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Course Description:

Given that various discourses construct knowledge differently, our course introduces students to the different kinds of thinking and writing that characterize liberal arts disciplines. Students practice expository, analytic, and persuasive writing in the natural and social sciences and in the humanities. We will stress critical reading, writing for learning, textual analysis, writing from research, and collaborative writing.

Course Objectives

By the end of term, students will be able to:

1) Understand, articulate, and apply the phases of the writing process
2) Conceive, prewrite, draft, revise, and edit competent essays in various academic disciplines
3) Effectively read, analyze, and summarize articles in various disciplines
4) Understand and articulate each of three discipline area’s distinct way of constructing knowledge.
5) Locate and research discipline-specific databases appropriate to a given writing assignment.
6) Synthesize primary and secondary research into formal essays.
7) Conceive, organize, and present analytical findings in oral and written forms, individually and collaboratively.

Required Texts and Materials

3) Spiral Inquiry Notebook and Reading Log
Evaluation Guidelines

There is no final exam. Rather, I will determine your grade from your final portfolio, according to these guidelines: Four critical essays—one each in science, social science, and humanities, and one reflective essay—(70%); inquiry notebook, summary, oral presentation, and various informal writing (20%); characterizations and active engagement with class (10%).

Essays

The three analytical essays, 3-5 pages each, not including documentation, will represent your own research, through observations and analysis, and must observe the conventions of their respective disciplines—CSE, APA, and MLA, respectively. All prewriting, including revised drafts, must be turned in with the final version of each essay. Be sure to back up all work, and to carefully save all graded work.

Characterizations

For any given reading assignment, I will generally ask for student volunteers to “characterize” the reading—that is, to 1) ascertain and articulate its thesis or central concern, 2) respond critically to that thesis, and 3) connect the reading to our class enterprise. Note that, while characterizing incorporates summary skills, it is much more than mere summary. Every student should volunteer once or twice during the term to demonstrate engagement with the course and commitment to the class.

Inquiry Notebook:

The course text provides what they call “inquiries”—i.e. practical opportunities for you to rethink your own assumptions about how knowledge is constructed, and to practice writing in ways appropriate to the different disciplines.

Reading Notes

In addition to formal summaries and informal characterizations, you will also need to keep notes on each reading assignment, so that you come to each class prepared to identify the thesis or key points of any given reading. Given the close connections between reading, writing, and thinking, I consider these notes an important phase of your writing and thinking processes.

Attendance

Ours is a seminar-style class; thus, students must actively engage in discussion of and response to each other’s work. So, your presence is crucial. One or more absences will drop your grade; four absences will mean failure of the course.
***Reading / Writing Schedule***

**Week 1: Introduction to the course, the disciplines**

T 8/31 Introduction  
R 9/2 Read *EI* Introduction (*Engaging Inquiry*) pp. 1-7 and Chapter One (“Inquiry and Writing in the Sciences”), pp. 1-28; summarizing practice

**Week 2: The Inquiry Model; Scientific Observations; Summarizing**

T 9/7 *EI*, pp.29-52; Faigley, “The Rhetorical Situation, pp. 5-12  

**Week 3: Objective Language; Static, Dynamic, and Systemic Observation**

T 9/14 *EI* pp. 69-79: Wilson, “Storm over the Amazon”; prewriting toward Essay #1; Thad Camp from the Writing Center  
R 9/16 Speaker from Natural Sciences (Dr. Brown); *Inquiry* 1.1, 1.2, 1.3, 1.6 (a b and c), 1.8, 1.10 in inquiry notebook; follow text directions.

**Week 4: Formal Observation Report; Source Citation**

T 9/21 Library Class: Research in natural sciences; Faigley, “Words and Images, pp. 13-25; formal summaries due  
R 9/23 Drafting workshop; Student Essay: “Observing the Red Fox (Vulpes vulpes) on the UCSB Campus,” *EI* pp. 103-08; Faigley, “Planning and Drafting,” pp. 25-37

**Week 5: Writing Workshop / Peer Critique / Oral Presentations / Essay #1 due**

T 9/28 Peer Response workshop: Bring three copies of essay draft; Faigley, “Rewriting, Editing, and Proofreading, pp. 55-64; notes on how to avoid plagiarism  

**Week 6: The Social Sciences**

T 10/5 *EI* pp. 133-169; Markstrom-Adams, “Attitudes on Dating, Courtship, and Marriage: Perspectives on In-Group Versus Out-Group Relationships By Religious Minority and Majority Adolescents”; *Inquiries* 3.4-3.12

R 10/7 Semester Reading Day: No Class

**Week 7: Social Sciences, continued**
T 10/12  Orr, “Ecological Literacy” in EI pp.299-309; prewriting toward essay #2
R 10/14  Speaker from Social Sciences (Dr. Kisiara)

**Week 8: Social Sciences, continued**

T 10/19  Library class: Researching in Social Sciences
R 10/21  Peer response workshop: Bring three copies of your draft; student papers for workshop; EI pp. 309-319; midterm evaluation

**Week 9: The Humanities; essay #2 due**

T 10/26  **Essay #2 (Social Science Essay) due; “Inquiry and Writing in the Humanities,” EI pp. 323-3**
R 10/28  EI, Inquiries 5.1-5.4

**Week 10: Humanities, continued**

T 11/2  EI, 349-360

**Week 11: Humanities, continued**

T 11/9  Mailloux, “Interpretation”;
R 11/11 Speaker from Humanities (Dr. Campbell); Library class: Researching in humanities; Sontag, “Against Interpretation”; drafting workshop

**Week 12: Humanities, continued; essay #3 due**

T 11/16  Peer response workshop: Bring three copies of draft essay
R 11/18  **Essay #3 due (Humanities Essay); prewriting toward essay #4**

***Thanksgiving Recess***

**Week 13: Reflection**

T 11/30  Drafting workshop; inquiry notebooks due
R 12/2  Peer Response Workshop: Bring three copies of essay draft

**Week 14: Conclusion; essay #4 due**

T 12/7  **Essay #4 due (Reflective Essay)**
R 12/9  Last class: Bring portfolio of all coursework