

ENGLISH 1105: ASSIGNMENT SHEET

UNIT 3: EVALUATING CAMPUS DIVERSITY

ENGL 1105-92668
Pamplin Hall 3010, 8:00-9:15
Fall Semester 2010
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Overview of Unit Assignments

- 1 Evaluative Academic Argument
- 4 Short Writings
- 1 Peer Review
- 1 Writing Conference

Evaluative Paper

Description

This assignment asks you to write an academic argument that evaluates some aspect of campus diversity.

1. **Choose an aspect of campus diversity that interests you.** Issues that concern diversity are everywhere. You might recognize one by noticing a national news story about college life, considering your personal experience with a campus group, contemplating the ability of an image to capture diversity, or even noticing the use of the word “diversity” in a particular place.
2. **Define and contextualize this campus diversity issue.** Determine the ways in which this issue presents itself rhetorically, as a situated use of language. Consider the audiences, intended and unintended, involved with this issue, as well as the assumption that surround this issue.
3. **Pose a strong evaluative question about this campus diversity issue.**
4. **Formulate a claim about your topic.** This claim should answer the question from #3.
5. **Identify and select specific pieces of evidence that will support your claim.**
6. **Write a thesis-support paper that evaluates the campus diversity issue and employs a convincing structure and style.** As a starting point, you might choose to structure your argument as a Classical, Rogerian, or Toulmin argument, and then allow your paper to evolve.

Purpose

- To refine your knowledge of academic argument.
- To familiarize you with evaluative writing.
- To articulate and support your line of thinking about an issue of campus diversity.

Audience

- Your classmates
- Your teacher

Format

- 4-5 double-spaced pages of text *plus* an MLA Works Cited page.
- Use the following heading in the upper left-hand corner of your essay:

Your Name
ENGL 1105
Mr. Gogan
Month Day, 2010

Grading Criteria

Purpose/ Audience Negotiation

1. How well is the writer’s purpose stated in the introduction and/or thesis statement?
2. How well does the writer’s thesis statement answer his/her evaluative question?
3. How well does the writer address the class and the teacher as an audience who is part of a conversation about campus diversity?

Structure

4. How rhetorically effective is the structure of the ¶s in the paper (eg. Classical, Rogerian, Toulmin)?

5. How well does the thesis statement organize the paper?

Development

6. How clearly are the writer's general points stated as reasons that support the thesis statement?
 7. How well are particular details from class readings and activities employed as textual evidence?
 8. How well are particular details from the writer's own experiences, observations, reasoning employed as textual evidence?
 9. How well are expository strategies (definition, classification, process, comparison/contrast, cause/effect) employed?

Writerly Ethos

10. How well does the paper employ a college student ethos?

Readability

11. How effective are the choices about sentence punctuation & subject position?
 12. Are there any spots where sentence shape (length, punctuation, wording, . . .) interferes with meaning?
 13. How effective are the academic citation practices: MLA parenthetical citation and Works Cited page?

Short Writings

Description

SW 9 (500 words): After reading Michaels's piece, how do you understand diversity? Argue for a particular understanding, using an expository strategy from Unit 2 (definition, fact, cause-effect, visual).

SW 10 (300 words): Where have you encountered the word "diversity" on campus? How was this word situated? What definitions did this situation imply? In other words, evaluate a situated usage of the word "diversity" on campus.

SW 11 (500 words): Sight is often the dominant way in which diversity is framed, but the notion that diversity can be "seen" is in many cases erroneous. Describe some kind of diversity that remains undetected by sight.

SW 12 (500 words): Select one of the invention strategies listed on pages 56-7 in CAVT (Exercise 4.a included). Execute that strategy on paper and then begin to formulate a claim (see pages 182-4 in EA). This claim should adhere to the guidelines for the Unit 3 assignment. After you have developed your claim, begin to list evidence and reasons that support that claim. Then determine the warrants and backing and write those down too. Finally qualify your argument. Put simply, this SW asks you to show the evolution of a Toulmin claim in writing.

Format (Unless Otherwise Noted)

- Typed
- Double-spaced
- MLA format with the following heading in the upper left-hand corner of your essay's first page:

Your Name
 ENGL 1105
 Mr. Gogan
 Month Day, 2010

Peer Review

Due: 11/04 TR

Writing Conferences

Either: 11/09 T
 11/10 W