

Old Dominion University Department of English Guidelines for Teachers of ENGL 2**C:

211C: Introduction to Academic Writing,
221C: Introduction to Writing in Business, Education and Social Sciences,
& 231C: Introduction to Technical Writing
with 2015 Updated Student Learning Outcomes (SLOs)

ENGL 211C. Introduction to Academic Writing. 3 Credits. This course emphasizes critical reading, thinking, and writing. Students are introduced to principles of analysis and argumentation and taught the requisite skills that will allow them properly to paraphrase, summarize, and synthesize research in the common modes of academic writing. The course culminates in the preparation of a fully-documented research paper. A student with credit for ENGL 111C cannot receive credit for [ENGL 211C](#). Prerequisites: [ENGL 110C](#) with a grade of C or higher.

ENGL 221C. Introduction to Writing in Business, Education and Social Sciences. 3 Credits. This course emphasizes critical reading, thinking, and writing as they apply to business, education, and the social sciences. Students are introduced to principles of analysis and argumentation and taught the requisite skills that will allow them to properly paraphrase, summarize, and synthesize research as it applies to and is most commonly found in business, education, and the social sciences. The course culminates in the preparation of a fully-documented research paper. Prerequisites: [ENGL 110C](#).

ENGL 231C. Introduction to Technical and Scientific Writing. 3 Credits. This course emphasizes critical reading, thinking, and writing as they apply to the technical and scientific disciplines. Students are introduced to principles of analysis and argumentation and taught the requisite skills that will allow them properly to paraphrase, summarize, and synthesize research as it applies to and is most commonly found in the technical and scientific communities. The course culminates in the preparation of a fully-documented research paper. A student with credit for ENGL 131C cannot receive credit for [ENGL 231C](#). Prerequisites: [ENGL 110C](#).

200-level Written Communication Skills Learning Outcomes (2015 Update)

In accordance with the WPA Outcomes Statement, Students successfully completing English 2**C will:

Develop rhetorical knowledge by:

- Analyzing and drafting a variety of compositions or genres shaped by readers' and writers' practices,
- Transitioning between situations and contexts by adjusting structure, content, diction, and tone,
- Matching the capacities of different technologies to a range of audiences and rhetorical situations,
- Understanding that rhetorical situations differ across communities and disciplines.

Develop critical thinking, reading, and information literacy skills by:

- Using writing as a tool for critical thinking and reflection,
- Reading and writing several genres that utilize analysis, reflection, narrative, critique, and argument skills,
- Locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias,
- Using strategies to compose texts that integrate the writer's ideas with those from appropriate sources,
- Understanding that thinking, reading, and literacy skills differ across communities and disciplines.

Develop multiple strategies, or composing processes, to draft texts by:

- Working through multiple drafts of a writing project and reflecting on composing practices,
- Exploring strategies for the writing process and adapting them for a variety of technologies and modalities,
- Learning to give and to act on productive feedback to works in progress,
- Understanding that composing strategies and processes differ across communities and disciplines.

Develop knowledge of conventions by:

- Refining the understanding of linguistic structures, including grammar, punctuation, and spelling,
- Practicing genre conventions for structure, paragraphing, tone, and mechanics,
- Demonstrating a clear understanding of intellectual property rights and applying citation styles systematically, according to disciplinary conventions,
- Understanding that conventions differ across communities and disciplines.

Textbooks

ENGL 211C:

- **Default (bookstore will list unless told otherwise):**
 - [Everything's an Argument](#); 9th ed; Lunsford, Ruskiewicz, and Walters; Macmillan; **2022 NEW edition for 22/23**
- Recommended alternate Text:
 - [An Insider's Guide to Academic Writing.](#) 3rd ed, Miller-Cochran, Stamper, and Cochran; 2022

ENGL 221C:

- **Default (bookstore will list unless told otherwise):**
 - **Recommended:** [An Insider's Guide to Academic Writing.](#) 3rd ed, Miller-Cochran, Stamper, and Cochran; 2022
 - **Out of Print, but bookstore may be able to get used copies:** [Fieldworking: Reading and Writing Research](#), 4th ed, Sunstein and Chiseri-Strater, Macmillan, 2012 (978-0-312-622-756)
- Alternate Text:
 - [Practical Strategies for Technical Communication](#), 4th ed, Markel, Macmillan, 2022 **2022 NEW edition for 22/23**

ENGL 231C:

- [Writing in the Sciences: Exploring Connections of Scientific Discourse](#), 3rd ed, Penrose and Katz, Pearson, 2010 (Out of print, but open access via link above)
- [Try This: Research Methods for Writers](#), Clary-Lemon, Jennifer, Derek Mueller, & Kate Pantelides, WAC Clearinghouse; University Press of Colorado, 2022 (available as a PDF from the WAC Clearinghouse as OER or as a low cost print text).
- [An Insider's Guide to Academic Writing.](#) 3rd ed, Miller-Cochran, Stamper, and Cochran; 2022

**The bookstore will automatically list and stock the default text. If you are using an approved alternate text or no text at all, it is your responsibility to inform the bookstore and your students of the change. If your course schedule changes, it is your responsibility to check and, if needed, amend the textbook and inform your students.*

Please note: Though more and more instructors are opting to go textbook-free, we still encourage all instructors to bring in instructional and craft readings and media in addition to examples to help students better understand writing and writing in particular genres. If you do use the textbook - students do mention often in course evaluations that they find it helpful - you should aim to use the book in every unit.

ENGL 2**C Curriculum Requirements:

1. At least three high stakes assignments (writing that results from invention, drafting, response, revision, and editing) are required. **These assignments should emphasize an incremental introduction to research, critical inquiry, and argumentation.** Assignments in this category *should serve to* prepare students for the major research paper, and *careful scaffolding is recommended*. These assignments may be collaborative and/or multimodal if the instructor so choose. Instructors should note the ENGL2**C SLOs in the design of these assignments.

2. Research paper (a minimum of 2000 words, est. 8 pages double-spaced TNR 12). Students strengthen their analytical, critical, and research skills by preparing a fully-documented research paper. They may select their own topics as part of the research process, use a variety of investigative techniques, and survey a wide range of resources, *including scholarly peer-reviewed sources and resources* inside and outside the library (lectures, films, documentaries, police reports, interviews, primary research). Through careful analysis, evaluation, and synthesis of information, students formulate adequate theses, moving beyond the scope of reporting information to composing papers that express their reasoned judgments on their topics.

3. Portfolio/Reflective Essay Students must electronically save all major work/projects. Instructors should direct students to collect and submit *representative writing that demonstrates all learning outcomes for ENGL 211C/221C/231C*. These artifacts will be submitted along with a **reflective essay**, which together constitute the student's **writing portfolio**.

Faculty may choose one of the following methods for submitting clean, ungraded copies of student work: Google Drive folder or showcase ePortfolio. Instructors will be asked to share access to these materials with the English Department at the end of the semester. Instructors will be asked to share access to these materials, or have their students share access to their materials, with the English Department at the end of the semester using this form:

<https://tinyurl.com/GenEdEPSubmission>

4. Conferences: Instructors teaching F2F or synchronous ENGL 2**C should schedule at least one one-on-one conference with each student during the semester. Faculty may reassign up to one week of classes per round of conferences with a maximum of three weeks allocated for conferences (any canceled classes should be for the purpose of conferencing with students). Faculty members teaching online asynchronous courses should not require students to attend conferences at specific times. However, they can set aside up to one week of class to offer them optionally or provide extended office hours. Faculty members are welcome to be pedagogically creative when developing their plans for conferencing with students, such as utilizing small group conferences, voicethread or screencastify, talkback exercises, journal entries, chat

functions, etc. In fact, providing more than one option can increase the likelihood that there is an accessible option for all faculty members and students.

Note on the Final Exam: There is no specific final exam requirement, but instructors must use the final exam period constructively, in accordance with university policy. Instructors may elect to have the required writing portfolio reflective essay function as the final exam.

Departmental requirements and deliverables:

- **Syllabi:** Instructors will submit a syllabus for each course each semester to the department (currently by uploading it to the K drive or sending it to Orlando). The course syllabus should include:
 - Course description from bulletin and shared department learning outcomes
 - Required course materials and electronic access
 - Classroom policies and procedures.
 - A clear breakdown of assignments, due dates, and weight towards final grade
 - Tentative course schedule of readings/weekly topics and assignments.
Instructors should consider how each assignment and aspect of the course contributes to the cultivation of the 4 student learning outcomes.
 - Required university policies (honor code, student accommodations, add/drop etc.)See this [doc](#) for a more thorough syllabus checklist.
- **Student Opinion Surveys:** Instructors submit student opinion surveys as part of their yearly performance review/portfolio.
- **Archiving Student Work:** Instructors should upload (or have students upload) clean copies (no grades or comments) of the required formal writing assignments completed in the course to folders in Google drive at the end of each semester. Alternatively, instructors may have students create showcase ePortfolio websites to present these materials. *Instructors will be asked to share access to these materials, or have their students share access to their materials, with the English Department at the end of the semester using this form: <https://tinyurl.com/GenEdEPSubmission>*
- **Evaluation and Revision:** A sub-committee of the Gen Ed Committee (which oversees all department general education courses) made up of instructors who regularly teach the course, will meet yearly to review the course and discuss possible revisions to these guidelines.