

Memo Regarding ENGL 105/105i

Effective date: October 17, 2018

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About ENGL 105/105i

ENGL 105 and 105i are courses in University writing, research, presentation and publication across all majors and disciplines. These courses:

- Ask students to write in professional, academic genres, such as recommendation reports, literature reviews, scientific posters, or journal articles.
- Expose students to writing in a range of disciplines including Natural Science, Social Science, Humanities, Business, Law, Digital Humanities, and Health & Medicine.
- Engage students in undergraduate research in a variety of disciplines.
- Introduce students to research methods common to specific disciplines, such as data analysis, close-reading, surveys, ethnographic interviews, etc.
- Employ experiential and active learning pedagogies, fostering collaborative groups.
- Use project-based assignments, including written, oral, and digital components.
- Provide professional, published models for genres students are asked to produce.
- Teach students requisite design and presentational software, including video and visual digital tools.
- Require that projects are formatted to be “publication-ready” or that resemble published genres.
- Prepare students to succeed in upper-division courses in their majors, to gain skills and experience necessary for internships, and to become effective communicators in professional settings.

Incoming First-Year Students

English 105 must be taken in the first year of study at UNC. To ensure availability for all students, sections are offered in both Fall and Spring semesters. First-year students should note that not everyone will be able to enroll in their first semester. If they do not get a seat for Fall after summer orientation, they should make enrolling in 105 in Spring semester a priority.

Students should not contact instructors seeking to “sit in” on fully-enrolled ENGL 105/105i classes. If they are trying to enroll and no seats are available (especially in Fall), they should check Connect Carolina for available seats. Enrollment is usually easier in Spring semester and it is fine for incoming first years to wait until then to enroll.

Transfer Students

- Transfer students are encouraged to take ENGL 105 in Spring semester of their first year, when they will have priority enrollment. They are encouraged to look for an ENGL 105i section (see descriptions here (<https://englishcomplit.unc.edu/writing-program/first-year/english-105i>)) that coincides with their proposed major or future career.
- Students under the Comprehensive Articulation Agreement (CAA) receive ENGL 105 transfer credit. This includes students from a North Carolina Community College who earn their AA degree, AS degree, or complete both ENG 111 and 112.

- Transfer students who do not receive credit for ENGL 105/105i after initial review by Admissions may submit a course re-evaluation request here. (<https://admissions.unc.edu/credit/credit/transfer-credit-evaluation-for-current-students/re-evaluation-of-transfer-credits/>). The “portfolio option” is now being administered via this process and will consist only of the syllabus for the composition course(s) that the student took at their previous institution. Requests for re-evaluation will be based on whether the submitted syllabus fulfills the following requirements:

Courses receiving credit do:	Courses that do not receive credit usually:
Compose in real-world genres such as proposals, reports, journal articles.	Compose “essays” or “papers” written for the teacher.
Include projects in a variety of disciplines like Natural Science, Social Science, and Humanities.	Include general writing assignments, not tied to specific academic disciplines or majors.
Include opportunities for research, including methods like surveys, data analysis, or close-readings.	Exclude research or include research that is narrowly focused and that consists mainly of looking up articles and quoting sources.
Include composing and producing final projects in several mediums, including oral, written, and digital formats.	Focus primarily on writing papers.
Provide models of target genres to determine the style, format, and medium for all projects.	Primarily consists of “papers,” double-spaced, with a length, font, and other features specified by the teacher.
Engage students with readings based on topics chosen by students for their writing projects. Readings serve as models of the genre or as research material for individual projects.	Focus on assigned readings about content from a textbook, reader, or book. Students write about the assigned readings.
Represent an advanced course in research, communication, and presentation in specific, academic disciplines at the university.	Represent an introductory course in basic, generalizable writing skills.

Note: Any further changes to this policy will be reviewed by a team consisting of at least one member from the following: The Writing Program (Director), Office of Undergraduate Curricula (Curriculum Director), Undergraduate Admissions (Transfer Specialist), Academic Advising (Transfer Advisor and/or ECL Faculty Advisor), and “Undergraduate Retention (Transfer Student Counselor), and, if necessary, the College’s Administrative Board.