

# ENGLISH 1106: ASSIGNMENT SHEET

## ARTICLE IN YOUR MAJOR

ENGL 1106: 12671 & 12683  
Pamplin Hall 1010, 8:00-8:50 & 9:05-9:55  
Spring Semester 2010  
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## Article in Your Major Assignment

### Description

For this assignment, you will be responsible for selecting a scholarly article from your chosen major that the entire class will read. You will then lead the class in a presentation/discussion of that article. Finally, you will write a short, 3-section paper that pertains to this article. Although the paper will be turned in after your presentation, **it is strongly recommended that you draft this paper before your presentation.** Each of these assignment components are detailed below.

### The Article

Given the design of this assignment, your selection of an article is extremely important. Accordingly, our class will visit the library twice in the first two weeks of the semester. During these two visits, we will be fortunate enough to work with the Newman Library staff as we locate our articles. Before these visits, you should “choose” a major—at least one that you are seriously considering. This choice will not only guide this assignment, but it will also influence your final course project. Consider this choice to be an opportunity to explore a career future.

You will be required to post your article to our class scholar site by January 30<sup>th</sup>, and our library visits will occur before this deadline. Your article selection should be guided by the following questions:

- Was this article published in a scholarly journal from my chosen field?
- Does this article’s topic interest me?
- Could I lead a class discussion on this topic?
- Does this article’s text, as in its writing and its rhetorical features, interest me?
- Could I lead a class discussion on this text?

Finding an *appropriate* article means that you answer “Yes” to the above questions. Finding an *exceptional* article means that you answer “Yes” to one final question:

- Would this article’s topic interest my classmates?

Your selection of an article will not receive a grade, but it will influence the parts of this assignment that do receive grades. No duplicate articles are allowed, so the first individual to post his or her article on the course scholar site reserves the right to that article. Other individuals must then find a different article. Please post your chosen article in one of the two following formats:

- 1) Adobe PDF file (.pdf)
- 2) Microsoft word compatible file (.doc)

Please adhere to the following template when naming your article:

ENGL 1106-Your Last Name-Author’s Last Name(s)

So, for the article that I (Mr. Gogan) chose, the document title would be as follows:

ENGL 1106-Gogan-Jolliffe Harl

## The Presentation/Discussion (5 points)

### Purpose

- To enable you to bring your growing knowledge about your major into our discussion of disciplinary writing.
- To allow you to lead classroom discussion for a twenty-minute block of time.
- To highlight the rhetorical nature of all writing and all knowledge.

### Audience

- Your classmates
- Your teacher

### Format

- Total Length: 20 minutes
  - Introduction: 5 minutes
    - Offer a specific rationale for choosing your article.
    - Profile the journal from which the article came.
    - Familiarize your classmates with the conventions of your major.
  - Discussion: 15 minutes
    - Engage your classmates in an intellectually stimulating discussion concerning the **text** (not the topic) of your article.
    - Evaluate the article's major claim and/or the implications of that claim.
    - Critique and/or compliment the writing of the article.
    - Forward your own interpretation of the **text** (not the topic) and solicit your classmates' responses.
    - Pose open-ended questions, questions that **cannot** be answered with a "Yes" or a "No."
    - Pose questions with which you, yourself, might be struggling.
    - Although you should feel free to draw upon the day's IW prompt, your presentation should move beyond the prompt into new areas.
    - Feel free to call upon your classmates.
    - Feel free to use handouts or visual aids as you see fit.

### Grading Criteria

#### *Content*

- How effective was the rationale for the selection of the article?
- How effective was the profile of the journal from which the article came?
- How engaging were the questions posed to the audience?
- How effective was the treatment of the article's claims and implications?
- How effective was the treatment of the article's text and its rhetorical features?

#### *Organization*

- How effective was the presentation's structure?

#### *Delivery*

- How well did the presenter make eye contact with the audience?
- How effective was the presenter's volume?

## The Paper (5 points)

### Purpose

- To provide you with material for your presentation.
- To offer a rationale behind your choice of article.
- To situate your article within the journal from which it came.
- To allow you to develop your thinking about a text from your discipline.

### Audience

- Your classmates
- Your teacher

### Format

- 3-5 double-spaced pages of typed text.
- MLA Works Cited page that includes a citation for your article.
- Use the following heading, double-spaced, in the upper left-hand corner of your paper:

*Your Name*  
Mr. Gogan  
ENGL 1106  
*Month Day, 2010*

### Description

This paper consists of 3 sections:

#### Section 1: Journal Profile

The purpose of the journal profile is to describe the journal that published the article that you've chosen. As such, your profile should provide readers with your overall impression of the journal and its rhetorical positioning. Your profile, however, should employ details that support your impression. The move you should make is: This is my impression of the journal, and this is what causes me to have that impression of the journal.

#### Section 2: Rationale

The purpose of the rationale is to explain why you chose the article that you chose. In other words, this rationale asks you to explain the substantive purpose (as in substantial, or significant, purpose) behind your selection. Simply stating that the article matches the above criteria, or acknowledging that you answered "Yes" to the above questions, will not suffice. The key, in this section, will be to connect your interests to the article's topic and the article's text.

#### Section 3: Rhetorical Analysis

The purpose of a rhetorical analysis is break to break the text of the article into parts, so that you can better understand how the text works as a piece of writing. Your analysis should focus on two or three aspects of the article at most. You might choose to consider the article's content, context, author(s), or appeals. You might choose to investigate patterns, to note organizational trends, to explore specific terminology. In brief, you want to suggest an answer to the question: How should we understand this article and the claim it forwards?

### Grading Criteria

*Purpose/ Audience Negotiation*

- How well does each of the respective sections adhere to the section's purpose, as stated above?
  - How effectively does the profile forward an overall impression of the journal?
  - How effectively does the rationale explain the reasoning behind the selection of the article?
  - How effectively does the analysis assert a claim about the article?
- How well does the writer address the class and the teacher as an audience who is interested in, but might not know a lot about, writing in a particular major?

#### *Organization*

- How well does the paper adhere to the 3 Section format?
- How well do the writer's claims assume a dominant role in organizing each section?

#### *Development*

- How effective are the claims? (Does the writer come across as logical?)
- How well is particular evidence—from the journal, the article, the class discussion, or the writer's own opinion—used to support each reason?

#### *Writerly Ethos*

- How well does the paper employ an *ethos* of a credible college student researcher?

#### *Readability*

- How effective are the choices about sentence punctuation, subject position, parallelism, transitions, action verbs, and clarity/concision?
- Are there any spots where sentence shape (length, punctuation, wording, . . .) interferes with meaning?
- How effective are the academic citation practices: MLA parenthetical citation and Works Cited page?

### **Participating in Your Classmates' Presentations (5 points)**

The expectation here is that you arrive to class prepared and eager to participate. Your participation is crucial to the success of your peer's presentations; participate often, every class.