

ENGL 1105: Introduction to College Composition

Policy Statement

ENGL 1105-92668
Pamplin Hall 3010, 8:00-9:15
Fall Semester 2010
Mr. Gogan
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T/TR & by appointment
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Course Description

In this course, you will be introduced to composition's rhetorical dimensions. That is to say, you will be asked to consider the purpose, audience, occasion, and genre for which a writing, speaking, or visual assignment calls.

You will be asked to brainstorm topics, to write drafts, and to take revision seriously. You will be asked to read each others' papers and give feedback—an important step in learning to respond to a reader's concerns.

You will also be asked to read challenging articles, essays, and prose and to consider paintings, films, or other visuals. College composition begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, you will be assigned readings as a jumping off point for your own arguments and analysis, as well as models of either good or poor composition.

Course Goals

During this course, you will:

- Gain knowledge of composition's rhetorical dimensions.
- Use writing as a tool for critical thinking and reflection.
- Practice writing as a process via using multiple brainstorming, invention, revision, and editing strategies.
- Writing in several genres that utilize analysis, reflection, narrative, critique, and argument skills.
- Practice using the conventions of written, spoken, and visual composition.
- Practice writing and creating in digital environments.

Course Texts and Materials

1. Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument with Readings*, 5th ed. Bedford/St. Martin's, 2010. (EA)
2. Diana George, ed. *Composition at Virginia Tech*, 8th ed. Pearson, 2010. (CAVT)
3. Course Readings on Scholar Site (SS)
4. Hard Copies of *Collegiate Times*
5. Two-Pocket Folder (for organizing your hard-copy portfolio)
6. Binder Clips (for organizing your hard-copy papers)
7. Compact Disc (for your final course portfolio)

Course Requirements

Final Course Portfolio (70 points)

- 1 Reflective Short Paper (1 @10 points)
Due: 12/13

This paper will respond to the prompt on your final portfolio assignment sheet. In brief, this paper will be your answer to the question: What happens to arguments when they move across genres?

- 3 Revised Products (3 @ 16 points each)
Due: 12/13

Select three of your “In-Process Compositions” to revise and resubmit for a grade.

- 4 In-Process Compositions (4 @ 3 points each)
See Assignment Sheets for Due Dates

Unit One: Digital Literacy Narrative and Academic Rationale

Unit Two: Exposing Politics Paper

Unit Three: Evaluating Campus Diversity Paper

Unit Four: Letter to the Editor

- 14 Short Writings (Ungraded, ½ point deduction each if missing or incomplete)

The idea behind the short writings (SW) is twofold: (1) they will provide material for your portfolio; (2) the more practice you get writing, the more you'll improve. A ½ point may be deducted from that unit grade for each SW not completed by its due date **or** not turned in with the portfolio. All SWs should be typed and double-spaced, unless otherwise noted in the SW description.

Peer Review Sessions (24 points)

- 6 Peer Review Sessions (6 @ 4 points each)
Due: 9/14; 10/07; 11/04; 11/16; 11/18; 12/07

Peer review enhances your critical reading, writing, and thinking abilities by providing you with feedback on your compositions. For each peer review session, you should (1) draft your composition and upload it to SS, (2) download the peer review sheet from SS, (3) download and complete the author sheet from SS, (4) upload the completed author sheet to SS, and (5) bring your computer to class on peer review day. That way, you and your peers may respond to one another in writing in terms of your intentions (as stated on your author sheet) and in terms of the assignment criteria (as stated on the peer review sheet).

Remember: The decision for what to change and what to keep in your draft is yours.

Note: To participate and receive peer review points, you must attend the peer review sessions with a **complete** draft of your paper and with a laptop that can access the internet; points will be awarded on the depth of your responses.

Oral Editorial (6 points)

- 1 Formal Group Presentation (1 @ 6 points)
Due: 11/30; 12/02

In editorial boards of three or four, you will deliver an oral editorial to our class about one of your previous arguments.

Course Grade

The total points possible for this class are 100. Your final course grade will be determined by the number of percentage points you earn: A 100-90; B 89-80; C 79-70; D 69-60; F 59-0.

Course Policies and Principles

Late Assignment Policy

All writings are due at the beginning of class; anything turned in later in the class is considered late.

Missing Assignment Policy

All course requirements must be submitted to pass the course.

Attendance Policy

Daily attendance is required. In a course such as ENGL 1105, your success and the success of the course depends upon your participation. For example, the short writings (SW) are designed to enhance your thinking about your essay assignment; thus, being in class for discussions of these writings may improve your final writings.

Inclusive Language Policy

Written work in this course should employ inclusive language, which shows that the writer honors the diversity of the human race by not using language that would universalize one element of humanity to the exclusion of others. For example, one area where this exclusivity commonly occurs is gender. Use *men and women* or *people* instead of the "generic *man*"; use *they* or alternate *he* and *she* instead of the "generic *he*."

Publication Policy

Any written course work may be used—anononymously—for pedagogical purposes within our class. Should a particular piece of work prove useful in another or subsequent class, or in a publication, as that piece's writer, you decide whether that piece can be used. Accordingly, I must receive your consent through a completed "Student Author Permission Form." Denying consent will not affect your course grade in any way.

Academic Honesty Policy

The Honor Code will be strictly enforced in this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the Honor System. Any suspected violations of the Honor Code will be promptly reported to the Honor System. According to the Constitution of the Virginia Tech Honor System "The fundamental beliefs underlying and reflected in the Honor Code are: (1) that trust in a person is a positive force in making that person worthy of trust, (2) that every student has the right to live in an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and (3) that the honesty and integrity of all members of the university community contribute to its quest for Truth" (see <http://www.honorsystem.vt.edu/>).

The following is the Honor Code written verbatim from the VT Honor System Constitution:

The Honor Code is the University policy that expressly forbids the following academic violations:

1. Cheating -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.
2. Plagiarism -- Plagiarism includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one's own, original work, or attempts thereof.
3. Falsification -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures, tampering with official records, fraudulently adding or deleting information on academic documents such as add/drop requests, or fraudulently changing an

examination or other academic work after the testing period or due date of the assignment.

Virginia Tech's Principles of Community

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

Computer Policy

On particular days, you will need to bring your laptop computer to class, in order to participate in media related activities. At other times on other days, you may be asked to close your laptop.

Accommodations, Assistance, and Complaints

Accommodations

Reasonable accommodations are available for students who have a disability. Students should contact the Services for Students with Disabilities (SSD), 231-3788 (V), 231-1740 (TTY); Susan P. Angle, spangle@vt.edu, www.ssd.vt.edu. "Students with disabilities are responsible for self-identification....To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, cassette taping of text/materials, notetakers/readers, or assistive technology."

Writing Conferences

I plan to require two writing conferences this semester. You may also schedule other conferences or see me during my office hours. At these conferences, I will provide you with a formative

assessment of a given writing assignment. This assessment will not be exhaustive, so please come prepared with specific questions.

Instructor Assistance

If you have questions, comments, concerns, etc., please visit me during my office hours, schedule an appointment, call my office, or call me at home—before 9 p.m. please.

Writing Center

The Virginia Tech Writing Center is open (Monday-Friday, 9:00 am-5:00 pm) to all Virginia Tech students, faculty, and staff, at all levels. The Writing Center works with writing and reading assignments from any University course and can also help you with writing projects that are not linked to classes. The Center is free and open for regular appointments or walk-in sessions. For an appointment, call 540-231-5436.

Grade Complaints

If you have a concern about a grade, workload, or any other aspect of the class, please bring it to my attention. Do not hesitate to ask me questions.

Course Calendar (Subject to Change)

Unit I: Argument in Narrative

Rhetorically Analyzing Social Network Stories

8/24 T

Topics:

Introductions-Your Story

Syllabus

Narrative

For next class:

Print & Read:

Assignment Sheet (SS)

Read:

6.3 Digital Video Compositions (CAVT 119-22)

Boyd & Ellison, "Social Network Sites" (EA 653-668)

Write:

SW 1 (500 words): Narrate, or tell a story, that involves you and literacy. Print 2 copies and bring both to class.

Bring:

Laptop Computer to Class

8/26 TH

Topics:

Boyd & Ellison

Digital Literacy Narrative and Academic Rationale Assignment

Examples

For next class:

Print & Read:

Rhetoric (SS)

Read:

Chapter 3: Arguments Based on Character: Ethos (EA 52-68)

Office of the Privacy Commissioner, "A Friend of s Friend..." (EA 669-72)

Havenstein, "One in Five Employers" (EA 673-5)

Bring:

Laptop Computer to Class

8/31 T

Topics:

Rhetoric

Ethos

Office

Havenstein

For next class:

Read:

Chapter 2: Arguments Based on Emotion: Pathos (EA 38-51)

Conan et al., "Is Creating a Fake Online Profile a Criminal Act?" (EA 699-714)

Write:

SW 2 (250 words): Answer the question posed in the title of the Conan piece: Is creating a fake online profile a criminal act? Support your answer with your personal experience and details from the reading.

9/02 TR

Topics:

Pathos

Conan

For next class:

Read:

Chapter 4: Arguments Based on Facts and Reason: Logos (EA 69-94)

Levin, "Study Finds Teenagers' Internet Socializing" (EA 676-80)

Blow, "A Profile of Online Profiles" (EA 715-8)

Write:

SW 3 (250 words): Write a brief reaction to **one** of the readings for 9/07. What did you like about it? What didn't you like about it?

9/07 T

Topics:

Logos

Levin

Blow

For next class:

Print & Read:

Rhetorical Situation (SS)

Chapter 2: Rhetorical Knowledge (CAVT 15-39)

Chapter 5: Rhetorical Analysis (EA 95-129)

Facebook Security Articles (SS)

Write:

SW 4 (500 words): Reflect upon the kinds of appeals (those based on character, emotion, facts and reason) that your digital literacy narrative might possibly

include. How would you describe these appeals? What visuals do you associate with these particular appeals? What sounds do you associate with these particular appeals?

Bring:

Laptop Computer to Class

For 9/14:

Compose:

Digital Literacy Narrative and Academic Rationale

9/09 TR

Topics:

Rhetorical Situation

Rhetorical Analysis

Literacy Narrative Plans

For next class:

Compose:

Digital Literacy Narrative and Academic Rationale

Download:

Digital Literacy Narrative Peer Review Sheet (SS)

Bring:

Laptop Computer to Class

Ensure that your literacy narrative is easily accessible on the laptop you bring to class. Also, verify your laptop's internet access when in our classroom.

9/14 T

Topics:

Gallery Style Peer Review

For next class:

Print & Read:

Unit 2 Assignment Sheet (SS)

Collegiate Times Article (SS)

Revise:

Digital Literacy Narrative and Academic Rationale

Unit 2: Argument in Competition

Exposing Sports as Politics

9/16 TR

Topics:

Introduce Unit 2

Expository Strategies as Argument

For next class:

Read:

Chapter 9: Arguments of Definition (EA 249-75)

Print & Read:

Sorenson, "Dress Code Suitable Only to NBA Suits" (SS, 723-5)

Stewart, "Barkley Fully Supports NBA's New Dress Code" (SS, 726-8)

Write:

SW 5: (300 words): Choose a uniform of any kind. How might you define that uniform as a political object? Explain your definition with reference to your chosen uniform. Include a picture, if possible.

9/21 T**Topics:**

Definition

Sorenson

Stewart

For next class:**Read:**

Chapter 8: Arguments of Fact (EA 208-35)

Chapter 14: Visual Arguments (EA 441-65)

Print & Read:

Munson, "Common Themes and Questions" (SS, 702-8)

Shore, "Play with Our Name" (SS, 709-11)

"Editorial Cartoonists" (SS, 712-5)

Write:

SW 6: (300 words): Select a situation in which the relationship between facts and visuals was extremely important. Think, for instance, of a video or a picture that confirms a fact, disputes a fact, or even poses as fact (in the case of a doctored photo or edited video)—Instant Replay, Security Cameras, You Tube Clips, Paparazzi Footage; Politicians, Athletes, or Celebrities Caught on Film or Tape. Take a position on this situation. What does the relationship between facts and visuals do to society?

9/23 TR**Topics:**

Facts

Visuals

Munson

Shore

Cartoons

For next class:**Read:**

Chapter 11: Causal Arguments (EA 335-362)

Print & Read:

Macur, "Rowing Scholarships Available" (SS, 675-80)

Williamson, "Bad as They Wanna Be" (SS, 716-22)

Write:

SW 7: (500 words): Select a topic that interests you. Describe one definitional, one factual, one visual, and one causal argument which are connected to your chosen issue. Then, craft a few strong questions based upon each kind of argument. The questions should target the implications that each kind of argument has for your issue.

9/28 T**Topics:**

Causal Arguments

Macur

Williamson
Question Posing

For next class:

Read:

Chapter 10: Evaluations (EA 284-310)

Print & Read:

Gavora, "Time's Up for Title IX Sports" (SS, 681-9)

Conniff, "Title IX: Political Football" (SS, 690-5)

Write:

SW 8: (250 words): Select a topic for your expository paper. How will you explain, or "expose," this topic as a "political" topic?

9/30 TR

Topics:

Evaluations

Gavora

Conniff

Evaluating Paper Topics

For next class:

Read:

4.6 Working with Readers' Comments (CAVT 77-9)

Collegiate Times (SS)

Watch:

Los Sons Video Clips (SS)

For 10/07:

Write:

Expository Paper

10/05 T

Topics:

Los Suns

Collegiate Times

Papers

For next class:

Write and Upload to Scholar:

Expository Paper

Author Sheet (SS)

Download:

Expository Paper Peer Review Sheet (SS)

Bring:

Laptop Computer to Class

10/07 TR

Topics:

Peer Review

Sign Up for Writing Conferences

For next class:

Print & Read:

Unit 3 Assignment Sheet (SS)

Chapter 6: "Academic Arguments" (EA 133-49)

Revise:
Expository Paper

Unit 3: Arguments in Perspective **Evaluating Campus Diversity**

10/12 T

Writing Conferences

Topics:

Introduce Unit 3

Academic Arguments

For 10/19:

Read:

Chapter 13: Style in Arguments (EA 417-40)

Michaels, "The Trouble with Diversity" (EA 963-9)

Write:

SW 9: (500 words): After reading Michaels's piece, how do understand diversity?

Argue for a particular understanding, using an expository strategy from Unit 2 (definition, fact, cause-effect, visual).

10/14 TR

NO CLASS—Writing Conferences

10/19 T

Topics:

Michaels

Hyperbole

"Cartoonist Take On Affirmative Action" (EA 917-21)

"Student-Designed Diversity Posters" (EA 903-7)

For next class:

Read:

Karnasiewicz, "The Campus Crusade for Guys" (EA 909-16)

Virginia Tech View Book (SS)

Write:

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.

Bring:

Laptop Computer to Class

10/21 TR

Topics:

College View Book Controversy

Virginia Tech View Book

Tropes

For next class:

Print & Read:

Chapter 7: Structuring Arguments (EA 170-200)

Horowitz, "In Defense of Intellectual Diversity" (EA 922-8)

Fish, "Intellectual Diversity" (EA 929-35)

Write:

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.

10/26 T**Topics:**

Structure

Qualifications

Horowitz

Fish

For 11/02:**Print & Read:**

Cohen, “Professors’ Liberalism Contagious?” (EA 936-40)

Mariani and Hewitt, “Indoctrination U.?” (EA 941-8)

Chapter 4: Writing as a Process (CAVT 55-80)

Write:

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.

For 11/04:**Write:**

Evaluative Paper

10/28 TR

NO CLASS

11/02 T**Topics:**

Cohen

Mariani and Hewitt

Claim Read Around

Claim Workshop

For next class:**Write and Upload to Scholar:**

Evaluative Paper

Completed Author Sheet (SS)

Download:

Evaluative Paper Peer Review Sheet (SS)

Bring:

Laptop Computer to Class

11/04 TR**Topics:**

Peer Review

For next class:**Read:**

Unit 4 Assignment Sheet
Collegiate Times (SS)

Revise:

Evaluative Paper

Unit 4: Arguments across Genres**11/09 T****Writing Conferences****Topics:**

Unit 4

Revision

Collegiate Times Letters to the Editor (L2E)

For next class:**Print & Read:**

Letters to the Editor: Genre and Conventions (SS)

Read:

Collegiate Times (Pay Attention to the Newspaper's Audience)
Either Unit 3 or Unit 4 paper

Bring:

Laptop Computer to Class

11/11 TR**Topics:**

Submission Guidelines

L2E Workshop

SW 13 (in-class): Using your argument from either your Unit 2 paper or your Unit 3 paper, draft an L2E to the *Collegiate Times*.

For next class:**Revise and Upload to Scholar:**

SW 13: L2E to the *Collegiate Times*

Download:

L2E Peer Review Sheet (SS)

Bring:

Laptop Computer to Class

11/16 T**Topics:**

L2E Peer Review

Editorial

SW 14 (in-class): Rewrite your L2E as an editorial. This editorial will form the basis for your group's Oral Presentation.

By 11/17:**Revise:**

Your L2E

Email:

Your L2E to the *Collegiate Times* (BCC Mr. Gogan on the email)

For next class:

Read:

Matthew Vollmer “The Editorial” (CAVT 21-22)
“Oral Presentation in the Composition Class” (CAVT 229-49)
Collegiate Times Work Groups Handout (SS)

Revise After Reading Vollmer:

SW 14: Your L2E as an editorial.

Revise and Upload Revision to Scholar:

Revised Unit Assignment (either Unit 2 or Unit 3) for Second Peer Review
Revised and completed Author Sheet for that paper (SS)

Bring:

Laptop Computer to Class

11/18 TR**Topics:**

Peer Review on Revised Paper
Editorials
Collegiate Times Work Groups
Oral Presentations

For next class:**Prepare:**

Group Presentations
Finalize Group Presentations
Proof the layout of your group’s handout

Print:

23 Copies of Group Handout

11/23 T

NO CLASS—Thanksgiving

11/25 TR

NO CLASS—Thanksgiving

11/30 T**Topics:**

Oral Editorial Presentations

For next class:**Prepare:**

Group Presentations

12/02 TR**Topics:**

Oral Editorial Presentations

For next class:**Print & Read:**

Final Exam Portfolio (SS)

Revise and Upload Revision to Scholar:

Remaining Unit Assignment (either Unit 2 or Unit 3) for Second Peer Review

Bring:

Laptop Computer to Class

12/07 T

Topics:

Peer Review

Final Exam Portfolio

Course Evaluations

For Final Exam:

Write:

Reflective Short Paper

Revise:

Pieces that you will submit as "Revised Products"

Assemble:

Final Exam Portfolio

12/13 F

EXAM: 3:35-5:35