electronic reserve</a> (print out, annotate, and bring to class)  Review: Robert Torry, "Politics and Parousia in <i>CE3K</i>"--on <a href="#">electronic reserve</a> (bring the annotated copy you have from earlier this semester)</p> <p>See <a href="#">Conference Schedule</a> for your appointment time and location.</p> <p><i>Have you checked the course homepage today?</i></p>

<p>M 3/21 T 128</p> <p>Meet on the covered "porch" of D. H. Hill Library <a href="#">MAP</a></p> <p><b>REVISED</b></p>	<p><b>Interactive Group Library Tour / Research Time</b></p> <p><b>DUE: STEPS 1-6 OF READING LOG (INCLUDES LOBO MODULES <a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>, <a href="#">4</a> &amp; <a href="#">5</a>)--bring 1 printed copy to turn in to me</b></p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 3/23 WN 012</p> <p><b>REVISED</b></p>	<p><b>Drafting Workshop: Global Organization &amp; Logical Progression / MLA Documentation</b></p> <p>Read: <i>S&amp;S</i> 6th, Chapter 40 (pp. 712-716) or <i>S&amp;S</i> 7th, Chapter 40 (pp. 729-737) Read: <i>EI</i>, Chapter 5 (pp. 349-352) Skim: <i>S&amp;S</i>, Chapter 35 (pp. 561-617) or <i>S&amp;S</i> 7th, Chapter 34 (pp. 563-621)</p> <p><b>DUE: STEPS 7-11 OF READING LOG--bring 1 printed copy to turn in to me and 1 printed copy for use in class. Also be sure to bring to class printed, annotated copies of the critical and, where possible, creative sources you have selected.</b></p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 3/28 T 128</p> <p>Bring Portable Memory Storage Device</p> <p><b>REVISED</b></p>	<p><b>Drafting &amp; Revising Workshop: Self-Critique &amp; Peer-Review of Global &amp; Local Features</b></p> <p><b>DUE: FIRST DRAFT OF PROJECT #3--bring 1 copy on your memory device for use in in-class activities. Be sure to save a completed copy of the <a href="#">self-critique sheet</a> and a blank copy of the <a href="#">peer-review</a> sheet to your memory device.</b></p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 3/30 WN 012</p> <p><b>REVISED</b></p>	<p><b>Revision Workshop: Surface Features (Quotation Integration &amp; Transitions)</b></p> <p>Read: <i>EI</i>, Chapter 5 (pp. 352-360)</p> <p><b>DUE: SECOND DRAFT OF PROJECT #3--bring 1 printed copy for use in class</b></p> <p><i>Have you checked the course homepage today?</i></p>
<p><b>UNIT 4: CRITICAL APPLICATIONS</b></p>	
<p>M 4/4 T 128</p> <p>Bring Portable Memory Storage Device</p>	<p><b>Review of Formal Academic Research / Introduction to Critical Applications (Literature Review)</b></p> <p>Read: <i>EI</i>, pp. 44-47 &amp; 138-143 Read: <a href="#">Assignment for Project #4 (Literature Review)</a>--print out from course website and bring to class Read: <a href="#">Assignment for Topic Proposal</a>--print out from course website and bring to class Read: <a href="#">Assignment for Reading Logs</a>--print out from course website and bring to class</p>

<p><b>REVISED</b></p>	<p><b>DUE: FINAL DRAFT OF PROJECT #3</b>--for materials to include, see <a href="#">submission checklist</a></p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 4/6 WN 012</p> <p><b>REVISED</b></p>	<p><b>Introduction to Literature Review (Continued) / Research Workshop</b></p> <p>Read: William A. S. Sarjeant &amp; Philip J. Currie, "The 'Great Extinction'"--on <a href="#">electronic reserve</a> (<i>print out, annotate, and bring to class</i>)  Read: Anne Campbell, "Female Competition"--on <a href="#">electronic reserve</a> (<i>print out, annotate, and bring to class</i>)</p> <p>Sign up for <b>REQUIRED</b> End-of-Term conferences; see <a href="#">Conference Schedule</a>.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 4/11 T 128</p> <p>Bring Portable Memory Storage Device</p> <p><b>REVISED</b></p>	<p><b>Research Workshop: Work on Source Collection / Review of Summary, Paraphrase, Quotation &amp; Documentation</b></p> <p>Review: <i>S&amp;S</i> 6th, Chapter 31 (pp. 480-501) or <i>S&amp;S</i> 7th, Chapter 33 (pp. 538-562)  Review: LOBO Module <a href="#">6</a></p> <p><b>DUE: TOPIC PROPOSAL</b>--bring 1 printed copy to turn in to me</p> <p>See <a href="#">Conference Schedule</a> for your appointment time and location.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 4/13</p> <p>Meet at Main Circulation in D. H. Hill Library</p> <p><a href="#">MAP</a></p> <p><b>REVISED</b></p>	<p><b>Research and/or Drafting Workshop: Library Time</b></p> <p>Instead of meeting in the classroom for a drafting workshop during this class period, we will meet in the library so that you can continue your research (if necessary) and so that you can more comfortably work with your materials as you prepare your reading logs and first draft of Project #4.</p> <p>I will be available to answer questions and to help you with your research. I also encourage you to seek out assistance from the librarians.</p> <p>Be sure to bring your sources and your work-in-progress so that you can take advantage of this time.</p> <p>See <a href="#">Conference Schedule</a> for your appointment time and location.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 4/18 T 128</p> <p>Bring Portable Memory</p>	<p><b>Drafting Workshop: Thesis Statements &amp; Organization</b></p> <p><b>DUE: READING LOGS</b>--bring 1 printed copy to turn in to me, and 1 copy on memory device for use in class. Also be sure to bring your sources and your draft-in-progress (<i>either in electronic or in printed form</i>).</p>

<p>Storage Device</p> <p><b>REVISED</b></p>	<p><i>Have you checked the course homepage today?</i></p>
<p>W 4/20 WN 012</p> <p><b>REVISED</b></p>	<p><b>Drafting &amp; Revising Workshop: Self-Critique &amp; Peer-Review of Global &amp; Local Features</b></p> <p><b>DUE: FIRST DRAFT OF PROJECT #4</b>--bring 2 printed copies; you will turn in one copy to me and use the other for in-class activities. Be sure to bring a printed copy of the completed <a href="#">self-critique sheet</a> (attached to the draft you will use in class), and a printed copy of the blank <a href="#">peer-review</a> sheet.</p> <p><i>Have you checked the course homepage today?</i></p>
<p>M 4/25 T 128</p> <p>Bring Portable Memory Storage Device</p> <p><b>REVISED</b></p>	<p><b>Drafting &amp; Revising Workshop: Surface Features / Overview of Final Exam (Oral Presentation)</b></p> <p>Read: S&amp;S 6th, Chapter 44 (pp. 766-777) or S&amp;S 7th, Chapter 44 (pp. 790-803) Read: <a href="#">Assignment for Final Exam (Oral Presentation)</a>--print out from course website and bring to class</p> <p><b>DUE: SECOND DRAFT OF PROJECT #4</b>--bring 1 copy on memory device for use in class</p> <p><i>Have you checked the course homepage today?</i></p>
<p>W 4/27 WN 012</p> <p><b>REVISED</b></p>	<p><b>Drafting Workshop: Oral Presentation / Concluding Matters: Wrap-Up and Review</b></p> <p><b>DUE: FINAL DRAFT OF PROJECT #4</b>--for materials to include, see <a href="#">submission checklist</a></p> <p><i>Have you checked the course homepage today?</i></p>
<p><b>FINAL EXAMINATION</b></p>	
<p>M 5/2 T 128</p> <p>6-9 pm</p>	<p><b>Research Symposium for Section 074</b></p> <p><b>DUE: ORAL PRESENTATION</b></p> <p><i>Have you checked the course homepage today?</i></p>