

# ENGLISH 1106: ASSIGNMENT SHEET

## COURSE PROJECT: RESEARCHING AN ISSUE IN YOUR DISCIPLINE

ENGL 1106: 12671 & 12683  
Pamplin Hall 1010, 8:00-8:50 & 9:05-9:55  
Spring Semester 2010  
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### Course Project

#### Overview

This major course project encompasses multiple project components—a proposal, an annotated bibliography, and a progress report—that will ultimately contribute to a 10-12 page final paper. In this thoroughly researched and well-written paper, you will forward an argument that addresses an issue of interest in your chosen major. For instance, you might decide to research and write about the intersection of gender with your chosen major. Each project component is designed to build upon its predecessor and each is detailed below.

### Project Proposal

#### Description

As the first component of your project, the project proposal forwards a plan for the successful completion of your project. A proposal lays the foundation for your project by completing much of the initial work of identification and definition.

#### Purpose

- To identify and define an issue in your major that you would like to research.
- To generate a strong inquiry question that will guide your research on your chosen issue.
- To identify and describe at least one primary research method that you will use to gather research data from a specific population.
- To identify other resources, including secondary research resources that will assist you as you work on this project.
- To identify the documentation style (this should be the style appropriate for your discipline) that your project will employ.
- To provide a rationale for, or an explanation of, the above choices.
- To outline a project calendar which you will follow to complete your research project successfully.

#### Audience

- Your teacher

#### Format

- 1-2 single-spaced pages of typed text.
- Include informational design elements—like bullets, headings, lists, tables, and graphs—where necessary.
- Include identifying information and citations where appropriate, in the style preferred by your discipline.

#### Grading Criteria

##### *Purpose/Audience Negotiation*

- How well does the proposal define an issue of inquiry?

##### *Organization*

- How effectively does the proposal employ headings and section breaks to organize ideas?
- How effective is the logic behind the progression of the proposal?

### *Development*

- How persuasive is the proposal?
- How specific is the proposal's plan?
- How clear is the proposal?

### *Writerly Ethos*

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

### *Readability*

- Are there any spots where sentence shape (length, punctuation, wording, . . .) interferes with meaning?
- How effective are the academic citation practices?

## **Project Proposal Peer Review**

### **Description**

As proposals look to the future, anticipation proves one of the most difficult aspects of proposal writing. In order to better anticipate future questions and concerns, we will conduct a peer review session that will expose your proposal to at least two different perspectives before it is submitted to me for approval and a grade.

For this peer review session, you should: (1) draft your proposal; (2) print 2 clean copies of that proposal; (3) print 2 clean copies of the Proposal Peer Review Sheet (SS); and, (4) bring all copies to class on peer review day. That way, you and your peers may respond to one another in writing 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.

### **Grading Criteria**

To participate and receive peer review points, you must attend the peer review session with a **complete** draft of your proposal. Points will be awarded on the depth of your responses.

## **Annotated Bibliography**

### **Description**

The second component of your project, an annotated bibliography, functions to record accurate documentation information, concisely summarize, and critically evaluate each of your sources. Thus, your annotated bibliography will serve as a resource for you as you proceed with your secondary research.

### **Purpose**

- To properly cite each consulted source.
- To succinctly summarize each secondary source.
- To consider how each secondary source will impact your research project.

### **Audience**

- Your teacher

### **Format**

- An introductory statement of scope.
- Annotations for 10 sources, each of which include:
  - A complete citation that adheres to the documentation system of your major.
  - A few sentences summarizing the source.

- A few sentences which answer the question: How is this source relevant to my project?

### Grading Criteria

#### *Purpose/ Audience Negotiation*

- How well does the statement of scope introduce the project's topic to the audience?

#### *Organization*

- How consistent is the bibliography's organization?

#### *Development*

- How effectively does each annotation summarize a given source?
- How effectively does each annotation evaluate the relevance of a given source?

#### *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?

## Progress Report

### Description

The third component of your project is a progress report. Think of the progress report as an update that addresses the status of your research project. Calling this update a report emphasizes the document's informative capacity. This report will facilitate our conference on either 3/31 or 4/02.

### Purpose

- To inform your audience as to the current state of your project.
- To summarize the work that you have already completed on your project.
- To address any unanticipated project challenges or unexpected project changes.
- To outline a current project calendar that allows you to successfully complete your research project.
- To provide a few sample annotations from your annotated bibliography.

### Audience

- Your teacher

### Format

- 1-2 single-spaced pages of typed text.
- Resembles the format of your proposal.
- Include informational design elements—like bullets, headings, lists, tables, and graphs—where necessary.
- Include identifying information and citations where appropriate, in the style preferred by your discipline.
- Include 2-3 sample annotations from your in-progress annotated bibliography.

### Grading Criteria

#### *Purpose/ Audience Negotiation*

- How well does the progress report facilitate discussion during the conference?

#### *Organization*

- How consistent is progress report's organization?

#### *Development*

- How well does the progress report employ specific details?

#### *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?

## **Final Paper**

### **Description**

The major component of your research project is a thoroughly researched and well-written paper. In this paper, you will forward an argument that addresses an issue of interest in your chosen major. For instance, you might decide to research and write about the intersection of gender with your chosen major. Your treatment of the issue should be thoughtful and well-developed. Your claim should be reasonable and your prose should be polished. Your documentation should be precise.

### **Purpose**

- To introduce you to writing that integrates research, both primary and secondary.
- To allow you to conduct sustained research an issue of interest in your chosen major.

### **Audience**

- Your classmates
- Your teacher

### **Format**

- 10-12 double-spaced pages of typed text.
- Reference page that includes citations for all of your sources in the style appropriate for your chosen discipline.
- Identifying information, including your name, the course number, and the date, in the style appropriate for your discipline.

### **Grading Criteria**

#### *Purpose/ Audience Negotiation*

- How well does the writer's thesis present an arguable stance for the paper?
- How well has the writer made an attempt to address an issue in his or her discipline?

#### *Organization*

- How effective is the organization of the a) ¶s within the paper; b) ideas within each ¶?
- How well does the introduction and/or thesis organize the paper?
- How effective is the conclusion?

#### *Development*

- How effective is the argument? (Does the writer come across as logical?)
- How clearly are the writer's reasons stated in each ¶ (often as topic sentences)?

- How well is research used to support each reason?

#### *Writerly Ethos*

- How well does the paper employ the *ethos* of a college student expert, whose stance on an issue is dominant?

#### *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?

## **Final Paper Peer Review**

The Final Paper Peer Review will occur over three days (4/19, 4/21, 4/23). On two of these days, your paper will be reviewed by a classmate (a different classmate each day), and you will be reviewing one of your classmate's papers (a different paper each day). On the remaining day, you and I will hold a brief conference (5-7 minutes) about your paper. At the end of these three days, each student will have reviewed two different papers, each paper will have been reviewed by two different peers, and each student will have conference with me. Before this peer review session begins, I will distribute a detailed schedule that describes this rotation.

On 4/14, you should arrive in class with three (3) clean copies of two documents: (1) a complete draft of **your final** paper; and, (2) a completed author sheet (downloaded from SS and filled-out by you). You will turn in one copy of each document to me and hand your peer reviewers the remaining copies. For each peer review session, you should bring your peer's draft and their author sheet, as well as a blank peer review sheet (that you downloaded from SS), with you to class. 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.

### **Grading Criteria**

To participate and receive peer review points, you must attend all three days of the peer review session. You must bring with you the copies supplied to you on 4/14, as well as the blank peer review sheet that you printed out. Points will be awarded on the depth of your responses.