



University
Writing Guide

— 1998-99 —

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Christopher Newport University

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Christopher Newport University Academic Calendar: 1998-1999

Fall 1998

Aug	24	M	Classes begin
	24 - 28	M-Th	Drop/add and late registration
Oct	10	S	Fall recess begins after last class meets
	14	W	Fall recess ends and classes resume
	28	W	Last day to withdraw without Grade Penalty and elect Pass/Fail Option
Nov	9 - 13	M - Th	Early Registration--Spring 1997
	24	T	Thanksgiving recess begins after last class meets
	30	M	Thanksgiving recess ends and classes resume
Dec	5	S	Classes end
	7 - 12	M-S	Final examinations
	14	M	Final grades due 12:00 noon

Spring 1999

Jan	18	M	Classes begin
	18-22	M - F	Drop/add and late registration
Mar	6	S	Spring recess begins after last class meets
	15	M	Spring recess ends 8:00 a.m.
	29	F	Last day to withdraw without Grade Penalty and elect Pass/Fail Option
May	1	S	Classes end
	3-8	M-S	Final examinations
	10	M	Final grades due 12:00 noon
	15	S	Commencement

Office of the Registrar

Letter from a Student

Dear Freshman Writers:

Beginning college is an awesome step; I applaud you! Welcome to one of the most arduous yet rewarding endeavors of a lifetime. And it doesn't matter whether you're eighteen, forty-eight, or sixty-eight . . . we all share the same emotions as university students.

I remember my first class day like yesterday--maybe better: rain fell torrentially, parking spaces were scarce, and I didn't know a soul. My first class was English 101; I was given a syllabus, and I listened to an instructor talk about "careful reading," "summarizing" and "analyzing." Perhaps you are more confident than I, but I was intimidated and more than a little unsure that I would be capable of the challenges ahead. But I did make it--made it with flying colors, as they say! And that's why I'm writing you, to share some tips that helped me succeed not only as a freshman writer but also as a student of higher education.

The most important factor in your success as a freshman writer is this: **attend every class.** I missed only one English 101 class, and then I felt as if I'd lost a vital link in the learning-to-write process, a link that was not easily recaptured. But since missing a class may be inevitable, it is wise to get the names and phone numbers of a couple of other dependable students as early as possible. One of the wisest and most advantageous decisions you'll ever make as a student is to commit yourself to faithful attendance. (Anyway, you want to get your money's worth, don't you?)

This next tip goes hand-in-hand with attendance: **stay on top of the assignments.** Effective reading and writing don't happen overnight: they are a learned skill and art. Included in that process is practice--the more you read and write, the more your writing will improve. Fall behind and your assignments will defeat you. Determine now to complete all of your work on time. That way you'll never feel lost or out-of-touch during classroom instruction; in addition, you'll be prepared to participate as a viable part of classroom discussion. So remember: if you want to improve your learning potential, attend class and stay current with assignments. By the way, **don't be overwhelmed** when you first look at the syllabus. You're right--it does look like a lot of work. But let me remind you of some welcome news: your English 101 instructor will lead you through it all--one class period and assignment at a time.

Although the two suggestions are clearly the most important facets of academic success in your freshman writing class, here are a few other recommendations that proved beneficial for me:

- **Be assertive.** If you don't understand the professor's instruction or if you aren't grasping the concepts that are being taught, say so. This takes courage because it may mean risking your pride in front of your peers . . . that is scary, but your education is at stake. And it is absolutely essential to grasp the concepts of English 101 and grasp them well--success in other classes is contingent upon the mastery of English 101 and reading and writing skills.
- **See your professor** if you are struggling; see your professor if you need information. Let him/her know that you are concerned about your education. All your professors have office hours, and they want to hear from you. During my years at CNU, I turned to my instructors frequently and was always welcomed. Please know that they want you to succeed and, indeed, they will help

you. Don't forget the **Alice F. Randall Writing Center** on campus. Take advantage of this free help. And if you feel you need yet more assistance, ask your professor about how to get a tutor.

Time and space prohibit me from sharing all that I could. By now you've guessed that I'm not often at a loss for words, particularly written words. Becoming an adequate college writer calls for commitment; becoming a good writer calls for commitment and diligence; becoming a great writer calls for commitment, diligence, and clear goals . . . I wish for your greatness.

Sincerely yours,

J. Kay Wampler
CNU, Class of '96

From the Freshman Writing Faculty

Welcome to CNU and the English Department. This guide provides you with a sequential view of freshman writing at CNU, from placement through required common final examination and folder requirements at semester's end. This guide also provides a clear view of writing across the curriculum in the university's two colleges. You can improve your chances for success in Freshman English classes by becoming familiar with information from this guide, by attending classes regularly, by seeking assistance from your instructor and tutors in the Writing Center, and by taking seriously your responsibility as an university student. Anytime you have a question, ask your instructor. Members of the Freshman Writing Committee will also be willing to assist you.

The Freshman Writing Committee:

Roark Mulligan, Ph.D. --Director of Freshman Writing
Douglas Gordon, Ph.D. --Assistant Director of Freshman Writing
Jim Cornette, M.A. --Coordinator of Special Placement Sections
Jennifer Dwyer, M.A. --Adjunct Representative, Writing Specialist
Jean Filetti, Ph.D. --Writing Specialist
Terry Lee, Ph. D.--Writing Specialist
Barry Wood, M.A. --Senior Faculty, Writing Specialist

Placement in Freshman Writing Courses

All students with SAT verbal scores are placed in sections according to the potential ability indicated by those scores. Students without SAT verbal scores must take the English Department Writing Sample and will be placed according to performance on the writing sample. Your faculty adviser will be glad to interpret the scores for you. If you have questions about your placement, please contact the Director of Freshman Writing at (804) 594-7685 or the Assistant Director at 594-7370.

Alice F. Randall Writing Center

The Writing Center was dedicated in the Fall of 1993 in memory of Professor Alice Randall, an educational innovator, researcher, and founder of the Basic Studies Program at Christopher Newport College. Located in Ferguson Hall, Room 113, the Center is open to all CNU students to provide tutorial assistance for writing in the university.

The peer tutors will help students:

- Develop writing skills
- Overcome writer's block
- Brainstorm for ideas
- Write a thesis
- Organize paragraphs
- Support arguments
- Revise drafts
- Develop proofreading skills

Because the Center's objective is to help you become a better, independent writer, the peer tutors:

- will discuss error patterns
- will not mark and correct errors
- will teach you to proofread
- will be critical readers
- will not write for you
- will ask questions to help clarify meaning
- will discuss any of your writing concerns
- will assist you with any writing project

For more information and Center hours, please contact Dr. Maureen Archer at 594-7950.

Superior and Average Student Profiles

Most students enter college with high, but sometimes unrealistic expectations. If you view each writing assignment and each class meeting as an opportunity to learn and demonstrate your commitment, you will improve your chances of fulfilling your high expectations. Remember, your professor will also have high standards, likely higher than you have met before, and your grade on each assignment will give you a marker for your progress or your need to make changes to improve. While effort is important, your performance determines the grade. Because your professor is keenly interested in your progress, she/he will give you fair-but-demanding assessments of your writing. For your information, the following profiles will give you some idea of behaviors and qualities that characterize superior and average students.

The Superior Student:

Attends class faithfully
Prepares carefully for each class
Reads critically, inferentially, and analytically
Makes extra effort; goes beyond the "required"
Participates in every class
Asks thoughtful questions
Makes insightful and constructive comments
Respects learning and learners
Values association with professors
Is determined, disciplined, and organized
Puts college work first; sets good priorities
Accepts responsibility for actions
Hands work in on time; plans ahead
Demonstrates mastery of written English
Takes initiative
Makes high grades consistently
Seeks help regularly
Views criticism as valuable
Can apply, critique, and synthesize ideas
Develops writing topics that show originality and thoughtfulness
Shows enthusiasm and energy in class
Cares about performance and improvement
Has plans and ambition

The Average Student:

Attends class periodically
Prepares sometimes or not at all
Reads indifferently and without commitment
Is interested in just what is required
Seldom participates in class
Asks schedule questions almost exclusively
Sees little need to participate; may "slouch" or "sleep"
Is "bored" easily, easily discouraged
Shows little respect for learning and learners
Sees professor as tedious or an obstacle
Lets personal moods or problems interfere with learning
Tends to blame others for shortcomings; makes excuses
Hands in work late, without careful attention to details
May have some ability but lacks ideas and discipline
Has marginal skills in written English
Makes mostly average grades
Seldom takes initiative; lacks organization
Resists criticism
Has difficulty with applying and analyzing ideas
Chooses vague and familiar writing topics
Has little enthusiasm or energy in class
Only occasionally cares about quality of work
Is uncertain about plans; lacks ambition

College Writing I and II Diagnostic Writing Prompt

(The diagnostic will be administered during the first week of classes.)

You will have about thirty minutes to read a brief passage and to write several paragraphs in response.

Before writing read the following directions carefully.

1. Read the brief passage. As you read, you may take notes in the margins of the passage.
2. After you read the passage, write several paragraphs following these guidelines:
 - On the top of your paper, write your full name, your writing class and section, your instructor's name, and the name/location of your high school.
 - In a paragraph, summarize the central idea of the passage. Also describe how the writer develops his/her position.
 - After completing the summary, give your own point of view. In one or two paragraphs, explain your position, using evidence from the text and from your own knowledge or experience. Do you agree or disagree with the author? Explain why. Can you cite an example of a current issue that supports your position.
 - You have only thirty minutes to read the selection, plan your paper, and write several paragraphs. Use your time wisely. Please write legibly.
 - If you complete your paper early, read through it making minor revisions and corrections.

Mid-Term Assessment:
English 101-102
Informal Feedback on Teaching
(The G.I.F.T. Technique)

Directions: Please write brief, honest, and legible answers to the questions below. (Do not write your name on this paper.)

1. What are 1 or 2 specific things your instructor does that help you learn in this course?
2. What are 1 or 2 specific things your instructor does that interfere with your learning?
3. Please give your instructor 1 or 2 specific, practical suggestions on ways to help you improve your learning in this course.

Reference: Angelo, T.A. & Cross, K.P. *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd edition. San Francisco: Jossey-Bass, 1993, 334-338.

English 101
College Writing I

Course Description

English 101:
College Writing I prepares students for reading and writing in the College of Liberal Arts and the College of Business, Science, and Technology, introducing students to college reading, thinking, listening, speaking, and writing. The focus of the course is on written and oral analysis of prose texts from academic disciplines. During the semester, students will have guided practice writing summaries, critiques, thesis statements, and essays. All students are required to make oral presentations and to take a common advisory final that counts at least 10% of the final grade.

Requirements

In class, instructors will require students to participate in discussions and workshops and to present analyses of readings.
In addition, students will write and compile in their English 101 Course Folders the following:
2-4 summaries of academic readings (250-300 words)
2-4 critiques of academic readings (500-1000 words)
2-4 essays with a thesis and with support from readings (500-1,000 words)
Several informal writing assignments that promote critical thinking
1 common final
Complete Course Folders (portfolios) are due during the final week of classes.

Course Goals

- To demonstrate proficiency in reading and understanding academic prose texts from various disciplines in the University's two colleges.
- To understand and express connections among different academic prose texts in discussion and in writing.
- To summarize accurately and coherently central ideas in academic texts to an audience.
- To understand and explain rhetorical strategies in academic prose texts.
- To analyze academic prose texts using a thesis statement and supporting details.
- To write critiques with a controlling thesis, incorporating individual insights and analysis.
- To write essays with a controlling thesis and with support from various readings.
- To demonstrate beginning mastery of correct, varied, and coherent standard English.

Texts

- Behrens, Laurence and Leonard J. Rosen. *Writing and Reading Across the Curriculum*. New York: Longman, 1997.
- Rosen, Leonard J. and Laurence Behrens. *The Allyn and Bacon Handbook*. Boston: Allyn and Bacon, 1997.
- Gordon, L. M., D. K. Gordon and R. Mulligan. *The University Writing Guide*. Newport News: CNU Department of English, 1998.

Rubric for the English 101 Final

"A" Paper (All of what is listed under "B" plus):
Original thought, inferences, and creativity
Fully developed critique of the article, recognizing the author's strategies
Particularly clear logical transitions throughout
Particularly clear command of the language, exhibiting complexity and variety in sentences and diction

"B" Paper
Clear and competent summary of the article
Clear understanding of the reading
Critique of the reading is developed and supported
Some sentence and word variety
Essentially free of errors in mechanics and grammar
Consistent focus and purpose throughout the paper
Good transitions and logical connections

"C" Paper:
Accurate but limited summary of article, knows thesis
Critique of article exists but is not developed
Sentences are clear and effective with few errors, but are not complex or varied
Paper exhibits a structure and paragraphs that organize ideas
The diction is predictable, typical, competent

"D" Paper
The summary may have factual errors
Too much summary, little or no critique
Limited grasp of the article
Weak or no paragraph structure
Simple sentences that don't vary and sentences that are confusing and awkward
Fundamental errors of grammar and syntax

"F" Paper
Paper doesn't follow assignment
Lack of focus, control, and coherence
Lack of preparation
Fails to understand the article
Fails to make connections or inferences
Serious and consistent errors in grammar and mechanics

English 101: Common Final Score Sheet

Student: _____ Instructor ID#: _____
Student ID#: _____ Course and Section: _____
Exam Date: _____ Semester: _____

Circle one number in each section below.
4 - Superior (A) 3 - Above Average (B) 2 - Average (C) 1- Below Average (D) 0 - Failing (F)

CONTENT					Comments (Optional):
<u>Summary of Reading</u>					
Understands Author's Central Thesis and Purpose Covers Main Points Concisely Accurately Represents Original					
4	3	2	1	0	
<u>Critique of Reading</u>					
Evaluates the Author's Central Thesis and Purpose Critiques the Main Points of the Argument Evaluates the Strategies of the Author					
4	3	2	1	0	
<u>Personal Response to the Reading</u>					
Develops a Thesis that Guides the Response Supports the Response with Examples and Evidence from the Reading Draws Inferences and Makes Connections					
4	3	2	1	0	

STRUCTURE					Comments (Optional):
Introduces Content with a Sense of Purpose and Focus Builds Orderly, Developed Paragraphs Establishes Coherence with Logical Transitions Concludes with a Sense of Focus and Meaning					
4	3	2	1	0	

CORRECTNESS					Comments (Optional):
Employs Quotations from the Reading Correctly Demonstrates Understanding of Grammatical Conventions Uses Conventional Punctuation Demonstrates an Understanding of Mechanical and Spelling Conventions					
4	3	2	1	0	

STYLE					Comments (Optional):
Draws from Varied and Complex Vocabulary Varies Sentence Patterns Exhibits clarity and concision					
4	3	2	1	0	

Examination Grade: _____ Course Grade: _____
(A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)

English 102

College Writing II

Course Description

English 102:

College Writing II prepares students for advanced reading and writing in the College of Liberal Arts and the College of Business, Science, and Technology. The course develops skills in reading and writing academic arguments. During the semester, students will have guided practice writing evaluations of arguments and creating extended written arguments that document material from multiple sources. In addition, the students will evaluate the validity of arguments, examining claims, evidence, assumptions, and appeals. All students are required to make oral presentations and to take a common, written, advisory final that counts at least 10% of the final grade.

Requirements

In class, instructors will require students to participate in discussions and workshops and to present analyses of arguments.

In addition, students will write and compile in their English 102 Course Folders the following:

3-6 summaries, evaluations, or analyses of arguments (250-500 words each)

3-6 arguments, incorporating multiple sources and documentation (at least one must employ library research [500-1,000 words])

1 common final

Complete Course Folders (portfolios) are due during the final week of classes.

Course Goals

- To demonstrate proficiency in reading, evaluating, and understanding arguments from various academic disciplines.
- To learn and use terms specific to argumentation.
- To summarize and evaluate, accurately and coherently, argumentative prose.
- To discover and express connections among arguments in various academic disciplines.
- To understand and explain rhetorical strategies in argumentative prose.
- To develop and write effective arguments using multiple sources, research, and documentation.
- To demonstrate reasonable mastery of correct, varied, and coherent standard English.

Texts

• Behrens, Laurence and Leonard J. Rosen. *Writing and Reading Across the Curriculum*. New York: Longman, 1997.

• Rosen, Leonard J. and Laurence Behrens. *The Allyn and Bacon Handbook*. Boston: Allyn and Bacon, 1997.

• Gordon, L. M., D. K. Gordon, and R. Mulligan. *The University Writing Guide*. Newport News: CNU Department of English, 1998.

Rubric for the English 102 Final

"A" Paper (All of what is listed under "B" plus the following):

Original and creative thought and inferences

Fully developed argument in response to the reading and other sources

Particularly clear logical transitions throughout

Particularly clear command of the language, exhibiting complexity and variety in sentences and diction

"B" Paper

Clear and competent argument in response to the reading and other sources

Development of argument with evidence from readings

Appropriate use of all sources

Some sentence and word variety

Essentially free of errors in mechanics and grammar

Consistent focus and purpose throughout the paper

Good transitions and logical connections

"C" Paper:

Accurate but limited argument; has a thesis

An argument exists but is not developed completely

Paper exhibits a structure and paragraphs that organize ideas

Sentences are clear and effective with few errors, but are not complex or varied

The diction is predictable, typical, competent

"D" Paper

The argument wanders

Sources may be used inaccurately

Limited grasp of the sources

Weak or no paragraph structure

Simple sentences that don't vary and sentences that are confusing and awkward

Fundamental errors of grammar and syntax

"F" Paper

Paper doesn't follow assignment

Lack of focus, control, and coherence

Lack of preparation

Fails to understand the readings

Fails to make connections or inferences

Serious and consistent errors in grammar and mechanics

English 102: Common Final Score Sheet

Student: _____ Instructor ID #: _____
Student ID#: _____ Course and Section: _____
Exam Date: _____ Semester: _____

Circle one number in each section below.
4 - Superior (A) 3 - Above Average (B) 2 - Average (C) 1- Below Average (D) 0 - Failing (F)

CONTENT OF ARGUMENT

<u>Response to the Reading Prompt and Other Sources</u>					Comments (Optional):
Employs the Reading Prompt to Develop a Thesis and Argument Accurately Represents the Original Reading and Other Readings					
4	3	2	1	0	
<u>Critique of Reading Prompt</u>					
Critiques the Argument of the Reading Prompt Recognizes and Responds to Opposing Views Demonstrates Knowledge of the Prompt's Rhetorical Strategies					
4	3	2	1	0	
<u>Personal Response to the Reading Prompt and Other Sources</u>					
Develops a Thesis That Guides the Student's Argument Supports the Argument with Examples and Evidence from Several Readings and Other Evidence Draws Inferences and Makes Connections to Several Readings and Other Evidence					
4	3	2	1	0	

STRUCTURE

Introduces Content with a Sense of Purpose and Focus Builds Orderly, Developed Paragraphs Establishes Coherence with Logical Transitions Concludes with a Sense of Focus and Meaning					Comments (Optional):
4	3	2	1	0	

CORRECTNESS

Documents Accurately Demonstrates an Understanding of Grammatical Conventions Uses Conventional Punctuation Demonstrates an Understanding of Mechanical and Spelling Conventions					Comments (Optional):
4	3	2	1	0	

STYLE

Draws from a Varied and Complex Vocabulary Varies Sentence Patterns Exhibits clarity and concision					Comments (Optional):
4	3	2	1	0	

Examination Grade: _____ Course Grade: _____
(A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)

Writing Across the Curriculum
Christopher Newport University

On the following pages, you will find writing assignments from the departments listed below. These assignments demonstrate the importance of writing skills in all disciplines.

College of Liberal Arts

- Arts and Communication
- Education
- English
- Government and Public Affairs
- History
- Leisure Studies
- Modern and Classical Languages and Literatures
- Philosophy and Religious Studies
- Psychology
- Sociology, Social Work, and Anthropology

College of Business, Science and Technology

- Accounting
- Biology, Chemistry, and Environmental Science
- Economics and Finance
- Management and Marketing
- Mathematics
- Nursing
- Physics and Computer Science

The College of Liberal Arts

The Departments of Arts and Communication

Dear Communication Major:
The Communication Studies concentration is designed for those who want to prepare for careers in the Information Society where over 50% of the U.S. labor force is now engaged in some form of transferring, reprocessing, and transmitting information. Courses focus primarily on building communication competencies in speaking, listening, writing, interpersonal and intercultural communication, group dynamics and team building, persuasion and principled reasoning.
The concentration requires 30 hours in speech courses and 12 additional hours in

English writing courses. While effective writing is important in all fields of study and most occupations, it is an especially crucial skill for those preparing for careers in public relations, human resources, politics, journalism, radio and television, management, and teaching...areas in which our graduates generally work. Some courses are writing intensive and others require occasional writing exercises, full sentence outlines, essays, and research papers.

However, there are certain guidelines for effective written communication which all students are taught to follow.

1. The most important sentence in any paper is your thesis sentence, which is your primary point of view. Think of this statement as the main conclusion of your paper, the statement to which everything in the paper is subordinate. Failure to establish such a central idea can result in wasted time, disorganization, and a reduced grade.
2. After determining your thesis, the next step is to locate the good reasons which justify the thesis. These reasons will need support to justify your position such as examples, illustrations, comparisons, analogies, testimony of experts, statistical data. Choices of support will depend on the nature of your subject.
3. Once the thesis and body of your paper have been completed, it is time to create a brief introduction and a brief conclusion which restates the thesis.
4. Correct grammar and punctuation are expected, and most professors require typed papers.

Sincerely,

Rita Hubbard, Ph.D.
Chair, Department of Communication
594-7073

Writing Assignments in the Department of Communication

SPEECH

- Written assignment: In addition to the full-content sentence outline for your **Problem-Solution** speech, you are required to submit a pro-con analysis of your proposed solution. This is an exercise in critical and responsible thinking. You see, there is a rare solution to a significant problem that is perfect and which does not have within it the seeds for other problems.
- After working through this exercise, you will need to decide whether to give your audience a one-sided persuasion speech in which you speak only to the advantages of your proposed solution or whether to give a two-sided persuasion speech in which you articulate the drawbacks of the solution you propose. In most cases, since you will be addressing an audience with cognitive complexity, you will be perceived as more credible if you present a fair and balanced presentation of the advantages and disadvantages of your proposed solution.
- Short paper assignment: Consider the reflections in the media of sex, gender, and relationships in contemporary life. A good deal of the fare of mass media is a kind of entertainment, and because it appears as entertainment rather than persuasion of any kind, the receiver's guard is down. In such a state, messages are more readily received and integrated. What messages are we receiving from the media with regard to sex, gender, and relationships in contemporary life? Choose an area for consideration: movies, TV, MTV, song lyrics, romance novels, soap operas, talk shows like Oprah.

Your paper should be three to five pages in length, typed and double-spaced. Prior to beginning this paper, a conference with your instructor is recommended.

Writing Assignments in the Department of Arts

FINE ARTS

All of my upper-level art history classes are structured around writing intensive assignments. For example, each of the three tests require essay analyses of three works of art. (This section of the exam is worth 30-45% of the test grade.) In addition, each exam contains one major written essay on a comprehensive topic. (This section is valued at 35-45% of the test grade.) I also require a 10-page research paper accompanied by end notes and a bibliography of ten sources, including two articles from scholarly journals. Research paper topics require my advance approval. Students are required to turn in a thesis statement and preliminary bibliography one month before the due date for the paper. I also require three looking assignments or analyses of three works of art viewed outside of class. (The looking assignments are worth 20% of the final grade.)

MUSIC

- Essay question for test: Select one of the following topics and write a brief essay. Give composers and titles of works:
 1. At least four twentieth-century developments in jazz.
 2. At least three nineteenth-century predecessors of jazz, both vocal and instrumental.
- Write your philosophy of music education. Present your views on the following subtopics: Who should receive instruction? What kinds of music should be taught? Why is music part of the public school curriculum? When should instruction begin? How does music impact the lives of those who wish to pursue music as a vocation, avocation, or as a leisure activity?
- After listening to all the selections on Spectrum: New American Music, Vols. 1-6, select the single piece that is most appealing to you. Collect what information is available from the record jacket and supplement that with any information that may be available from other sources in the library. After gathering the available material and studying it, listen to the piece several times, then write an essay describing the piece.
- Choose one of the following composers and write a brief description (150-250 words) on his or her compositional style. Discuss the musical elements which identify the compositional language as unique to that particular composer. Place the composer and his or her musical elements which influenced the compositional style of the composer. Finally, offer a suggestion of a work that, in your personal opinion, best exemplifies the composer's compositional style. Composers: J.S. Bach, Johannes Brahms, Richard Wagner, Claude Debussy, Charles Ives, Philip Glass, Steve Reich.

THEATRE

- Write a two to three page paper based on a CNU theatre performance. Write it as a brief newspaper review. Analyze the production as a whole and then discuss the achievement/failures of all the artists included in the creative process of the given performance.
- Exam Questions. Note: each answer should be approximately one page long.
 1. Describe briefly the difference between Brechtian epic and Aristotelian dramatic theatre.
 2. Discuss the most important elements of Ibsen's contribution to the modern

- theatre.
- 3. Identify the characteristics of Stanislavski's Poetic Realism.
- Play writing: Write a very short dramatic scene based on one of the following:
 - 1) a flat tire in the middle of nowhere
 - 2) a disastrous Friday night family dinner
 - 3) a job interview

The Department of Education

Dear Prospective Education Student:

Thank you for your interest in education. The education faculty take pride in preparing the CNU students who will be the teachers of tomorrow. Written communication skills are a fundamental core of the education curriculum from entry into the teacher education program until completion of the internship experience. Writing is integrated throughout the entire NK-12 curriculum, from nursery through high school—in all subject areas. We expect all of our teachers to be good writers.

In order to enter the teacher education program, you must pass a nationally-normed writing proficiency test which is part of the Professional Assessments for Beginning Teachers. Once admitted into the program, you will need to continually refine and master your writing skills. Through a variety of writing assignments which include field experience reflections, essays, research papers, and term projects, you will have the opportunity to write persuasively, descriptively, and analytically. As a teacher, you will of course be expected to teach these very skills to your own students. In the process, you will be expected to demonstrate your own writing proficiency.

The writing skills you develop within your major will be well applied within the teacher education program. We look forward to working with you.

Sincerely,

Jane M. Bailey, Ed.D.
Chairman, Education Dept.
594-7930

Writing Assignments in the Department of Education

Types of education writing assignments include:

- writing a persuasive argument defending an education issue with historical, philosophical, and social evidence
- synthesizing and articulating a statement of educational philosophy
- writing thorough lesson and unit plans
- researching and reporting special interest topics
- writing clinical case study reports of exceptional learners
- writing analyses of modeled lessons
- writing diagnostic reports
- writing self and peer evaluation reports
- reviewing and synthesizing current educational research literature

- creating a written discipline plan
- creating a cumulative portfolio of the teacher education program/internship experience
- writing an "I Search" first person narrative description of a research quest to include both the information found, and a narrative of the search process itself

Writing assignments are evaluated according to the extent to which they

- clearly respond to each aspect of the question(s)
- provide a coherent response with a clear stand on the issue or question
- provide evidence to support stance
- demonstrate a rationale as to why a response is appropriate
- integrate information from the course text, outside readings, class activities, and discussions
- demonstrate proper English format including correct grammar and standard spelling

Education 301: Perspectives in Education

Compare American education curriculum during three periods in American history. Explain how at least two historical events or trends impacted schools during each chosen time period. Also explain the dominant educational philosophy of each chosen time period and how that philosophy was demonstrated in the curriculum.

Grading Criteria:

- To what extent does your essay (Excellent-Good-Fair-Poor)
 - Clearly respond to each aspect of the question. (E-G-F-P)
 - Integrate information from the course text, class activities, and discussions. (E-G-F-P)
 - Demonstrate the major social and philosophical forces on education, using historical references as needed. (E-G-F-P)
 - Demonstrate proper English format with good grammar and proper spelling. (E-G-F-P)

Education 507: Foundations

You will have one hour to respond to one of the following four questions. Be sure to read the grading criteria before you begin to write your response!

- A. Governor Wilder has recently announced the end of Outcomes-Based Education which has put Virginia's *Common Core of Learning* in jeopardy before it even gets off of the drawing board. How might this announcement reflect a shift in the philosophical pendulum of education? What social forces are at work for and against the CCL?
- B. How did the *Brown v. Board of Education* Supreme Court ruling impact the schools at the time of the decision? What were some (2-3) long-term results of that decision? What were the major social forces at work during the decade following the decision? Why is the *Brown* decision still of importance today?
- C. Choose a sampling of several (4-6) major laws which impact educators and demonstrate how these laws reflect the balance between teacher rights and teacher responsibilities.
- D. Highlight several (4-6) curriculum and/or instructional practices that might be influenced by an individual teacher's philosophy of education. Demonstrate how the practice of curriculum and instruction is affected by either a school district's or a teacher's philosophy of education.

Grading Criteria:

To what extent (excellent-good-fair-poor) is your essay:

E-G-F-P	Coherent with a clear stand on the issue or question.
E-G-F-P	Backed up with evidence from text, class activities, and discussions.
E-G-F-P	A synthesis of information from the course.
E-G-F-P	A demonstration of the major social and philosophical forces on education, using historical references as needed.
E-G-F-P	Written in proper English format with good grammar and proper spelling.

The Department of English

Dear English Major:

English professors ask you to write. Okay, they *tell* you to--and have to arrange their weeks--and weekends--around the hours of reading that result.

Take a look in the *Registration News*: journalism, business writing, fiction and poetry writing, internships in "public" writing, not to mention several dozen freshman-level courses and courses that teach the teaching of writing. And what titles don't tell, most students already know: you write papers in literature courses.

You might be surprised to learn that the most frequent request graduating seniors make of the English Department is that we offer more writing courses. The students mean they want greater variety, and chances to write more of something--stories or expressive essays or feature articles--they enjoy.

Some of these people know what they would like to do after graduation--news writing, law, teaching, freelancing, public relations, graduate school. Just as many hope for what happened to one recent graduate--that an entry-level job will give the chance to show one's ability to put ideas on a screen or paper and receive that first promotion. You may know the pattern: the person who can write, or correct others' writing, gets counted on.

The odd thing is that such people don't know how good they are. They're sure all the other students write better--don't have to struggle to understand what they mean and then figure out how to say it. Good writers, they enviously imagine, must have whole outlines appear on magic screens in their heads, and never erase, delete, or correct.

But if *everyone* thinks everyone else writes better. . .hmm.

Part of the reason that writing is humiliating, as well as gratifying (eventually), is that you can learn how. You *have* to learn. Sure, there are people with flair and talent, but there's plenty of room for people who practice and practice and develop the craft to allow the language to speak *for* them.

Writing is more than the record of thought; it can prompt thought, become the clarification of thought. Most English professors could tell you about victories--the struggles to write turning into breathless scribbling of phrases, a sentence, or an entire paragraph--exactly right.

And not only their students' struggles: their own as well.

Sincerely,

Jay Paul, Ph.D.
Chair, Department of English, 594-7072

Writing Assignments in the Department of English

200-Level Courses

- (1) Compare Gilgamesh and Achilles. Both are heroic figures, capable of great accomplishments, yet their efforts do not always bear fruit. Heroism does not necessarily provide a clear path to triumph. Even if the hero does triumph in some way, there is always an equalizing loss. Why must a hero, of all things--lose?
- (2) Write a 6-8 page comparison/contrast analysis of literary works from two different periods, examining the different and similar ways in which the authors deal with one of the following topics: images of the sacred or divine; the character of the hero or heroine; definitions of family or home; attitudes towards violence or death; gender expectations; the individual and community.

300-Level Courses

- (3) Do a little research into the 1973 coup in Chile. Once you have the "facts," compare them to Allende's representation in *The House of the Spirits*. What does she add through her fiction?
- (4) In spite of the fact that Edgar Allan Poe was excessively concerned with meter, form, and technique, he is unquestionably a Romantic writer. He possesses idealism and a sense of inexhaustible potentiality. But the strain of Romanticism which seems most obvious is a conflict between the imagined perfect and the limitations and frustrations of actual, everyday existence. Discuss a poem and a tale by Poe which reveal Romantic qualities.

400-Level Courses

- (5) Research Design: Senior Seminar
 - (a) Introduction--a first-person narrative on the search for, twists and turns of, and the discovery of your topic (4-5 pages)
 - (b) Abstract--a bare bones expression of your thesis, organization, sources and their use, and some sequence of thought you would follow (150-200 words)
 - (c) Introduction to the topic (2-3 pages)
 - (d) Annotated bibliography--seven to ten of your major sources, including the overall importance of the source, the particular parts which you plan to use, and the way in which you might use these sources to complement your thesis (5-7 pages).
 - (e) Final bibliography--following MLA form, list 15-20 sources, primary and secondary, you would use as your core bibliography (1-2 pages).

The Department of Government & Public Affairs

Dear Government and Public Affairs Student:

The Department of Government and Public Affairs offers the BA degree for students selecting liberal arts and preparing for civic participation and graduate programs such as law school and political science. The writing assignments emphasize analysis, persuasion, and a senior research project. The Department also offers the BSGA degree, a professional studies

degree with the option of taking one of four concentrations: public management, criminal justice administration, legal studies, or international administration. With this degree, writing assignments emphasize critical thinking and professional writing.

Critical thinking and writing requires the educated person to recall facts and information about a wide variety of subjects. In addition, the educated person possesses thinking skills in the use of strategies, principles, concepts, and insights for analyzing and organizing subject-matter content.

Critical thinking and writing skills are learned by interacting with other critical thinkers and by using prescribed strategies for questioning, testing, and probing information resources. First, students read and listen for personal understanding. Next, students document understanding and conclusions, individually or in small groups, through effective writing.

Many of the faculty in the Department make use of computer-managed telecommunications for writing assignments. Students submit work, not as pieces of paper, but rather as a computer file which is sent electronically to the instructor. Students use a computer at home with modem or an on-campus computer lab to complete course assignments. Students can submit work to their professor 24 hours a day, seven days a week. Under most circumstances students can expect to get a reply back from the professor within 24 hours.

Working together to learn to write means that we, as students and faculty, can exchange ideas with each other and get to know one another as individuals.

Cordially,

Buck G. Miller, Ph.D.
Chair, Department of Government and Public Affairs
594-7821, 594-7469, bmillercnu@cnu.edu

Writing Guidelines: The Department of Government and Public Affairs

Effective writing is judged by the ability to follow a required but simple format for professional writing. The following outline describes the format being used by faculty in the Department of Government and Public Affairs.

1. The first paragraph should state the purpose and scope of the essay. In the purpose the student gives an interpretation of what the assigned question means, and what one is expected to do with the assigned readings. In the scope the student divides the proposed essay into parts and labels these parts with a word or phrase.
2. Each part of the scope statement is later developed in a separate section in the body of the essay. Each paragraph must have a topical sentence that indicates the subject of the paragraph and shows how the subject is a coherent part of the essay.
3. The written document ends with a paragraphs that summarizes the main ideas by placing the essence of what has been written in a "nutshell."
4. The last paragraphs concludes with a description of the importance of the topic for the study of the course subject matter.

This writing framework emphasizes a professional and logical style of written communication. It can be extended to permit cooperative enterprise involving two or more students, with each student assigned individual and collective parts or a task.

The following strategies for analysis can be used to achieve the goals of critical thinking and writing. Nine are suggested: Pro-contra-Pro, Case Study and Story Plot Analysis, Cause-

Effect Analysis, Criteria Identification and Classification, Personal Analysis, and Structure-Function Analysis. These approaches relate to formal essays that students write when they respond to specific reading assignments.

Writing Assignments in the Department of Government and Public Affairs

Geography 201

For this assignment assume that you work for the Commonwealth of Virginia. You will be writing a report that government officials will read, and based on your report, determine what the most appropriate future action will be (more research, a plan of action, etc.)

State officials for the commonwealth of Virginia have heard stories that the East Coast of the United States, and hence Virginia, may be subject to earthquakes in the future. They really don't know anything about earthquakes. They always assumed that earthquakes were California's problem. They have been reading the newspapers and are well aware of all the bad publicity the government of Japan has received because of the perception that it (Japan's government) took inadequate actions in response to the recent earthquake in Kobe. Virginia officials need to know if they should do something. You are to write a report that will inform governmental leaders about the possibilities of earthquakes in Virginia (see Finkbeiner). As these government officials don't know much about earthquakes, your report should include some background information about earthquakes and their causes and the consequences of earthquakes. Your report must specifically address the whether earthquakes are a possibility in Virginia. Finally you should provide some recommendations to government officials. As far as sources for this assignment, you have to photocopy handouts. In addition, I have placed the following items on reserve. You may use additional sources if you feel you need to.

- 1) "California's Revenge" by Ann Finkbeiner, *Discover*, 1990. (2 photocopies on 2 hour reserve)
- 2) Disasters by Charles Ebert (see Chapter 1 "Earthquakes." 1 copy on 2 hour reserve)
- 3) Introduction to Geography by Getis, Getis and Fellmann (see Chapter 3 "Physical Geography: Landforms." 1 copy on 2 hour reserve).

Government 103-G

What are the problems and tensions facing the American federal system? Should there be institutional changes to address them? Would a unity system or a parliamentary system similar to that of other industrial democracies be effective in the United States?

Government 358

Plato's notion of justice is often called the "desert theory." What other fundamental conceptions of justice are there in the literature of political theory? Evaluate the merits of the desert theory compared to alternative concepts of justice.

Government 371

Why is the position of government executives ambivalent? Explain the difference between powers and POWER possessed by government executives. Interview the President of CNU and compare his responses to the position of the text.

Why is managerial power essentially the power to persuade rather than to command obedience? Interview a Chair of a CNU department and compare his or her responses to the position of the text.

What are the limits to a chief executive's control of a large organization. Interview the

Provost of CNU, and compare his responses to the position of the text.

The Department of History

Dear History Student,

While effective writing is important in all fields of study and in most occupations, it is an especially crucial skill for the educated person who must assume an active and leading role in American life. Leadership at all levels demands the ability to read with discernment; to determine the strengths and weaknesses of ideas, values, and courses of action; to compare these ideas, values, and actions relative to their appropriateness in given situations; and then to express conclusions in the clearest way possible without distortion or obfuscation.

As potential leaders who will be entrusted with the task of bringing an invaluable historical perspective to all public questions, students of history have a particular responsibility to learn to communicate effectively, not only orally but also by the written word. The History Department of CNU takes very seriously its duty to help students in history, and in the other disciplines, develop their writing skills. To this end, it includes challenging and demanding writing assignments in all of its courses of study.

Students in the 100- and 200-level "survey" courses (World Civilizations, and American Civilization) are required to write a term paper and/or written book critiques. Furthermore, their examinations normally include one or more essay questions that require that the student assimilate factual knowledge, come to a logical and historically defensible conclusion, and express their knowledge and conclusions clearly.

In the advanced (300- and 400-level) courses required for a history major or minor, more demanding writing assignments are imposed. All of the department's advanced courses are taught at the 300 and 400 level simultaneously, e.g., the course The Renaissance is listed as HIST 309 and HIST 409 in the semester course offerings and is taught in the same room at the same time by the same instructor. The difference lies in the amount and type of writing required at each level.

As the University catalog points out, 300-level history courses require 8-12 pages of written work each semester including one or more of the following types of assignments:

- Primary source analysis(es) of 2-5 pages,
- Book review(s) of 5-8 pages,
- Directed research project(s) of 5-8 pages.

At the 400 level 12-20 pages of written work are required. These include one or more of the following assignments:

- Primary source analyses of 2-5 pages,
- Directed research projects of 5-8 pages,
- A 10-15 page term paper, including, if at all possible, some primary source materials.

The student must complete at least three courses at the 400 level to be granted a degree in history.

All examinations given in history courses include essay questions. These constitute all or a part of each examination.

Sincerely,

James Morris, Ph.D.
Chair, Department of History, 594-7121

Writing Assignments in The Department of History

WORLD CIVILIZATIONS

- Describe the cultural changes introduced into India through the conquests of Alexander and the Islamic incursions.
- What were the main reasons which brought about the Reformation? Why was the Catholic Church unable to silence Luther? How do you justify the argument that Protestantism was the ideological expression of the newly emerging middle class?
- The political consequences of the Black Death (a minimum of seven pages using a minimum of four separate sources).

AMERICAN CIVILIZATION

- Confirm, refute, or qualify: "The root cause of the American Revolution lay not in tyranny but in Great Britain's inconsistency in policy regarding the colonies after 1763."
- Confirm, refute, or qualify: "The causes of the Civil War can best be found in developments prior to 1850 than in events during the last decade prior to the outbreak of hostilities."
- Compare and contrast the major problems of the workers and farmers in late 19th-century America as the nation was industrializing and their responses to them.

MODERN FAR EAST

- What are the similarities and differences between the "flying money" in Sung China and modern personal checks? What significance can be attached to the emergence of paper money?

MODERN AFRICA

- Discuss the scope and intensity of the trans-Atlantic slave trade from the middle of the 17th century to the middle of the 19th century. What compelling economic factors kept this trade going so long? What factors subsequently led to its demise? What impact did this trade have on the African communities?

MODERN MIDDLE EAST

- Describe the processes through which the modern state of Israel was created.

WESTERN CIVILIZATION

- Read Thomas More's *Utopia* and write a paper on one of the following topics:
 - Utopia: Ideal Society
 - Utopia: Totalitarian Nightmare
 - Utopia: A Response to Tudor England.

ROMAN HISTORY

- Read Robert Graves' *I, Claudius* and compare Graves' treatment of either Augustus, Tiberius, or Caligula with the ancient primary sources.

THE RENAISSANCE

- Students at the 300 level write a research paper of 10-12 pages, preferably with some primary sources. At the 400 level, the paper is 12-15 pages and requires primary sources. Topics are suggested and must be approved by the instructor. Students

submit a formal prospectus with bibliography, outline, and focus/theme delineated. The prospectus is graded and returned with comments. In other words, the research and writing process is guided by the instructor throughout.

MODERN JAPANESE HISTORY

- The changing status of women in Japan, 1945-1952.

THE UNITED STATES AND EAST ASIA

- The Marshall mission and the formation of U.S. policy toward China, 1945-1949.

The Smith Library

Dear Students:

I'd like to describe a few of the services available at the Smith Library that can assist you as you prepare for your classes at CNU. We have a wide variety of material, in both print and electronic format, and reference librarians to help you find what you need.

The Reference Department has a wide variety of material, ranging from encyclopedias to help you start your research to the style manuals you need to type your endnotes properly. They provide a service called Paper Trace, which allows you to schedule an individual appointment with a reference librarian to discuss your questions about researching your term paper.

Smith Library is a member of the Virtual Library of Virginia (VIVA), a consortium of academic libraries who have banded together to provide increased access to electronic databases to our students. VIVA's home page may be accessed at <http://www.viva.lib.va.us>. Please note that you must be logged into a CNU computer to make full use of this resource.

We also offer Interlibrary Loan for our students. This allows you to request books or articles that CNU doesn't own from other libraries around the country. It takes between one to two weeks for material to arrive, so place your orders early in the semester.

The Media Center offers a wide variety of material on videotape, laserdisc and CD-ROM. It also has two computer laboratories, one with PCs and one with Macs, that can be used to complete your assignments.

We truly seek to provide all materials needed by students. Please ask a librarian at our Reference Desk if you need help locating information.

Sincerely,

Cathy Doyle, M.S.L.S.
University Librarian
594-7130

The Department of Modern and Classical Languages

Dear Foreign Language Student,

Writing in a foreign language is not simply conjugating verbs and placing the correct

ending on the adjective. To be sure, the mechanics are important; one cannot express an idea if one does not possess the "tools" with which to construct it.

In some of the advanced classes in French, German and Spanish, you will be asked to analyze a theme or subject in one of these languages. A good analysis depends upon a formulated thesis developed and expressed in unified, coherent paragraphs. And yes, grammar, spelling and the correct accent mark DO count! We want you to express yourself freely, but we want you to develop the means with which to substantiate your idea or your argument. Buffon, the eighteenth century Frenchman, said that it's not what you say but how you say it that is important. We are not quite that strict! We want you to learn the balance between these two. We want you to both express yourself and do so in the most coherent manner possible.

What you will learn in the foreign language you choose to study is not only how these nations express their ideas, sometimes so very different from our own, but which ideas are particular to which culture. It is true: language IS the culture and culture IS the language. How a Spanish-speaker, a French-speaker or a German-speaker express the verb "to like" are vastly different. You must know this before you can begin to write in the language; thus, the emphasis in the beginning and intermediate courses on the formulation and use of expressions with which a language is constructed.

You will notice that your grades in your other courses will improve because not only are you responsible for the content of the paper as in any other courses, but the technique of writing in a foreign language will make you a better speaker of your own native tongue! Think of what you will be able to accomplish: expressing yourself in a correct and concise manner in not ONE but TWO or more languages!

Sincerely,

Susan St. Onge., Ph.D.
Chairman, Modern & Classical Languages & Literature
594-7058

Writing Assignments in the Department of Modern and Classical Languages and Literature

Latin 395: Latin Comedy

Discussion: One of the problems with the plays of Plautus, as in the case of other ancient authors, is that much has been lost, from single lines to entire plays. In the case of the *Aulularia*, it is the ending of the play, and there have been various attempts to remedy this situation. Give your opinion of the way in which the complications in the plot were solved. Your answer should include the ancient evidence to support your argument, and should include reference to the article assigned to you for reading.

French 354: Survey of Twentieth Century Literature

1. Quand on pense à Ionesco, on pense à l'anti-pièce. Qu'est-ce que c'est? Discutez soit *Le Rhinocéros*, soit *La Cantatrice Chauve* comme exemple d'une anti-pièce.
2. D'après *Le Balcon* de Genet, qu'est-ce que c'est que la réalité aujourd'hui? Pourquoi la définition de la réalité s'est-elle changée de hier à aujourd'hui?

German 351: Medieval and Renaissance Literature

1. Warum ist Doktor Faustus das beste Beispiel der Reformation?
2. Was ist Kants Philosophie? Wie ist sie das beste Beispiel der Aufklärung?

German 352: Survey of Medieval and Renaissance Literature

1. Wie verkörpern Leibnitz, Christian Wolff, und Immanuel Kant die Aufklärung?
2. Wie würden Sie im Laufe der Literatur die Unterschiede zwischen Spätbarock und Klassik erklären?

German 353: Survey of Nineteenth Century Literature

1. Wie repräsentiert Novalis ("Hymne an die Nacht," "Die Cristenheit oder Europa," "Fragmente") den Anfang der Romantik und Heine das Ende der Romantik?
2. Erklären Sie die Struktur Tiecks Der Blonden Eckbert.....die Rahmenerzählung, Binnenerzählung. Was ist romantisch.....was ist realistisch? Warum?

German 354: Survey of Twentieth Century Literature

1. Vergleichen Sie die Reisen von Tonio Kröger und Siddhartha. Warum haben sie sie gemacht? Sind sie ähnlich? Warum...warum nicht?
2. Kafka hat gesagt, daß das Leben einem Kartenspiel ähnlich ist, in dem wir immer eine Karte ziehen ohne doch zu wissen was Trumpf ist." In allen seinen Werken, die Sie gelesen haben, welche würden Sie verwenden, diese Zitat zu erklären? Warum? Begründen Sie sich!

Spanish 311

Desarrolle un ensayo que trace el proceso hacia la hegemonía y la unificación política de lo que hoy se llama España. Describa los orígenes de los diferentes reinos cristianos, la sociedad, la economía, el reparto de tierras (latifundios, sistema de presura), la política (el municipio, las Cortes), la religión (•la Inquisición?) y la evolución del castellano y su importancia en el proceso de unificación.

Spanish 351

Escribir un ensayo sobre uno de los temas que van a continuación •El fatalismo de los indígenas como factor decisivo en la conquista del Nuevo Mundo •Doña Marina y Questzalcoatl: la realidad y la leyenda en la Conquista de Nueva España •Bartolomé de las Casas: el peor enemigo de los españoles •La visión del Nuevo Mundo en las obras de Colón y José de Acosta •Lo universal en las crónicas de José de Acosta y el Inca Garcilaso de la Vega.

Spanish 352

Excribir un ensayo sobre uno de los temas que van a continuación •Las diferencias y semejanzas entre "La muñeca negra" y "El fardo" •Ló comico de En la policía" y lo ingenioso de "El pozo" •Los elementos exóticos en las obras modernistas •Algunas ideas de Rubén Darío sobre el arte.

Spanish 353

La Picaresca es una creación literaria completamente española. Desarrolle un ensayo que trace su evolución empezando con El libro de buen amor, La Celestina y El Lazarillo. •Qué elementos aparecen en las dos primeras obras que serán perfeccionados en el Lazarillo. Compare las tres obras. •Cómo se define la picaresca

y por qué cree Ud. que El Lazarillo es una obra maestra de la literatura española?

Spanish 354

•Cómo se podría definir la generación de 27 y qué tienen en común los poetas que pertenecen a este grupo? •Cómo surgió su nombre? •Cómo es diferente la poesía de estos poetas de la de los poetas anteriores? Escoja tres poetas de este grupo (incluyendo Federico García Lorca) y haga un análisis de su poesía.

The Department of Philosophy

Dear Philosophy Major,

Philosophical writing is unique in its emphasis upon argumentation. Argumentative writing consists of reasons supporting conclusions. The relationship between the reasons and conclusions can be simple or complex. These logical relationships constitute a structure that, like a work of architecture, can be strong or weak. A weak argument is unable to defend itself against objections, whereas a strong argument is supported by reasons that can serve as replies to possible counter claims. Just as there is grammatical syntax, there is also logical syntax that is the order and structure linking propositions that comprise an essay.

Philosophical writing is dialogical because it presents the opposing views for and against an issue. The theses of philosophical essay aims at being controversial. It deliberately takes the perspective of the opponent as a stage in the development of its argument.

Philosophical writing explores the different meanings of a text. It is sensitive to ambiguity. Therefore, short quotations and commentary are often used. Philosophical writing pays careful attention to the different meanings a passage has for different audiences.

Philosophical writing is expected to be lively, well paced, interesting, and exciting. Everything in it should seem to fit the thesis exactly. It should be concise without anything extraneous and unnecessary. The style should give a feeling of direction and movement, either from reasons to conclusion or conclusion to reasons. Its aim is to produce a balanced sense of conviction in its audience while retaining an appreciation for ambiguity and uncertainty.

Sincerely,

George Teschner, Ph.D.
Chair, Philosophy & Religious Studies
594-7171

Writing Assignments in the Department of Philosophy and Religious Studies

1. Contrast Anaximander's concept of the boundless, the infinite, the non-limited, or the unlimited with the concept of the "Tao" found in the poetry of the Tao-Te-Ching. In the same way contrast Heraclitus' notion of fire as the basic thing, with the concept of the "Tao" found in the Tao-Te-Ching.
2. What do you think caused the pre-Socratic philosophers to question the Homeric Tradition in reference to the gods and nature? Do you think that contemporary science would be the same if these early philosophers had not reflected upon ultimate reality?

- What are your reasons for this answer?
3. The Sophists use logical discourse to show that there is no sure criterion of truth. Discuss some of the implications for society if there is no criteria in the following areas: morality or social values, human worth or rights, government, social engineering, and science. Do you think Socrates is motivated in any way by the Sophists?
 4. Compare and contrast Plato's *Apology* with the Confucian material. Focus on the languages of Socrates and Confucius in relation to virtue and leadership by example. Socrates never was an official leader yet his life was an example to all. Is this life of example mentioned in the Confucian material?
 5. Discuss the differences between the philosophies of the Stoics, the Epicureans, and the Skeptics. Do you find evidence of any of these philosophies in our culture today? Be specific when identifying similarities with contemporary world views and these early programs.
 6. Critique David Hume's theory of self. Include something which relates to his epistemology (make sure you include the language of Hume such as "impressions and ideas") in your discussion. Compare his theory of self to the Buddhist concept of self. You will have access to the Buddhist text and Hume's text on self through a file which can be downloaded or viewed.
 7. Note Kierkegaard and Nietzsche in answering these questions. Is power one of the pleasures, or is it just the means by which you secure your pleasure? How does the artist fit into what these two philosophers say about reality?
 8. Contrast the cultures of ancient Greece and India focusing on the mixing of invading Aryans with indigenous peoples. Note how the religious practices and ideas converged. Mention the transition from oral to literate and the effects writing had on practice and belief. Why do you think that the Greeks moved toward a physical description of nature, whereas the Hindus moved toward a metaphysical description?
 9. How do you think persecution has shaped the Jewish identity? In this discussion you should make reference to the numerous dispersions which the Jewish people have gone through. How do you think holocaust has affected the religion of Judaism? Note the use of text in Judaism and discuss the religious significance. In your discussion of text make sure to mention ritual and ethics.

The Department of Psychology

Dear Psychology Student:

Psychology is a very diverse discipline. Psychologists can be scientists, business consultants, practitioners, or teachers to name only a few of the many career paths available. One element that is common in the training of all psychologists is the study of the objective methodology of psychology since the bases of all modern psychology are found in scientific research. A Psychologist must be able to communicate effectively in both written and oral formats, and the development of these skills is integrated into the undergraduate program in psychology at CNU.

One of the basic elements of doing science is the reporting of data and results. In psychology we have a very carefully defined format for this process which has been developed by the American Psychological Association. In the APA Publication Manual the appropriate style and format for research papers, term papers and scientific papers are rigorously prescribed. All undergraduate psychology majors at CNU are expected to learn to use this style with facility, since all written work is to be submitted in this style. In advanced courses,

perspectives. Be sure to compare and contrast these perspectives.

The Department of Sociology, Social Work and Anthropology

Dear Sociology and Social Work Student:

Our primary goal of the Department of Sociology, Social Work, and Anthropology is to assure that students learn to express themselves in clear, direct, and cogent ways. Most courses in the Department, even at the introductory level, require students to convey their ideas through writing. These courses typically include one or more scholarly papers and comprehensive tests and examinations that contain essay questions. Through writing, students are to give critical assessments of theoretical perspectives and analysis of empirical data and evidence. In short, being a good writer is essential for success in our courses. Being a good writer is crucial for getting a position in an agency or in a field that involves a background in sociology, social work, or anthropology.

In evaluating student writing assignments the department's faculty takes into considerations spelling, grammar, and conformity to a generally accepted writing guide. We do not simply grade the relevance of your writing to the subject matter of the course or program. We see writing as the major means of expressing ideas and analysis; faulty writing distracts and misleads readers with erroneous information.

Our Department strongly supports the initiative by the Department of English in sponsoring the Alice Randall Writing Center and publishing the University Writing Guide. The faculty of this Department often refers students who do not write well to the Writing Center. We do not view this referral as a "stigma" but as a necessary step in achieving success in our courses and programs.

As a final course in these programs, we offer senior seminars in Sociology and Social Work. Each seminar requires a major seminar paper which serves as a capstone experience for students. In these papers the students are to show and express the scope of their knowledge of the discipline. Therefore it is imperative you take the information contained in the Writing Guide to heart and improve your writing skills. We look forward to working with you in your major courses in sociology, social work, and anthropology.

Sincerely,

Robert J. Durel, Ph.D.
Co-Chair
Department of Sociology, Social Work and Anthropology
594-7110

Writing Assignments in the Department of Sociology, Social Work and Anthropology

200 Level Assignments

The goal of this paper is to apply some course concepts to Aztec society. You do not have to do any additional research to complete this assignment. Choose ONE of the topics below and write a 3 - 5 page paper. To be acceptable, papers must be typed and double-spaced; free of significant grammatical and spelling errors; and, most importantly, well

organized and clearly written. If you have questions about writing, see the instructor or check with the writing center. In general, I will stop reading at the second serious error and return the paper ungraded.

TOPICS:

1. The Lenskis state that one of the consequences of the shift from hunting and gathering to horticulture as a SUBSISTENCE TECHNOLOGY is the possibility of creating a stable economic SURPLUS. In order for the possibility of a surplus to become reality, an IDEOLOGY is necessary. Important consequences of having a surplus are that INEQUALITY increases and much higher levels of OCCUPATIONAL SPECIALIZATION (division of labor) can be supported. Describe and analyze the relationships between these concepts in Aztec society. Use these concepts to compare Aztec society to Waorani and Eskimo. What differences exist? WHY?
2. An important feature of societal development is that SOCIAL INSTITUTIONS become more numerous, more separate from each other, and more autonomous. Identify and describe the major institutions of Aztec society and explain how AND WHY they differ from a "typical" horticultural society, from the Waorani, and from the Eskimo society.

After viewing Basil Davidson's Mastering a Continent, select two institutions that exist in all societies and describe how they differ in the horticultural societies examined in that film from the hunting and gathering society examined in Baka. Your paper should be at least one typed page.

On page 74 of Cows, Pigs, Wars, and Witches, Harris comments that "no wonder the ancestors crave pigs; otherwise they would have to "eat" their sons and daughters!" In a four to five paragraph, formal essay, explain what Harris means. Your essay should include

1. An initial paragraph that begins with "Harris claims that the kaiko exists to" This paragraph should consist of several sentences that provide overview and explanation.
2. Two to three paragraphs that support the overview and explanation by giving detail about the pig butchering and war cycle and the effect upon land use. These paragraphs should cite specific passages in Harris. You are presenting the argument that Harris makes, not critiquing it.
3. A concluding paragraph in which you summarize your explanation. If you think the argument Harris made and you presented is flawed, use this paragraph to make a transition into what would be your critique if you were writing one.

Chirot notes that "there is a tendency to blame Europeans for all the ills of the world" (p. 57). Without judging the good or ill of European accomplishments, explain how European institutions of religion, economics, and politics changed from those of typical agrarian societies to those that supported industrialism. Your paper will receive a high score if it includes a brief contextual review of each institution as it appeared in the agrarian era, a synopsis of why and how it changed, comments on the importance of the changes for industrialism, and an explanation of the interplay of the evolved institutions.

Sociology: 300 Level Assignments

In this paper, you are to review the professional literature regarding a specific concept, idea, or problem. Locate 3 - 5 scholarly sources on your topic, three of which MUST be from professional journals. Examples of such journals would include American Journal of Sociology, American Political Science Review, Social Work, Social Service Review, Social Forces, Criminology, and many others. The remaining two sources may be scholarly books.

State and explain your major hypothesis. Identify all relevant variables. Write an overview of the sources you have located (a "review of the literature") which explain how the concepts in which you are interested have been tested and researched. What is known about the relationship you have selected to study? Identify and explain the specific hypotheses which were tested, relevant operationalizations, independent and dependent variables, research design, sample size and characteristics, and any other research aspects which seem relevant. Pay attention to any differences in definitions and operationalizations from study to study. At the end of the paper, provide a general and an operational definition, based on the literature, for each of the concepts in your hypothesis -- BE SURE THAT YOU CAN USE A SURVEY TO TEST THE HYPOTHESIS.

In your paper DO NOT simply summarize the articles; compare and contrast, criticize and cite limitations and failings. Use the articles to develop YOUR OWN understanding of the topic and why it is important and/or interesting.

Clarity, conciseness, and logical organization of the material should be your major goals in preparing this paper. In addition, your paper will be graded for proper grammar, spelling, etc. Grading will cease at the second significant error. Papers which contain significant violations of the rules of standard English or are poorly organized or written will NOT be graded.

It is also mandatory that you follow the rules of DOCUMENTATION (footnote all ideas and thoughts which are not your own and all facts which are not general knowledge -- if you have any questions consult one of the standard style manuals or see me).

It is your responsibility to ensure that your paper meets these conventions. Papers must be typed (if you do not know how to word process, now might be an excellent time to learn), double spaced and about 5 pages in length. Be sure to include a bibliography.

Social Work: 400-level Assignments

Social Work 406: Human Behavior and the Social Environment

Theory Application Paper including:

Theory Application Drafts--Prior to the completion of a final theory application paper, students will submit a preliminary statement of their topic (2 points), a rough outline of the paper (4 points), and a rough draft of the paper (4 points). At least two consultations with members of the CNU Writing Center must be completed before you submit your final paper. (Detailed directions for these assignments will be provided in class).

Theory Application Proposal--This assignment will provide students an opportunity to increase knowledge of a preferred theory for practice and to learn how to apply the theory in a systematic way to a practice problem faced by a particular client system. This is a semester long project and early outlines and drafts will be reviewed by the instructor (See outline for due dates). The final paper should be 14 to 16 pages long, typed, organized in publishable form, and submitted both as a hard copy and a disk. You can earn up to 30 points for this assignment. The final paper should also be related to the held practice situation and should focus on a population-at-risk for serious social work problems (as identified by NASW, see attached list). (HOWEVER, this is only a proposal and does not need to be carried out in the field). The proposal can refer to any type of problem in social functioning and can be formulated in reference to any size client system. It should include the following components:

1. A brief description of the client system, the request for help, the nature of the client system problem, the agency context for service, and the rationale for the selection of a practice theory. Provide 2 to 3 key references summarizing the theory and its suitability for this kind of problem with this size system in this kind of agency. Comment on your reasons for choosing this practice theory.

2. Your theory - a critical review of the literature of 5-7 articles (theoretical and empirical) pertinent to the client's problem, the approach to assessment of such a problem and

intervention procedures recommended by the practice theory.

3. A comprehensive assessment of the client system and its problem circumstances. Using your theoretical framework, summarize your analysis of key factors relevant to understanding the client system and the problem(s)-for-work. How is this kind of problem conceptualized from this theoretical perspective? In what ways, are macro, mezzo and micro level factors relevant to understanding the client system? How are strengths considered in the assessment process? If the framework does not provide guidelines for considering strengths and relevant biological, psychological, and sociological variables, please supplement your analysis by using complimentary frameworks. Assessment should include an eco-map.

4. A detailed intervention plan and your rationale for choosing the particular interventive strategy. This section should describe the procedure that will be used, the objectives that will be achieved by the plan, the process by which client system will be involved in formulation of the plan: and its objectives, and the worker knowledge and skills necessary for effective implementation of the plan. Include at least 2 references which describe and evaluate your intervention strategy.

5. A discussion of how your assessment and intervention thinking has been tailored to diversity, that is, specific system membership> characteristics. In what ways, does your theory succeed (or fail) in providing practice guidelines attentive to the race, ethnicity, gender, life stage, sexual preference, and other membership characteristics (composition) of your client system? Document your appraisal of the theory and if necessary, supplement it with your own thoughts on this issue.

6. A discussion of how your assessment and intervention thinking has been tailored to issues of social and economic justice. In what ways, does your theory succeed (or fail) in providing practice conceptualizations and guidelines attentive to the way discrimination, economic deprivation, and oppression effects current and anticipated social functioning of the client system.

7. A plan for evaluation of effectiveness which provides a detailed strategy for appraising the effectiveness of your proposed work with this client system. Attention should be given to measurement procedures, evaluation design, data reporting strategies, and ethical issues.

8. A review of the strengths and weaknesses of this theoretical approach to work with a client system with this kind of problem. Elaborate on your ideas about drawing on the positive features and minimizing the weaknesses of the approach.

NASW Agenda Items for 1996: Child Abuse and Neglect; Early Childhood Care and Education; Disaster; Education (Elementary and Secondary); Gay, Lesbian and Bisexual Issues; Homelessness; HIV/AIDS; Immigrants and Refugees; Long Term Care; Racism; School Drop-Out Prevention; Substance Abuse; Suicide by Youth; Women's Issues (Gender Inequities); Workplace Discrimination (adapted from NASW NEWS, March and May 1996).

GRADING CRITERIA FOR HBSE THEORY APPLICATION PAPER:

1. Description of client system	
A. Description of system and help request	1
B. Rationale for choice of theory	2
C. Quality of supporting references (2 to 3)	1
2. Assessment Plan	
A. Theory's perspective on problem(s)	1
B. Theory as guide to assessment	2
C. Attention to biopsychosocial	1
D. Quality of supporting references (3 to 5)	2
3. Intervention Plan	

A. Description of theory-based intervention(s)	2
B. Rationale for choice of intervention(s)	2
C. Plan for theory-based goal formulation	1
D. Identification of worker role (knowledge, etc.)	1
E. Quality of supporting references (2 to 3)	1
4. Appraisal of Theory for Sensitivity to Diversity	
A. Theory-based assessment and sensitivity	1
B. Theory-based intervention and sensitivity	1
C. Supporting references (optional)	
5. Appraisal and Modification of Theory for Strengths	
A. Strength-oriented theory-based assessment	1
B. Strength-oriented theory-based intervention	1
C. Supporting references (optional)	
6. Modification of Theory to Address Justice Issues	
A. Theory-based assessment considering justice	1
B. Theory-based intervention considering justice	1
C. Supporting references (optional)	
7. Plan for Evaluation of Effectiveness	
A. Choice of measures appropriate to theory	1
B. Quality of overall design	1
C. Quality of supporting references (1 to 2)	1
8. Appraisal of Utility of Theory	
A. Strengths for client system with problem(s)	1
B. Weaknesses for client system with problem(s)	1
C. Supporting references (optional)	
9. Overall Presentation of Paper	
A. Quality of writing	1
B. Quality of appearance (publishable format)	1
C. Submission of Original on Diskette	

Total Possible Points (30 points) _____

The College of Business, Science and Technology

The Department of Accounting

Dear Accounting Major:

You are more fortunate than some who have gone before you. For in the past we often neglected the importance of communication in our desire to make our students technically qualified as accountants. Now we recognize that it is our responsibility, not just the responsibility of the English Department, to assist you in developing your writing skills.

The Accounting Education Change Commission, the American Institute of Certified Public Accountants, local public accountants, and the business leaders of our community have said that accounting graduates have been deficient in their ability to communicate, both orally and in writing.

To address that criticism, we now include writing assignments in all of our accounting classes. In our course work you will be assigned to prepare memorandums and business letters. You will be required to analyze business, financial, budgeting, and accounting problems, develop solutions to those problems, and communicate your findings in an appropriate format.

In your accounting classes writing will be evaluated on the basis of whether it speaks to the proper audience, whether the accounting content is correct, whether it is clear and concise, and whether it uses standard English.

The proper use of standard English is an essential element of good speaking and writing, and it is important in virtually all business situations. It is critical that you have good speaking and writing skills. The Writing Center, the Department of English, and the Department of Accounting will all be working to help you develop those skills.

Sincerely,

Wayne M. Schell, Ph.D.
Chair, Department of Accounting
594-7238

Writing Assignments in the Department of Accounting

Accounting 201

Identifying control weaknesses. Each of the following situations has an internal control weakness.

CPA firms, law firms, and other professional organizations use paraprofessional employees to do some of their routine tasks. For example, an accounting paraprofessional might examine documents to assist a CPA in conducting an audit. In the CPA firm of Grosso & Howe, Lou Grosso the senior partner, turns over a significant portion of his high-level audit work to his paraprofessional staff.

In evaluating the internal control over cash disbursements, an auditor learns that the purchasing agent is responsible for purchasing diamonds for use in the company's manufacturing process, approving the invoices for payment, and signing the checks. No

supervisor reviews the purchasing agent's work.

1. Identify the missing internal control characteristic in each situation.
2. Identify the business's possible problem.
3. Propose a solution to the problem.

Explaining the operating cycle of a retailer.

Macy's Department Store is one of the most famous retailers in the world. The women's sportswear department of Macy's purchases clothing from manufacturers such as Ruff Hewn, Jones of New York, and Prophecy. Macy's advertising department is promoting end-of-year sales.

You are the manager of the Macy's store in Dallas. Write a memo to a new employee in the women's sportswear department explaining how the company's operating cycle works.

Surelock Homes is a private investigator. In 1960 Mrs. E. Press Lee hired Surelock to investigate her husband, a private in the army she suspected of unfaithfulness. The job was very involved and time consuming. After working diligently throughout all of 1960, Surelock was able to report that private Lee's behavior was above reproach. Mrs. Lee paid him with gold bullion worth \$700,000. In 1961 Mr. Homes was unable to work because of a recurring back problem he developed while carrying around his bullion. On December 2, 1961, he became so sore that he was completely unable to carry his gold. As luck would have it, a Mr. Mort U Wary agreed to take the weight of his back for \$50,000. Homes therefore sold the gold to Wary for \$50,000 in cash. Homes then lived rather well for the remainder of 1961. It seems to Mr. Homes that his business was more successful in 1961 when he received \$50,000 to expend than it was in 1960. Homes decides that if he wants to be successful he needs to not take any more assignments.

You are Mr. Homes' accountant, E. Scrooge. Your job is to write Mr. Homes a report explaining which of the two years, 1960 or 1961, was the best year for his private investigator business, and why.

Accounting 303: FOR LOTUS, EXCEL, OR QUATTRO

Tom Jones is a CPA who employs a job order costing system related to his client's engagements. Tom is currently doing an accounting review of Dermor Inc. and has logged 34 hours in total in completing this job. In addition to the direct hours spent by Jones, Jones' secretary has spent a total of 8 hours typing, copying, and compiling the financial reports. Jones' secretary works 2000 hours a year and has an annual salary of \$24,000. Indirect expenses for Jones' office include

Rent	\$1200/month
Duplicating	200/month
Office supplies	90/month
Equipment depreciation	85/month
Insurance	350/month
Heating, lights, and air conditioning	180/month
Telephone	75/month
Misc.	60/month

Jones estimates that he averages 1,500 billable hours annually. Jones would like to earn \$60,000/yr and believes that indirect expenses should be allocated to his billable hours.

1. What rate per billable hour should Jones employ?
2. How much should he bill Dermor for the accounting review he just completed?
3. Assume Phobos Inc. requires an audit that will take approximately 150 hours.

4. What estimate should Tom give Phobos with respect to the total cost of the job?
In 2 or 3 paragraphs, detail how you created your template for this read sheet.

Differential Costs--Essay

The owner of a small retail business asks, "Why do I need cost accountants? My CPA produces financial statements which are sufficient for me to discover my costs. Look at my Income Statement. I expect sales to increase by 10% next year, so I am planning on a increase in profits. I don't need an cost accountant to tell me that."

Income Statement For the Year Ending December 3

Sales	\$457,234
Cost of Goods Sold	296,348
Gross Margin	160,886
Selling Costs	(76,234)
Administrative Costs	(62,350)
FTT before Taxes	22,302

Required: Use your knowledge of the concept of differential costs and explain why a cost accountant would question the conclusion that an 10% increase in sales would yield an increase in profit.

Accounting 401, Accounting 402

For many years there has been a differential in the tax rates applied to long term capital gains when compared with the rates applied to other types of income. This differential disappeared for a short while following the passage of the Tax Reform Act of 1986. However, it soon returned. Currently, the tax rate for long term gains stands at maximum of 28%, while other income can be taxed at a rate as high as 39.6%.

Some policy-makers believe that it is unfair to tax different types of income at different rates. Others believe that risk-takers should be compensated for engaging in activities which can create jobs.

I want your opinion. Write a two to four page paper which discusses the political implications of the long term gains tax differential. In this paper you should take a position and support it. There are a number of good arguments for either position.

Your paper should be typed, logically organized, and grammatically correct.

Accounting 411: Advanced Accounting I

Based upon Homework Assignment # 1, you were to secure the following items from a New York Stock Exchange Company:

- Annual Report, · Proxy Statement,
- Form 10-K, and · Interim Financial Statement Form 10-Q

Once you obtain this information, you are required to make an analysis of the information in a formal, typewritten report. In addition, you may need to consult other outside sources such as The Wall Street Journal/Dun and Bradstreet/Moody's Stock Guide, or Standard and Poor's Stock Guide. The report requires both written form and computer generated graphs. The information requested involves:

1. Present an analysis of the Company in terms of SFAS # 14 (Segment Reporting). Please be sure to cover all four different aspects of the reporting requirements.

2. Present an analysis of the Company's pension plan according to SFAS # 87. Describe the type of plan, the status of the plan, and the nature of the pension expense.
3. Plot the EPS over the last ten years.
4. Plot the high and low annual stock quotation prices at the end of the Company's accounting year.
5. Based on Items 3. and 4. above, analyze and describe the EPS and stock price movement.
6. Review the "Summary of Significant Accounting Policies" and the "Inventory" footnotes and describe the current inventory policy and, if the Company is on LIFO, explain the related tax implications.
7. Review the Income Statement and determine if there have been any Accounting Changes under APB # 20, as amended, during the past three years. If there has been an Accounting Change, describe the change, the approach taken, and the impact on the Income Statement.
8. Review the Interim Financial Statement and explain the amount of comparative months: i.e., 3 months to 3 months.

The Department of Biology, Chemistry and Environmental Science

Dear Science Student:

Science uses a specific writing style that is unlike that taught in the humanities and soft sciences. Our students must learn new methods of sentence structure, paper formatting and citing literature if they are to function in graduate school or in a scientific profession. We, therefore, have always been a writing intensive department.

At the 1993 departmental retreat, we formalized our writing activities by agreeing to have a major written (and oral) component in all our courses. Although there is variation from semester to semester, our writing activities break down as follows:

BIOL 107/108	Written methodology and history reports; laboratory reports, written subject reports and lab book answers in intro laboratory
BIOL 208	Journal abstracts and major paper
CHEM 103/104	Research paper, journal abstracts, ethics papers, history paper and statistics paper; laboratory reports and laboratory notebooks
CHEM 121/122	Laboratory reports and laboratory notebooks
BIOL 113	Written system report
BIOL 200	Term paper, journal abstracts
BIOL 215	Term paper, argumentative paper, short topic reports
BIOL 234	Term paper, short topic reports
BIOL 300	Term paper, taxonomic topic reports
BIOL 301	Term paper, journal abstracts, laboratory reports and laboratory notebook
BIOL 302	Term paper relating science to society, journal abstracts, short topic reports, geography paper, book report, laboratory reports and laboratory notebook
BIOL 303	Landscape plan with written explanation, short topic reports
BIOL 304	Term paper, journal abstracts, short topic reports

BIOL 305	Term paper, journal abstracts, short topic reports
BIOL 306	Term paper relating science, history and society, journal abstracts and analysis, short topic reports, geography paper and laboratory reports
BIOL 307	Literature reviews and laboratory reports
BIOL 308	Literature reviews, journal abstracts, short topic reports, laboratory reports
BIOL 309	Term paper, journal abstracts, short topic reports
BIOL 310	Term paper, short topic reports, laboratory reports
BIOL 311	Term paper
BIOL 312	Term paper, short topic reports, journal exercises
BIOL 313	Term paper, short topic reports
BIOL 314	Term paper, short topic reports
BIOL 315	Term paper, short topic reports
BIOL 316	Term paper
BIOL 317	Landscape plan with written analysis
BIOL 318	Term paper
BIOL 319	Term paper
BIOL 338	Log book
BIOL 403	Term paper journal abstracts, laboratory reports
BIOL 407	Term paper, journal article analysis, short topic reports
BIOL 409	Short topic reports
BIOL 414	Literature reviews, short topic reports, lab reports
BIOL 415	Adjunct-taught so varies, usually a term paper
BIOL 416	Major written design report, short topic reports
BIOL 418	Term paper, short topic reports, laboratory reports
BIOL 422	Journal
CHEM 321/322	Journal article analysis, long and short topic reports

It is our goal to make you comfortable with scientific writing and oral presentation techniques, in addition to your scientific knowledge.

Sincerely,

Harold Cones, Ph.D.
Chair, Department of Biology, Chemistry
and Environmental Science
594-7061

The Department of Economics & Finance

Dear Economics and Finance Major:

The faculty of the Department of Economics and Finance are fully committed to assisting students in acquiring first-rate communication skills. We view these skills, including writing, reading, and speaking, as a critical component of each student's academic program of study.

As we have learned over and over again from employers, communication skills are a critical factor in determining an individual's value and ultimate success in the work place.

Moreover, these skills affect the individual's ability to be an informed and contributing member of society. Accordingly, the faculty of the Department of Economics and Finance view effective communication skills as being on the same level of importance as the theoretical and applied knowledge and the problem-solving skills that form the foundations of the individual disciplines within the Department.

Students majoring in one of the Department's disciplines, as well as other students taking economics or finance courses for personal development or other reasons, will find meaningful communications requirements in virtually every course they take. The opportunities to develop writing and speaking skills include classroom discussions of pertinent issues, written assignments, essay exams and term papers. However, the range of opportunities is far greater than this. Students can also expect to make presentations relating to their own research findings, provide constructive criticism and commentary on the works of their peers, develop and present case study analyses involving real or hypothetical businesses, and engage in meaningful field work exercises designed to give the student the sights and sounds of the "real world" and to test the student's ability to effectively communicate his/her knowledge. Additionally, students are given the opportunity to communicate directly with experienced business leaders and other practitioners who are invited to visit our classes or speak to student organizations.

In today's competitive business world, possessing effective communication skills is a prerequisite to success. Whether you are explaining to your firm's senior management the "bottom line" effects of government policy, describing the results of your revenue forecast for the coming year, convincing your bank's loan committee why it is too risky to lend an applicant money, or recommending that a client of yours should buy General Motors stock, superior speaking and writing skills will put you ahead of your competition. And, of course, that is precisely where we want you to be.

Sincerely,

Bob Winder, Ph.D.
Chair, Department of Economics & Finance
594-7420

Writing Assignments in the Department of Economics and Finance

Economics 201 -- Principles of Macroeconomics

Using aggregate demand and supply tools, graphically illustrate and explain what would happen to the price level and real GDP if child labor laws were abolished.

Economic 301 -- Money and Banking

Evaluate and discuss the U.S. Food Stamp program. Show diagrammatically the effect of the Food Stamp program on the recipient's decision regarding consumption of food and consumption of other goods.

Economics 301 -- Money and Banking

Using loanable funds framework, explain how interest rates are determined. Your explanation should include demand as well as supply sources for loanable funds.

Economics 304 -- Intermediate Macroeconomic Analysis

Explain and diagram fully an increase in the Money Supply on the four state Classical

Model.

Economics 351--Urban Development Economics

A short paper, not to exceed 10 pages, is required. Papers will be graded with regard to content, conclusions and supporting data. All papers must be typed and adequately documented with footnotes and a bibliography. Topics include:

- Impact of Sales Tax on Urban Area
- Urban Housing - Problems and Policies
- Future of Urban Health Care
- The Welfare System and the Urban Poor

Economics 435 -- History of Economic Thought

Outline and discuss the major components of the economic doctrines of Adam Smith as Found in the Wealth of Nations (1776).

Economics 451--The Economics of Labor and Collective Bargaining

You will be required to write one 5-7 page (double-spaced) essay containing a good analytical discussion of an assigned topic in labor market economics. The essay should resemble a newspaper editorial and should cite sound economic theory to back up your point of view. It should be well written and creative. Citations can be in the form of foot notes or end notes, and a bibliography must be included. Topics include:

- Do U.S. Workers Still Need Unions?
- Is NAFTA Good for Workers?
- The Effect of Mandated Health Benefits on the Labor Market

Finance 323 -- Financial Management

- In the textbook, the authors describe a "moderate position" about the effect of debt financing on the weighted cost of capital. Under this position/hypothesis, explain why the weighted cost of capital would change as the relative sum of debt increases.
- Assume that the Peninsula Hardware Company's "fixed assets turnover ratio" did not change last year. However, its "total asset turnover ratio" declined. What does this imply about how efficiently the firm is utilizing both its fixed assets and its current assets?

Finance 413 -- Commercial Bank Management

You are currently serving as President of Tidewater Bank, a \$400 million (in terms of assets) commercial bank located on the Peninsula. You believe that to remain competitive in the future, Tidewater Bank should aggressively expand its interstate operations. At the same time, however, you are under pressure from some local constituents to focus your efforts on the Peninsula and not on markets in other states.

- What are the arguments that you would make to these "local constituents" to convince them that it is in everyone's interest for Tidewater to expand into other states?
- What arguments are the "local constituents" likely to make to convince you to keep Tidewater Bank a primarily local institution?

Finance 422 -- Problems of Financial Management

Select a topic in which you have a strong personal interest. Collect information from various sources: Trade Associations, Government Regulatory Agencies, Investment Information Services (Standard & Poors, Moody's, Robert Morris, Value Line, Compustat), Newspapers, Chamber of Commerce, Company Management, and Area Planning Commissions. Perform a practical financial analysis of your topic. Prepare a 5+ page, well-documented, typed report

on the topic of choice. The written report must be submitted in the following management format:

- Title Page
- Table of Contents
- Management Summary
- Various Required Steps of Analysis
- Conclusions
- Appendices: Log Book, etc.

Explain your answer.

The Department of Management and Marketing

Dear Management and Marketing Majors:

The business world you enter will be very different from the one of the recent past. Moreover, it will continue to change, bringing more opportunities than ever for the well-prepared business person. The competition to provide goods and services to the global marketplace will become increasingly fierce as other countries bring both their labor and natural resources into play. We, on the other hand, have been able to create our current competitive advantage by bringing our technologically advanced work force into this global arena. This has resulted in unprecedented economic good times and the personal comforts which they bring to us. To sustain this advantage in the future, however, we will need to work differently. It will be necessary to work harder, but more importantly, to work smarter, using our linguistic and verbal skills to communicate and enhance this remarkable gift of technology. You, our students, possessed of these communication skills, will lead this nation into the twentieth century and thereby preserve our competitive advantage with its concomitant lifestyle.

You must be able to communicate this new technology using tried and true writing and oral delivery skills. In addition, however, new skills will also be required. For example, combining text and graphics into multimedia interactive presentations will be a distinctive feature of the business major. Creating reports which merge word processing, spreadsheet, and database information will be commonplace and indispensable. Communicating in the world marketplace will demand graduates who know both their business discipline and the English language which undergirds it. It is especially important that American students have this fundamental understanding of the English language, because English is the new international language of contracts, diplomacy, and commerce. In short, it is the universal language of business.

You as a business graduate simply must know English, and know it better than anyone else. To accomplish this, you must practice, practice, practice. Thus, we in the School of Business cannot emphasize too strongly the importance of the writing skills offered by the English Department and its Writing Center. They will assist you in becoming all that you can be. We urge you to take advantage of this opportunity.

Sincerely,

John E. Anderson, Ph.D.
Professor and Chair
Department of Management and Marketing, 594-7215

Writing Assignments in the Department of Management and Marketing

Marketing 311

The cases are to be found in the required textbook *Basic Marketing*, by Jerome McCarthy and William D. Perreault, Jr.

1. Cases to be reviewed by the professor will be written on a single 5"x 8" index card.
2. Use one (1) 5"x 8" index card per case. (It is not mandatory that you write on both sides. Do so only if it is necessary.)
3. Typewritten cases are preferred but not mandatory. It is mandatory that you use a pen if it is not typewritten.
4. Place the date in the very top left-hand corner. Write your name in the very top right-hand corner. Immediately under your name, in the next space, write the textbook's case number.
5. State your suggested marketing strategy for *every case*. Specifically define your perceived target market(s). Specify, with the least possible amount of detail, your perceived related marketing mix.
6. Answer all of the questions at the conclusion of the case. These questions may not focus on the key issues. However, they do add to one's comprehension of the subject matter.
7. When you are "*evaluating*" you will be examining, appraising and judging the "situation(s)."
Identify the issues. (If applicable.)
What is the issue?
Define the problem(s). (If applicable.)
Analyze the "situation(s)."
Analyze the data.

Marketing 311: Contents of a Research Report

1. Title Page
 - Name of Project and Client
 - Names of Student Researchers
 - Name of Course and University
 - Date of Presentation or Semester
2. Table of Contents
3. Introduction - Including an overview of the research study that you have conducted and a background or history of the client and/or the specific project.
4. Literature Review - (if applicable) Citing previously conducted studies that are related to the topic you are studying.
5. Objectives of the Research - Detailing the general and specific objectives of the study, as well as any research questions and/or research hypotheses that have been proposed.
6. Methodology
 - Research Design
 - Data Collection Method
 - Subjects/Sampling Method
 - Statistical Analysis Methods utilized
7. Research Results (A detailed presentation of the research findings accompanied by the appropriate Figures* and Tables** to enable visual presentation of the results).
*Figures are graphs.

**Tables are numerical or verbal charts.

8. Conclusions and Recommendations
 - A discussion of the findings presented in the above section. . . possible explanations for the results.
 - Limitations of the study (Errors & Biases).
 - Future Research needed (if applicable).
9. Reference Section. (If applicable).
10. Appendixes
 - The Survey Instrument and/or any other forms used.
 - Details of Sample with validation (if applicable).
 - Miscellaneous materials referred to in the report.

Marketing 350

Book Review Projects

The "book reviews" will be presented to the class on the day they are scheduled. This formal oral report will take approximately eight to ten minutes. Your required typewritten book review is to be handed in immediately after the formal oral report is presented. They are to be handed in during that "class period."

THERE WILL NOT BE ANY DUPLICATION OF THE BOOKS REVIEWED.

Your neatly typewritten book review is to be "handed in" on time. The grade for "the review" will be dropped one full letter grade if your review is late. Any review more than seven days late will lose another full letter grade. (Please, get your work in on time.) The book review will be 5-6 pages in length, double-spaced (1400-1500 words) and neatly typewritten.

The book review is very common today in the trade publications. Therefore, in this course you are required to write a critical review of two books of your choice. (The books must first be approved by the instructor.) Your review is to include relevant material covered by the book's authors(s) and you are to evaluate the books.

It is (strongly) suggested that you might do your review in the following manner:

1. Begin with a reference to the author(s) and/or the significance of the books;
2. Contrast one book with the other that you are familiar with; then
3. Elaborate on the major themes and the most important ideas discussed by the author(s); then
4. Use a special quotation of the author(s) to assist setting the stage for your discussion of the books that will follow, then
5. "Discuss the books;" then
6. Make your personal remarks about your readings and/or "show -off" your independent knowledge of the subject matter.

(In your criticism you may try to point out the good and bad points of the books.

Having determined what the author was trying to do, you may attempt to explain how well they succeeded and whether what they were trying to do was worth doing.)

The Department of Mathematics

Dear Math Major:

Students do a surprisingly large amount of writing in mathematics classes and in the work world. In mathematics classes at CNU students are asked to describe and summarize what they have done mathematically and sometimes to describe what conclusion can be drawn from what they have done. One of the most important abilities for a mathematics major to

master is the ability to write proofs, and proofs must be written with the appropriate words to accompany the mathematics symbols in order to make the collection of symbols intelligible. Some classes require research projects of varying sizes. In a mathematics education, class presentations and most tests contain many writing problems. A project in a class like numerical analysis requires a written report of several pages. In all of them, reports and projects, organization and clarity play important roles.

In the work world writing plays an even larger role than in CNU mathematics courses. One learns in college to write in many classes and these writing skills are then used in the work place. Writing reports and applying for grants is an extremely important aspect of most jobs related to mathematics.

It should be observed that there are some aspects of writing which are particularly important for the prospective mathematics major in the work place. One should develop writing which is clear, concise and grammatical. It is important to be able to write in such a way that you can communicate your ideas and sound knowledgeable.

Sincerely,

Martin Bartelt, Ph.D.
Chairman, Department of Mathematics
594-7193

Writing Assignments in the Department of Mathematics

- Develop an algorithm for multiplication of fractions.
- Develop a formula for the area of a circle.
- Describe in words your method for simplifying a complex fraction.
- Explain why the function $f(x) = \sin(x)$ has no limit as $x \rightarrow 0$.
- Explain the argument between Newton and Leibniz about who discovered the calculus.
- Propose a lesson plan to each division of fractions.
- Propose a lesson plan to teach the concept of a slope.
- Prove $f(x) = x^2$ is not uniformly continuous on $(0, \infty)$.
- Describe the uniform distribution and explain its importance in computer simulations.
- Describe some of the things a bettor should consider when analyzing a harness race.
- Explain what variance measures.
- Write up the results of your mathematical experiment using the bisection algorithm.
- Describe and contrast both the geometric and algebraic (simplex method) solution techniques for linear programming.
- Describe the project planning and control with PERT - CPM.
- Describe in writing a real world application of an algebra concept.
- As a project, do a 100-200 word analysis of statistics found in the public press.

The Department of Nursing

Dear Prospective Nursing Major:

The ability to write effectively is critical in the field of nursing and in the delivery of health care. As an undergraduate at Christopher Newport University, there will be multiple opportunities for you to present your thoughts, argue your position and apply critical thinking

skills in written format. Developing excellent written communication skills begins with the prerequisite courses, such as English 101 and English 102, and a variety of other courses that add to your knowledge base.

As you successfully enter the nursing major in your junior year, you will continue to meet challenging assignments that require the application of writing skills. We illustrate a few assignments in this Writing Guide, including case analysis assignments, theoretical application papers, concept analysis papers, Internet application papers and research article critiques. We will ask you to write clinical preparation sheets, patient care plans and document in a client's chart. You may also have an assignment requiring you to write your Legislator on a health care-related topic.

The faculty in the Department of Nursing all wish you success as you continue in your studies at Christopher Newport University.

Sincerely,

Karin Polifko-Harris, Ph.D., RN, CNA
Chair, Department of Nursing
594-7252

Writing Assignments in the Department of Nursing

Nursing 302: Nursing Leadership

Assignment: Conflict Paper

The purpose of the paper is to identify a priority issue that can be changed through positive action of a nurse leader to improve client, staff or system health or behavior. This exercise enables the student to assess situational determinants and those influencing factors surrounding the identified problem or situation. Alternative strategies for change are devised, keeping in mind the diverse needs, priorities and requirements of the system and organization.

Activities:

1. After discussion with a nurse leader/manager, select a topic/problem that requires change due to a perceived or actual conflict.
2. Analyze and research issues surrounding the problem, looking for alternative solutions in the literature and among "experts."
3. Determine at least three strategies for change, and the positive and negative forces on each strategy.
4. Establish the criteria upon which the planned change would be evaluated.

Criteria for evaluation: (20 points total)

1. Mechanics and organization (3 points)
 - a. Clarity in organization, introduction and summary present.
 - b. Correct spelling, grammar, punctuation, sentence structure, paragraph construction.
 - c. APA format followed.
2. Content (17 points)
 - a. Introduction present that describes the purposes and overall organization of a planned change project.
 - b. Contains an analysis of the problem, including alternative solutions searched in the literature.
 - c. Discusses strategies for change, identifying both positive and negative forces

- impacting on the change.
- d. Describes strategies for motivating participants in the planned change, analyzing the strategies for their effectiveness.
 - e. Discusses the proposed implementation of the planned change.
 - f. Outlines the evaluation criteria to be used to determine effectiveness of the change.
 - g. Conclusion/summary present.

Nursing 308: Pediatric Nursing

Developmental Assessment: Purpose, Guidelines, Format and Evaluation

PURPOSE: The purpose of this activity is to provide a comprehensive method for performing a developmental assessment of a pediatric patient. This method will reinforce concepts of physical growth, development, and family.

GUIDELINES: Two developmental assessments are required. You must complete one on a patient less than six (6) years of age AND one on a patient older or equal to six (6) years of age. Each developmental assessment is to be completed using the format of the enclosed document. Copies may be made as necessary. The assessment should contain the patient/parent's description of the illness, the medical diagnosis, assessment data using Gordon's Functional Health Pattern (see document), calculation of maintenance fluids, medications, diagnostic tests, therapeutic plan, and a psychosocial plan of care. (Do NOT use a physiologic problem for the plan of care.) You must include one reference from a recent (no more than 5 years old) journal and utilize it within your paper.

FORMAT: The developmental assessment may be typed or hand-written in ink (must be readable or it will not be accepted). You may use the enclosed document or type each section separately. The reference must be documented using the APA style manual.

EVALUATION: Each developmental assessment will be worth 10 points:

- | | |
|----------|--|
| .2 point | Patient/parent's description of the illness |
| .2 point | Medical diagnosis |
| 4 points | Assessment data |
| .3 point | Maintenance fluid calculation |
| .5 point | Medications |
| .5 point | Safe dosage calculation |
| .5 point | Diagnostic tests |
| .2 point | Therapeutic plan |
| 3 points | Plan of care (.25 for nursing diagnosis, .5 for assessment [pt specific], .25 for goals and outcome, 1.0 for interventions, .5 for rationale, .5 for evaluation) |
| .2 point | Relevant reference (must be utilized in the paper) |
| .4 point | Grammar and format |

Nursing 400

CASE STUDY

The purpose of this paper is to provide the student with the opportunity to demonstrate integration of knowledge necessary for the client with a solid organ transplant. The student will select a type of organ transplant of interest, integrate knowledge from the physical and social sciences, learning theory, and the science of nursing to assist the client and family in meeting their needs. The body of the paper is not to be more than 8 pages in length.

The paper should address the following topics:

1. Introduction (3 points): Introduce the paper including overview and purpose of paper.

2. Identify criteria utilized when evaluating a recipient and donor for transplantation. (5 points)
3. Discuss psychological considerations of potential organ transplant on donor family. (5 points)
4. Discuss psychological considerations of potential organ transplant on recipient and family. (5 points)
5. Discuss medical regimen after transplantation (15 points)
 - a. discuss immunosuppression including rationale for use, affect on client, and the various pharmacologic agents used for immunosuppression.
6. Describe the types of rejection a patient with an organ transplant may experience, how the types of rejection differ, and the nursing assessment for each type. (12 points)
7. Discuss patient and family teaching necessary for discharge, including psychosocial considerations. (15 points)
8. Develop a nursing care plan for the post-operative patient who has received an organ transplant including three nursing diagnoses, expected outcomes, interventions, and evaluation criteria. (20 points)
9. Discuss one research study that pertains to any aspect of organ transplantation. (5 points)
10. Summarize how the information acquired from this paper will impact on your practice. (5 points)
11. Format (5 points)
 - a. use APA publications guidelines
 - b. all references are documented and cited in text
 - c. spelling, grammar, punctuation are correct
 - d. correct number of pages
12. References (5 points)
 - a. references are to include a minimum of 5 journal articles published within the last 5 years, at least one is primary research
 - b. other resources should be utilized

Case Study Grading Sheet

The clinical instructor will utilize this form for grading your case study. Please submit this form when turning in your paper.

- | | |
|--|-------------|
| Introduction | (3 points) |
| Evaluation criteria | (5 points) |
| Psychosocial consideration of donor family | (5 points) |
| Psychosocial consideration of recipient and family | (5 points) |
| Medical regimen | (15 points) |
| Organ rejection | (12 points) |
| Discharge teaching | (15 points) |
| Nursing care plan | (20 points) |
| Discussion of related nursing research | (5 points) |
| Summary | (5 points) |
| Format | (5 points) |
| References | (5 points) |

Nursing 402: Community Health in Varied Life Care Settings

Problem-Solving Paper: Purpose, Guidelines, Format and Evaluation

Purpose: The purpose of this problem-solving paper is to foster critical thinking and refine the use of independent decision making skills which are required of the community health nurse (CHN) in community health (CH) settings. A selected problem which is relevant to nursing

practice in community health settings will be analyzed in this assignment.

Guidelines:

1. Identify and define the selected problem. Discuss the significance of this: problem to a community and CHN.
2. Identify two alternative solutions to the problem. Offer the alternative proposed on each side of the problem by at least one distinct authority/researcher.
3. Discuss the possible solutions to the problem.
4. Propose your own solution to the problem. Identify the alternatives which were considered as you identified your own solution, any force impacting on this solution and the risks/benefits associated with the proposed solution.
5. Discuss a specific plan of action that would be used to implement the proposed solution. Address pertinent physiologic, psychologic, sociologic and cultural factors associated with the plan. Summarize pertinent organizational, ethical or other considerations which should be addressed by the proposed plan.
6. Describe how your proposed action is related to your professional nursing practice. Identify how the professional nurse's (CHN's) accountability and responsibilities can be impacted by the proposed action. Discuss the alternatives you considered and indicate if the choice of the selected alternative was affected by your currently existing professional value system.

Format: The problem-solving paper should be presented in a scholarly, typewritten format. APA guidelines for documentation and presentation should be used.

Use appropriate levels of headings in the body of the actual text. Appropriate professional journals should be consulted for supporting documentation. The maximum length of the paper is limited to eight (8) pages. The title page and reference page may be excluded from the eight page total. Papers exceeding eight pages will be penalized by five (5) points from the total score earned.

EVALUATION STANDARDS:

- | | |
|----------------------------------|-------|
| 1. Identification of the Problem | (10%) |
| 2. Alternative Positions | (10%) |
| 3. Possible Solutions | (20%) |
| 4. Proposed Solution | (20%) |
| 5. Specific Plan | (20%) |
| 6. Nursing Practice | (20%) |

Nursing 490: Senior Seminar--Trends and Issues in Nursing

Assignment: Internet Search

The purpose of this assignment~ is to encourage the student to evaluate Internet sites used in the research and preparation of a class presentation. Each student will be asked to locate a Web site that relates to their assigned topic and answer the below questions. The front page of each site is to be include as part of this assignment.

Criteria for evaluation: 10 points total

1. Mechanics and organization (3 points)
 - a. Clarity in organization, introduction and summary present.
 - b. Correct spelling, grammar, punctuation, sentence structure, paragraph construction.
 - c. APA format followed.
 - d. The front page of the Web site is included.
2. Content (7 points)
 - A. The following questions are answered:
 1. Who mounted the information?
 2. What authority of special knowledge does the author have?
 3. Does the author exhibit a bias or slant?
 4. When was the site last updated?

5. What is especially appealing to the reader of this site?
6. What is a difficulty in reading this site?
7. How comprehensive is this site on the topic

The Department of Physics, Computer Science, and Engineering

Dear Physics, Computer Science and Engineering Student,

I am writing as the chair of the Physics, Computer Science, and Engineering Department to express my belief that effective written and oral communication are essential to your success and job satisfaction. You might think that a scientist would have less use for communication skills, but that isn't true. A large fraction of my time is spent communicating, whether it be to students in the classroom, in publications to my colleagues, or writing letters expressing my views on the importance of communication. I am fortunate to have an interesting and satisfying job. You should also be seeking a challenging and rewarding job, and you will have to communicate well to obtain and secure such a position.

Our academic environment can be quite different from the workplace that you may eventually encounter. I had an opportunity to observe four different high-tech workplaces on the Peninsula with a group of seventh grade minority students. We were fortunate to have very cooperative and articulate employees at Newport News Shipyard, the Thomas Jefferson National Accelerator Facility, NASA, and Siemens Automotive generously spend time with our students to give them a preview of work at places where science, engineering, and mathematics are practiced. It was not surprising that mathematics was stressed by all as essential to success in science and engineering. Although I expected it would be true, the students were surprised to hear the employees stress that communication was equally important. It was clear that the ability to communicate is essential to success at the organizations we visited.

On our tours, we saw computers everywhere we went, from the machine shop to the theoretician's office. When we asked, "What about knowledge of computers?", the answer was invariably "That is a given." It is becoming commonplace to use computers in today's modern work force. Computers are used for processing and presenting information, and information is becoming a key ingredient in most organization's functions. In order to use information effectively, you must be able to communicate. The emphasis on written and oral communication in your introductory English courses and later reinforced in the various disciplines is well placed.

In the Physics, Computer Science, and Engineering Department we require writing assignments and oral presentations in a variety of courses. Whenever you solve a problem, you must communicate that solution to the instructor in writing, most often using a very specialized set of symbols. When a computer program is written it must be documented in an effective and clear manner. When an experiment is completed in the laboratory the results must be communicated in writing and sometimes orally. Several of our courses have the requirement of a written paper and/or oral presentation. As a student in our program, you will have the opportunity to learn to present your results with effective, current, multimedia tools. The capstone experience on our programs is a senior project which requires a written paper and oral presentation to the department. We all believe that you must leave CNU with effective communication skills. I look forward to having you in our department and wish you success.

Sincerely,

Randall Caton, Ph.D.

Chair, Department of Physics, Computer Science, and Engineering, 594-7065

Coverage of Oral Skills, Written Skills, and Ethics in the Department of Physics, Computer Science, and Engineering

The following table summarizes the coverage of oral skills, written skills, and ethics in courses required for undergraduate degrees in the Department of Physics, Computer Science, and Engineering. For the "oral" component this typically means a fifteen-minute professional-quality talk to the rest of the class; for the "written" component this usually means a four-to-ten page paper or report; and for "ethics" this means at least one week of coverage. Our general goal with regards to oral and written skill is to assess them at least twice in a typical student's career: once early and once late. This goal is satisfied for each degree, with the exception of BS in CS. Future changes to the upperclass curriculum for the BS in CS are anticipated that may add an additional oral and writing component, thereby satisfying the general goal for this degree.

Degree	Courses having oral component	Courses having written component	Courses having ethics component
BS in CS	PHYS 202L APCS 499* CPEN 371	PHYS 201L-202L CPSC 440* CPSC 445* CPSC 480 APCS 499* CPEN 371	CPSC 225 CPSC 230-231
BS in IS	PHYS 202L [†] CPSC 350 CPSC 351 CPSC 445 CPEN 371	PHYS 103-104 [†] PHYS 201L-202L [†] CPSC 440 CPSC 445 CPSC 350 CPSC 351 CPEN 371	CPSC 225 CPSC 230-231 CPSC 350
BS in CE	PHYS 202L CPEN 371 CPEN 499	ENGR 121 PHYS 201L-202L CPEN 371 CPEN 499	CPSC 230-231 CPEN 371
BS in Phys.	PHYS 202L PHYS 352 APCS 499	ENGR 121 PHYS 201L-202L PHYS 352 APCS 499	CPSC 230
BA in Phys.	PHYS 202L APCS 499	ENGR 121 PHYS 103-104 PHYS 201L-202L APCS 499	CPSC 230

*These courses are not required by name for the BS in CS degree, but three electives higher than CPSC 430 are required. To fulfill these electives students commonly choose at least one of these courses (440, 445, and 480), each of which contains a written component.

[†]BS-IS students are required to take *either* PHYS 103-104 or PHYS 201L-202L.

Writing Assignments in The Department of Physics, Computer Science, and Engineering

The Department requires students to work with various instruments, use technical software such as MathCAD, and develop computer programs. As a normal part of these activities, students are required to write essays, reports, external documentation (such as user manuals), and internal documentation (such as program comments). Good communication is clear, concise, and complete.

There are several reasons for this writing requirement. First, scientists and engineers must not only be capable of conducting scientific investigations and developing technical products, but also of explaining them to others. Second, many investigations and products are extraordinarily complex. Report writing and documentation helps the authors remember what they did and why. Last, documentation is essential to supporting any claims of intellectual property--an important company asset in this highly competitive market.

Physics 103

The problems should take a maximum of 2 hours and should be done in pencil. Show your work --**answers alone won't do**. Essays must be neat and reveal careful preparation. Essays receive a separate grade and are **due Thursdays**.

- Essay 1: Pretend you are Aristotle and you are arguing against the sun-centered model of the universe. What do you (Aristotle) see around you to support your position? What do you think is logical about your position? What feelings do you have?
- Essay 2: You are a wandering Medieval Scholar interested in cosmology. You have met both Kepler and Galileo. Write a letter to your brother, who remains at home, describing both men AND the approach they have to celestial mechanics. What do you believe about each man's model? Why?
- Essay 3: Write an essay in which you describe the differences between the science of the Hellenistic Greeks and the science of Galileo and Newton.
- Essay 4: Your niece, who is eight, has just learned in school that "bodies fall at the same rate." She goes upstairs and drops down a feather and a lead sinker she has snagged from her dad. She tells you her teacher is a liar. How do you go about explaining to her that her teacher is right? Or maybe you don't think her teacher is right.
- Essay 5: Although Newton is credited with the "discovery of the concept of gravity," other people clearly contributed to its development. Support this statement.
- Essay 6: There are ordering ideas, and then there are things that exist as states in nature. Celsius, Kelvin, Fahrenheit and heat illustrate that statement. Write an essay in which you explain the differences between temperature scales, using these three, and heat. Use empirical evidence to support what you say.
- Essay 7: You are an educated, upper-class Englishman and your widowed and wealthy sister has just met Count Rumford and seems to be interested in him. You know a great deal about Rumford's scientific activities and you admire them, but you also know about his personal life. You write a letter to your sister, in which you discuss Rumford's achievements and try to warn her that a warm personal interest in Rumford can only lead to trouble.
- Essay 8: What do you suppose Robert Boyle thought about the relationship between logic and experimentation? Like Newton, of course, Boyle believed in alchemy, which is why he paid the young French scoundrel who said he'd found the Philosopher's Stone. What if anything, is different in the way Boyle might have thought about alchemy and the way Newton did?

Physics 103: Final

Part I Essay. Respond to the following essay question. (60 points)

You are a journalist for a futuristic science magazine. You are to interview Archimedes and Galileo to obtain their views on the importance of theory and experiment to progress in science. Don't worry about time-travel-lag sickness. Take some dramamine or put those funny things behind your ears. Your magazine can afford it.

Formulate two questions to ask each of these lofty brains that will fulfill your assignment and write out their detailed responses (four answers) in essay form. You will have to define science in your question because Archimedes and Galileo aren't familiar with the term. These famous people will certainly want to draw on their experience as philosophers and scientists to address your questions, and they will want to illustrate their points with their accomplishments. For well written responses the character and stature of the sages will shine through.

Your grade depends on how well your questions are formulated and particularly on how well these ancient scholars respond. Let's hope that they don't answer merely yes or no to your profound questions! Remember, you are graded on factual content and appropriateness, length, breadth, grammar, and style. Take time on this part. You may want to leave space between each line to make corrections and additions to improve your final version.

Physics 104: Writing Assignments

Essays are to be handed in generally on Thursdays. The essay assignments are mainly drawn from the text reading and occasionally you may have to read ahead. The essays should be about a page or two in a normal-sized handwriting. They are to be done in ink and should show evidence of care in preparation.

1. Compare and contrast gravitational electrical forces.
2. Discuss the relationship between Fourier's work and Ohm's experiments.
3. Explain why William Gilbert thought the earth was a magnet.
4. How did Rontgen discover X-rays and what did people do with them?
5. Describe Langmuir's development of the concept of valance.
6. "Henceforth space by itself, and time by itself, are doomed to fade away, and only a kind of union of the two will preserve an independent reality." Explain this quotation, and relate it to the levels of appearance, model, and reality or behind appearance. This essay should be at least a page and a half; two would be better.

Physics 104: Final

Part I Essay. Respond to the following essay question. writing in ink. (60 points).

You are a science reporter for the Galactic Daily Press (headquartered at Aldebaran) commissioned to write an article on the evolution of science at a relatively backward planet which the local inhabitants refer to as Earth. Your readers are very sophisticated and can easily master the English language and scientific concepts necessary to read your article. However, they know nothing of the Earthling's scientific history or concepts. You stay on Earth and read about its scientific history and become absorbed in the culture and take PHYS 104 at Christopher Newport University. You decide to feature one scientist to illustrate the evolution of science on Earth. You realize that your readers will find it interesting if you pepper and salt your essay with facts relating to the scientist's personality; however you must not desert your main theme or compromise your organization. Lastly, remember to explain everything in detail because your readers are totally ignorant of the subject matter. You will have to tell them why a particular contribution is significant and how it led to the further development or evolution of science. Your future with the *Press* depends upon this essay. If you do not do well you will be assigned to the eternal fires of Betelgeuse, so muster all your

resources for this assignment and do a thorough, careful job that will sell papers to the highly evolved and intelligent readers back on Aldebaran.

You will be graded on the correctness of your factual information, the appropriateness of your examples, the breadth of your coverage of the topic, the clarity and organization of your writing, and your grammar by a mere Earthling. **Hint: Start with a thesis and develop it in a logical, organized manner.**

CPSC 210

Each student creates a document based on their research:

- (1) An interview of a person with a computer based career.
- (2) A new use for computers that excites you.

Then the files are combined to create a one page newsletter which should focus on the target audience of the newsletter: people deciding upon a first career or changing careers to computer science. Newsletter examples will be shown in class and we will practice the newspaper format.

CPSC 230: Documentation Standards

1. Write an algorithm. You need to turn in the algorithm ONLY if specifically requested on the assignment, but you should write the algorithm (BEFORE writing the program) even if you do not turn it in.
2. Put no more than one statement on a line. Statements may take up multiple lines, but this should be kept to a minimum.
3. Indent statement inside loops, if statements, and compound statements. Indentation should be at least 2 spaces. Statements that follow unconditionally from the previous line should not be indented.
4. Comment on every compound statement. That is, comment what is being begun and what is being ended.
5. Comment on the function of every named constant, variable and every formal parameter.
6. For each formal parameter, identify whether it is input, output, or input/output.
7. Have a comment indicating what the entire program does.
8. Have a comment with your name at the beginning of the program.
9. In every procedure or function, have a comment indicating what the procedure or function does.
10. You should also comment on what blocks of code are doing, and use blank lines to separate different parts of a program. Also, comment on parts of the program that are particularly difficult to understand.

CPSC 445

CPSC 445 is a projects course. Students are required to implement a project, document their work in a formal technical report, and make an oral presentation of their work both in-class and to the departmental faculty.

The format of technical report follows the following format:

1. Report Transmission Letter
2. Project Title
3. Abstract
4. Introduction or Statement of Work
5. Models and/or Tools Used in Project
6. Detailed Documentation of Work Done
7. Analysis of the Results Obtained
8. Concluding Remarks

CNU Code for Academic Work

The following paragraphs (1)-(6) set forth the principles of the Code for Academic Work. A violation of any principle is considered cheating and any resulting work dishonest.

(1) **Basic Policy.** A student's name on any written exercise (theme, report, notebook, course paper, examination) is regarded as assurance that it is the result of the student's own thought and study, stated in his/her own words and produced without assistance, except as quotation marks, references and footnotes acknowledge the use of other sources or of assistance. In particular, the use of purchased term papers or research for submission as one's own work is expressly forbidden. In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects, but such effort must be indicated as joint on the paper submitted. Unless permission is obtained in advance from the instructors of the courses involved, a student may not submit a single written work for completion of assignments in more than one course. Students who perceive the possibility for an overlapping assignment in courses should consult with the instructors involved before presuming that a single effort will meet the requirements of both courses.

(2) **Factual Work.** In preparing papers or themes a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper should be listed in the bibliography. It is not necessary to give footnote references for specific facts which are common knowledge and obtain general agreement. However, facts, observation, and opinions which are new discoveries or are debatable must be credited to the source with specific reference to edition and page even when the student restates the matter in his/her own words. Inclusion word-for-word of any part, even only a phrase or sentence, from the written or oral statement of someone else must be enclosed in quotation marks and the source cited (author, title, edition, and page). Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such does not constitute independent work and may be rejected by the instructor.

(3) **Laboratory Work and Assignments.** Notebooks, homework, and reports of investigations...must meet the same standards as all other written work. If any of the work is done jointly or if any part of the analysis is made by anyone other than the writer, acknowledgement of this fact must be made in the report submitted. Obviously, it is dishonest for a student to falsify or invent data.

(4) **Imaginative Work.** A piece of written work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not with honesty, knowingly employ story material, wording or dialogue taken from published work, motion pictures, radio, television, lecture, or similar sources.

(5) **Quizzes and Tests.** In writing examinations and quizzes the student is required to respond entirely on the basis of his/her own memory and capacity without any assistance whatsoever except such as is specifically authorized by the instructor. It is not necessary, under these circumstances, to give the source references appropriate to other written work.

(6) **Tampering with Work of Others.** Any student who intentionally tampers with the work of another student or a faculty member shall be subject to the same sanctions imposed for other violations of this code.

English Department Faculty

Professor

Douglas Gordon	B.A.: University of Virginia; M.A., Ph.D.: University of Tennessee (Knoxville)
Albert Millar	B.A.: University of Richmond; M.A.: University of South Carolina; Ph.D.: University of Delaware
Jay Paul	B.A.: Hartwick College; M.A., Ph.D.: Michigan State University
Roberta Rosenberg	B.A.: Queens College of the City University of New York; Ph.D.: University of North Carolina (Chapel Hill)

Associate Professor

Burnam MacLeod	B.A.: Rollins College; M.A.: University of Arizona; Ph.D.: University of Missouri (Columbia)
Scott Pollard	B.A.: Santa Clara University; M.A., Ph.D.: University of California (Irvine)
Barry Wood	A.B.: Hampden-Sydney College; M.A.: University of Pennsylvania.

Assistant Professor

Maureen Archer	A.A.: Grand Rapids Community College; B.A.: University of Michigan; M.A.: University of Chicago; Ph.D.: Purdue University
Jean Filetti	B.S.: Clarion University; M.A., Ph.D.: The University of Toledo
Kara Keeling	B.A.: Carleton College; M.A.: Purdue University; Ph.D.: Indiana University
Terry Lee	B.A., M.A., Ph.D.: Syracuse University
Roark Mulligan	B.A.: University of California (Berkeley); M.S., M.A., Ph.D.: University of Oregon

Instructor

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