East Carolina University Writing Program

East Carolina University’s Writing Program is designed to help students in all disciplines improve their ability to write. Faculty believe that writing belongs in the entire curriculum and that by writing, students learn and remember more, become more active learners, collaborate, and use the language of their discipline.

The links between writing and learning are quite real. According to Richard Light in the second report of the Harvard Assessment Seminars (1993), the relationships between the amount of writing for a course and students’ level of engagement with it are stronger than any relationship found between engagement and any other course characteristic. “It is stronger than the relation between student engagement and class size. It is far stronger than the relationship between level of engagement and why a student chooses a course. The simple correlation between the amount of writing required in a course and students’ overall commitment to it tells a lot about the importance of writing.”

The mission of the University Writing Program is to provide support for writers and instructors of writing in order to prepare students for academic and professional success.

The UWP includes the

• **University Writing Center**: The UWC is a peer tutoring center open and available to students, faculty, and staff to work with trained undergraduate and graduate writing consultants on writing at any stage of the writing process.

• **Writing Across the Curriculum**: WAC is a program that supports the philosophy that writing should happen across the academic disciplines and throughout a student’s undergraduate education, values writing as a method of learning, acknowledges the difference in writing conventions across the disciplines, and believes that students can best learn to writing in their areas by practicing discipline-specific writing conventions.

• **Writing-intensive course support**: Students are required to complete ECU’s WI course requirement before they graduate from the university.
Along with the resources for WI course instructors on the UWPs website (www.ecu.edu/writing), including ECU’s glossary of writing terms, Writing Liaisons and Writing Mentors serve also serve to assist in the success of WI courses.

The **Writing Mentors** Program is a peer-consulting program in which undergraduate and graduate students assist students and faculty members in discipline-specific WI courses. WI faculty can apply to have a Writing Mentor work with students in their specific WI course(s), acting as facilitators for good writing in and outside the classroom, offering suggestions for revision, and discussing strategies that enable students to communicate their thoughts and ideas for course assignments more effectively. For more information about the Writing Mentors Program, please contact Dr. Nikki Caswell (caswelln@ecu.edu).

We look forward to working with you.

Director of the UWP: Dr. Will Banks  
banksw@ecu.edu

Director of the UWC: Dr. Nikki Caswell  
caswelln@ecu.edu

Director of the QEP: Dr. Wendy Sharer  
sharerw@ecu.edu

Assistant Director of the UWP: Kerri Bright Flinchbaugh  
flinchbaughk@ecu.edu

Assistant Director of the UWC: Erin Herrmann  
herrmanne@ecu.edu

1015 Joyner Library  
UWP/UWC phone: 252.328.2922  
http://www.ecu.edu/writing/
Writing Intensive Courses at ECU

Writing Intensive Course Requirements

Students enrolled at East Carolina University must complete 12 s.h. of Writing Intensive (WI) coursework in the Writing Across the Curriculum program, including at least 3 s.h. in their major, prior to graduation.

Student typically complete this requirement as follows:
• English 1100 and English 1200/2200 (or equivalent)
• 3 hours of WI credit in the student’s major
• 3 hours of WI credit (in or outside of the major)

Students receiving Advanced Placement (AP) credit for ENGL 1100 do not receive WI credit for those hours and must still complete the full 12 s.h. WI requirement.

Courses taken at other institutions must meet one of the following criteria to be considered for WI transfer credit:
• The course is designated as a writing intensive course in a Writing Across the Curriculum program at the university or college where it was taken.
  -OR-
• It has the words “writing” or “communication” in title.

Requesting WI Transfer Credit

If students have taken Writing Intensive courses at another college or university and those courses did not transfer to ECU as WI, they may use the following procedure to request a reconsideration by the Director of the University Writing Program.

Students/advisors should provide one of the following:
• Evidence from an official university/college catalog that lists the course as having “writing” or “communication” in the title;
  -OR-
• Evidence from an official university/college catalog which shows the course is part of a Writing Across the Curriculum (WAC) / Writing in the Disciplines (WID) program at the university or college where it was taken.

We also require that students provide a syllabus from the course which includes the writing completed as part of the course.

These documents should be emailed to Brandi Hasty, Administrative Assistant, UWP: goochnb@ecu.edu.
**WI Student Learning Outcomes**

At the conclusion of their undergraduate degree programs, ECU graduates will be able to

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.

2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multi-modal components) of their major disciplines and/or career fields.

3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.

4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.

5. Assess and explain the major choices that they make in their writing.

**Student Writing Portfolio**

The WI course designation further requires that, at or near the end of the term, students submit samples of their writing to their University Writing Portfolios (housed in iWebfolio) for WAC program assessment purposes. Ideas for implementing this requirement, as well as instructions for uploading materials to iWebfolio will be provided on the writing@ecu website ([www.ecu.edu/writing](http://www.ecu.edu/writing)). UWP staff will gladly meet with you to discuss strategies for incorporating this assessment component into your course.
CRAFT: Responding Effectively to Writing Assignments

Considering CRAFT helps writers think intentionally about their thinking process and facilitate identify, explore, and employ a writer’s craft while providing writers with the necessary information to successfully meet Student Learning Outcome #2. By inviting writers to be intentional about the craft of composition, they can realize their potential in academic, political, and community contexts. CRAFT is an acronym that stands for:

- **Context** - the situation for which you are writing.
- **Role** – the voice in which you are writing
- **Audience** – the person or people for which you are writing
- **Format** – the type of writing you are producing. For example, a speech, an article, a letter...
- **Topic** – the subject matter on which you are writing.
Writing as a Process

As you approach writing, it is helpful to consider the stages of the writing process and the skills needed and at work in that stage. This flow chart can help give you and idea of the writing process and help to identify at what stage you may be. As this is a recursive process, a writer can move to any stage of the process at any time. Movement does not have to be linear.

**Exploratory Writing**
- Prewriting
- Brainstorming

**Rhetorical Stance**
(examine parts of the prompt)
- Purpose
- Subject
- Persona
- Audience

**Outline**
- Formal or informal

**Drafting to Fit Rhetorical Stance**
(the point where the writer starts to tailor their thinking and writing for the form and the audience – moving past exploratory writing.)

**Document Cues**
- Revision Skills
- Form
  - Author
  - Subject line
  - Thesis Statement
  - White Space
  - Purpose = Organization

**Sentence Cues**
- Editing Skills
  - Avoid "to be" verbs
  - Avoid bumping prepositional phrases
  - Indicate relative importance (syntax)
  - Check for correctness
  - Write a variety of sentence types
  - Check spelling, punctuation

**Transaction**
- The point where the paper is read by a reader.
## Revision

### Bless, Address, or Press

Use “Bless, Address, or Press” to help your reader(s) know how to best address your needs.

<table>
<thead>
<tr>
<th>Ask for <strong>bless</strong> when you...</th>
<th>Ask for <strong>address</strong> when you...</th>
<th>Ask for <strong>press</strong> when you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are not quite ready for a full blown critique of your work</td>
<td>• Have a specific area that concerns you</td>
<td>• Have a strong piece of writing that you think is a final draft</td>
</tr>
<tr>
<td>• Share writing that is more reflective or highly personal</td>
<td>• Need suggestions for where you should go with the piece</td>
<td>• Are ready to accept and understand suggestions made by others about your work</td>
</tr>
<tr>
<td>• Share writing that you do not plan to develop into a polished piece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Share a piece that is just for fun or inspiration</td>
<td></td>
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</tr>
</tbody>
</table>

### RADaR: Types of Revision

RADaR provides ways to consider specific revisions strategies as it stands for

<table>
<thead>
<tr>
<th>Replace</th>
<th>Add</th>
<th>Delete</th>
<th>Reorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Words that are not specific</td>
<td>• New details</td>
<td>• Unrelated or unnecessary ideas</td>
<td>• To introduce ideas in sequence</td>
</tr>
<tr>
<td>• Words that are overused</td>
<td>• Transitions between ideas</td>
<td>• Repeated ideas, words, or phrases</td>
<td>• To improve the logical flow of ideas</td>
</tr>
<tr>
<td>• Sentences that are unclear.</td>
<td>• Rhetorical and literary devices</td>
<td></td>
<td>• To connect details to related main ideas</td>
</tr>
</tbody>
</table>
**Avoiding Plagiarism**

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**What is Plagiarism?**

"Copying the language, structure, ideas and/or thoughts of another and adopting the same as one’s own original work."

- From the Student Handbook online
  
  [http://www.ccsu.edu/studenthandbook/policies.htm](http://www.ccsu.edu/studenthandbook/policies.htm)

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**What is a “source”?**

Any person or text (online, print, broadcast, etc.) from which you get information that you use in your writing.

- A friend/coworker you interview
- A website you find through Google
- A comment made by someone else in a chatroom
- A newspaper or magazine article (online or in print)
- An article from a scholarly journal (online or in print)
- A television show
- Etc.

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**What does “citation” mean?**

- Citation, in this context, simply means clearly giving credit where credit is due.
- Proper citation involves clearly indicating:
  
  - the author, title, and publication information for the print, online, broadcast, and interview-based texts that you use (Include a bibliography, Works Cited, or References section)
  
  - which words and ideas come from which sources (Include in-text citations or footnote/endnote notations)
  
  - when you are moving from your own words and ideas to the words and/or ideas of another (Include source writer’s name and signal phrase)

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**What is “Common Knowledge”?**

- A well-known fact.
- Information that is likely to appear in numerous sources and to be familiar to large numbers of people.
- This is the only time you do not need to cite information, provided that you do not copy that information word-for-word from a source.
- If you are not sure if the information you want to use meets these definitions, cite it.
Paraphrase

- What is a paraphrase?

In a paraphrase, your goal is to rewrite a statement into different words and with a different sentence structure without losing the original meaning of the text and while maintaining the same general length as the original.

When do I need to worry about plagiarism?

- You should avoid plagiarizing in all of your assignments, in all of your classes.
- Plagiarism is not just something your English teacher cares about—it is something that all instructors in all disciplines care about.

Tips for Avoiding Conscious Plagiarism

- Do not procrastinate—start early!
- If the assignment allows for some freedom, find a subject that actually interests you.
- Use prewriting strategies (brainstorming, free-writing, clustering) to generate your ideas on the subject BEFORE you start reading about what others say.
- Realize how easy it is for a teacher to discover a plagiarized paper.
- Realize the severity of the consequences.

Tips for Avoiding Unintentional Plagiarism

- Do not procrastinate—start early!
- Use prewriting strategies.
- Take careful notes & follow a structured note-taking procedure.
- Be very careful copying and pasting from online/electronic sources!
- Indicate clearly in your notes where different ideas come from (try color-coding things you copy or paraphrase from different sources or use some form of margin notations, such as “M” for “my thoughts” and “S” for “Source #1,” etc.).
- Indicate clearly which ideas are your ideas and which ideas come from another source.
- Save draft versions of your writing as you proceed so that if you accidentally delete a citation while revising, you can go back and get it.
- Keep a citation handbook.
- Don’t forget the quotation marks & the parenthetical references!