

# English 101: Academic Writing and Research

**Instructor:** Tara Jo Lenertz (She/They)

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**Office Location:** Tompkins G116\*

**Office Hours:** Thurs/Fri 1:00-2:00 via Zoom or by appt

**Zoom Link:** TBA Semester Start

**Class Time:** Online Asynchronous;  
no synchronous meetings.

**Class Location:** Moodle

**Section Number:** 042

**Credit Hours:** 4.00

## \* A Note on Office Hours:

Due to safety and space restrictions, I will not be holding in-person, drop-in office hours. However, I am absolutely available to respond to emails and/or meet with you via Zoom during these times. Please feel free to just drop into my Zoom room during office hours. If my office hours do not work with your schedule, please let me know as I am flexible and want to work with you.

## Required Texts:

1. Title: *An Insider's Guide to Academic Writing: A Rhetoric and Reader* (2<sup>nd</sup> Edition)

(e-text or hard copy) (All-In price: \$35)

Authors: Susan Miller-Cochran, Roy Stamper, and Stacy Cochran

ISBN: 978-1-319-10399-6

\*this text will be available through the All-In program

## 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 first-year composition and rhetoric component of the General Education Requirements in Writing and Speaking.

## **GEP 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 Objectives for courses in the category of Introduction to Writing:**

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.

**ENG 101 Learning 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 Policies

### University Attendance Policy:

Because of the collaborative and cooperative nature of the first-year writing courses, class attendance is crucial. In ENG 101, students who miss nine 50-minute classes or five 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 GEP requirement, and you will need to repeat the course.

In short, come to class. Because of the collaborative and cooperative nature of the first-year writing classroom, attendance is crucial. **Students who accrue more than two weeks' worth of absences (miss nine classes) as defined by the learning environment will earn a failing grade of an F.** That is, more than two weeks of absences will result in failure to meet the element of the General Education Requirement, and you will need to repeat the course.

**This attendance policy does not distinguish between excused and unexcused absences**, even in the case of emergencies. Students experiencing extended medical or family emergencies should consult with the instructor about seeking a medical drop. Because this policy includes all types of absences, you do not have to clear absences with me beforehand. As a courtesy to you, if I am concerned about the number of absences you have, I will send you an email.

If you are absent, you are responsible for finding out what you missed, what material was covered, getting notes, and turning in appropriate work. Since due dates for major assignments are established before the semester begins, and since these projects are developed over a series of class sessions, submitting major projects after the due date will result in late penalties.

### A Note on Attendance for Asynchronous Class Format – (Some Items Repeated from University Policy for Emphasis):

Because our class is in an asynchronous online format, formal attendance will not be taken daily. However, students are required to complete assignments on time to fulfill instructors' attendance expectations. Missed or late assignments may accrue as absences. **Missing more than the equivalent of two weeks' worth of assignments will result in failure.**

Since due dates for major assignments are established before the semester begins, and since these projects are developed over a series of class sessions, submitting major projects after the due date will result in late penalties.

Because attendance is largely based on fulfilling assignments, I encourage you to participate in all activities for each unit in Moodle. This includes watching all video lectures and video links as well as reading all PDFs, Word Docs, and PowerPoints. Please note that there may be a slight discrepancy between the course schedule and the Moodle site, including additional modules with which to engage. In short, treat the Moodle like your classroom and click on everything.

While we are not meeting in person for our four-day class week, you are still expected to utilize the duration of our class time wisely to engage in the curriculum.

This is a difficult, confusing time for a lot of people, and I am sympathetic to that. If you anticipate missing assignments or experience a situation that will involve you missing assignments, please reach out to me so that we can work something out. Students experiencing extended medical or family emergencies should consult with the instructor about seeking a medical drop.

## Late Work Policy:

As the department-wide attendance policy is very strict, late work can be tricky. At every turn, it will be easier for all of us if assignments are handed in on time. However, I understand that life gets in the way, now more than ever. If you need an extension, please do not hesitate to contact me **before the due date** so that we can work out a schedule that will accommodate both of us.

## Participation:

Students are expected to fully participate in the intellectual activities of the course. Participation will be measured through discussion forums, online submissions, and online peer-reviewing activities. Please be kind to one another in peer activities and respect the learning process of your fellow classmates. I will do my best to create a safe space for ideas, even ideas that might contradict one another. I ask that you do your best to contribute to a safe space for your peers.

## Digital Writing Policy:

Much of the work in this class will be public—whether it be on Moodle or in peer writing groups. Please make sure that you are comfortable with others being able to access your final works and your work-in-process AND that you are comfortable with others commenting on and/or evaluating your work.

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. The act of “Sharing with third parties” includes posting or causing the course work to be posted on social networking or other websites. Your work, as well as your classmate's work, should only appear where you or they consent. Violations of this condition will be reported to the Office of Student Conduct, which may take further action.

## Non-Discrimination Policy:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or [http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

## Accommodations Policy:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

In addition to the support offered by Disability Services, please feel free to talk with me about anything I can do to help you be successful in this class. It is my goal as an instructor to design a course that is accessible and designed for a diversity of students. I am committed to working with students to develop approaches and options which might better support their learning, their success in this class, and their abilities to navigate the larger institutional structure.

## Services

### Free Tutoring Services:

**Writing and Speaking Tutorial Services (WSTS):** Need a fresh perspective on your writing? Visit WSTS. NCSU undergraduate and graduate students staff WSTS to provide you with access to an outside reader for any writing project - class assignments, application or scholarship essays, personal emails. They can help at any point in your project from brainstorming to final revisions. To find out more please visit our website at [go.ncsu.edu/wsts](http://go.ncsu.edu/wsts).

### Library Services:

Did you know...that our library is AMAZING?! Take advantage of the expertise of the research librarians. They are super helpful and can make a big difference in the amount of time and effort you put into research projects. Check out [www.lib.ncsu.edu](http://www.lib.ncsu.edu).

## Course Rights and Responsibilities

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

## Deadlines Policy:

Homework assignments, readings, and tasks are due by the times listed on Moodle and the Course Schedule. Major projects are due via Moodle by 11:59pm on their due date (Sundays), as noted on the project sheet, Course Schedule, and Moodle. If you are having technical difficulties uploading your work to the Moodle submission portal, you may email your project to me as a Word document. I will request, however, that once you have access to Moodle you upload your work—as long as you emailed your project to me by 11:59pm on the due date it will not be counted late, even if Moodle says so. Please do your best to turn in work on time. If you suspect that your work will be late, give me appropriate notice (more than 24 hours before the due date). If find yourself worried about turning in an assignment on time, please don't wait until the day of to let me know. If you're reasonable, I'll be reasonable!

**Failure to complete one of the major assignments will automatically result in your failing the class. In order to pass this course, you have to turn in EVERY major assignment.** All work may be turned in early for evaluation and/or pre-planned absences. Periodically, I might revise the tentative course schedule; I will communicate about any such changes. Changes in due dates for major assignments will be announced in class AND on a revised assignment sheet (posted to Moodle).

## Plagiarism and Academic Dishonesty Policy:

Plagiarism and Cheating in this course are not tolerated and could result in automatic failure of the course or expulsion from the university. 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, inadequate citation, and improper 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 informal drafts and final papers.

The NCSU Code of Student Conduct 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. 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.

## **Major Assignments and Participation**

### **Participation/Homework (20%)**

This includes your commencement essay, discussion forum posts/responses, project conferencing, and peer review.

#### **Project Conferencing**

For at least two major projects of your choosing, you will be asked to meet with me to discuss your project. You may choose to meet early in your writing process to discuss ideas or ask questions, or you might decide to meet with me after you've drafted part of your essay to receive feedback on your work.

#### **Group Peer Review**

For at least two major projects of your choosing, you will be asked to sign up in small groups for virtual peer review. I will set up Zoom meeting rooms for each group, and you will need to submit a short response form to Moodle about your group experience.

### **Unit 1: Literacy Narrative (20%)**

#### **3 Pages (Double-Spaced)**

##### **Final Draft Due:**

For this project, you'll be sharing a narrative of your process of literacy development. Literacy is broadly defined as the ability to send and receive messages within the context of a particular discourse community. Thus, the literacy that you choose to address may be written, oral, social, or technological. The critical analysis in this literacy narrative will require you to consider what you learned, how you learned it, and what factors led you to learn it that way.

### **Unit 2: Translation of a Scientific Article (20%)**

#### **5 Pages (Double-Spaced)**

##### **Rough Draft Due:**

##### **Final Draft Due:**

Science is increasingly driven by technology that is not accessible to the general public, and the resulting data can often be difficult for the layperson to interpret. For this project, you'll analyze conventions of scholarly science writing by locating and translating a scholarly scientific article for a popular audience. This project will require you to think about the different demands that audiences place on writers, as well as the relationship between form and content in academic writing.

### **Unit 3: Observation and Critical Analysis of an Advertisement (20%)**

#### **5 Pages (Double-Spaced)**

##### **Rough Draft Due:**

##### **Final Draft Due:**

Craft an essay in which you will use the rhetorical strategies discussed in class to analyze an advertisement (image or moving image) of your choosing. Research a topic of your choosing by summarizing, evaluating, and reflecting on 5-7 scholarly sources in MLA format.

**(continued on next page)**

#### **Unit 4: The Annotated Bibliography (10%)**

**5 Pages (Double-Spaced)**

**Rough Draft Due:**

**Final Draft Due:**

Think of this project as “Step 1” of a two-part process, where the “Step 2” is the next essay. For this project, you’ll be creating an annotated bibliography that focuses on a group or identity that you belong to. While your autoethnography will incorporate personal narratives alongside popular and scholarly sources, this bibliography will focus primarily on scholarly materials. For more details, see the Annotated Bibliography project sheet on Moodle.

#### **Unit 5: Autoethnography (10%)**

**7 Pages (Double-Spaced)**

**Partial Rough Draft Due:**

**Final Draft Due:**

While scholars in the natural and social sciences often stake their claims on the principle of objectivity, some sociologists and anthropologists take a different approach. These scholars embrace their own subjectivity, or lived experience, in an effort to communicate a specific point to people who do not share that experience. For this project, you’ll be choosing a group you belong to and explaining something about that group to an audience of outsiders. You’ll use your own experience, along with scholarship, to give us a peek into your chosen group in a way that no one else could.

#### **The Final Exam**

**To Be Determined**

**Due During Final Exam Week**

While the final exam is unweighted, participation is crucial. Per university policy, it is mandatory to participate in any final exam activity in order to pass the class. Final exam activities may include a short exit interview, response essay, revision of a former essay, or any other appropriate activity that occurs during the final exam period. I will send out an announcement with specific instructions.



## Grading Policy:

Details about expectations for each assignment are provided with the full assignment descriptions. In general, ENG 101 instructors look for a purposeful response to the audience and situation, a clear and logical argument, thoughtful use of textual evidence, effective use of appropriate formal and stylistic conventions, written performance in the areas of focus, development, organization, style, grammar, and mechanics and according to the process of revision across drafts. In this course, I grade student work holistically. This means I do not use a rubric designed to penalize a certain number of points per specific error. Instead, I look at the entire finished product and assign a grade based on how well the overall project 1) meets assignment requirements and 2) demonstrates mastery of the course objectives. Points or averages earned in the class correspond with letter grades as follows:

“WOWZA!”	A-Range	Represents achievement and performance that are outstanding in every respect, exceeding course requirements.
“Nice.”	B-Range	Represents achievement and performance that are above the level necessary to meet course requirements.
“Okay.”	C-Range	Represents achievement and performance that meet the course requirements but do not rise beyond them.
“Hmm.”	D-Range	Represents unsatisfactory achievement and performance, failing to meet the course requirements in some respect.
“Nah.”	F-Range	Represents failure to meet the course requirements.

Homework assignments are graded on a scale of “You did it!” (complete) or “You didn’t do it” (incomplete).

A+ = 97-100 A = 94-96 A- = 90-93	B+ = 87-89 B = 84-86 B- = 80-83	C+ = 77-79 C = 74-76 C- = 70-73	D+ = 67-69 D = 64-66 D- = 60-63	< 60% receives a failing grade
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**Note: Failure to complete any of the major assignments and the final exam will result in failure of the course. ALL FIVE major projects and the final exam must be completed in order to pass the course.**

## **A Note About the Coronavirus Pandemic and its Effects on University Operations (Currently and in the Future):**

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

### **Health and Participation in Class**

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

### **Health and Well-Being Resources**

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

### **Community Standards related to COVID-19**

We are all responsible for protecting ourselves and our community. Please see the [community standards](#) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#)

## Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#) . Please refer to the course’s attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see the [syllabus technical requirements](#) for your course. If you need access to additional technological support, please contact the Libraries’ Technology Lending Service: ([Technology Lending](#)).

## Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online.

Regardless of the delivery method, we will strive to provide a high-quality learning experience.

## Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)
- **Late Drop:** [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

## Other Important Resources

- **Keep Learning:**  
[Keep Learning](#)
- **Protect the Pack FAQs:**  
[Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:**  
[Resources for Students | Protect the Pack](#)
- **NC State Keep Learning, tips for students opting to take courses remotely:**  
[Keep Learning Tips for Remote Learning](#)
- **Introduction to Zoom for students:**  
<https://youtu.be/5LbPzzPbYEW>
- **Learning with Moodle, a student's guide to using Moodle:**  
<https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
- **NC State Libraries**  
[Technology Lending Program](#)