

ENGLISH 1106: ASSIGNMENT SHEET

WRITING 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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Writing in Your Major

Purpose

- To introduce you to primary research, through the interview method.
- To provide you with three different perspectives about writing in your major.
- To allow you to synthesize these views into one coherent claim about writing in your major.

Audience

- Your classmates
- Your teacher

Format

- 3-5 double-spaced pages of typed text.
- Interview notes organized and appended to the paper.
- MLA Works Cited page that includes citations for each one of your interviews.
- 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

For this paper, you will:

(A) Develop a set of strong, open-ended interview questions that pertain to writing in your major. As a starting point, consider your own view of writing in your major (you will return to your view in Part D) and generate some questions from this view. Consider asking questions that both challenge and support your initial view of writing in your major. You will want to practice these questions and have even more open-ended follow-up questions. Although you will want to develop your own questions, please find a few examples below:

	Initial Question	Follow-Up Questions
1.	How would you describe writing in your discipline/at your job?	How so? Could you explain that description in a bit more depth?
2.	When do you find yourself writing?	Does a specific instance come to mind? Can you recall the last time you wrote...?
3.	How important do feel writing is in your discipline/at your job?	In what way? Could you speak about that in a little more detail?
4.	In your opinion, what are the issues surrounding writing in your discipline/at your job?	How have you addressed those issues?
5.	What kinds of writing do you do most?	Could you email me an example of that kind of writing?

(B) Use the interview questions you developed in Part A to conduct a 10-15 minute interview with at least two of the following three types of individuals:

(Note: Document these interviews through note-taking or audio-recording.)

1. Advanced Peer: A student who has completed the majority of the coursework in your chosen major and/or has held an internship in your chosen field.

2. Professor: A Virginia Tech faculty member affiliated with your major discipline. This faculty member might serve as your advisor, possess an expertise in your chosen major, or teaches one of your major courses.

3. Professional: An individual whose career is affiliated with your chosen major. This individual should not be a peer or a professor. In order to locate this professional, you are encouraged to reach out to relatives and friends, as well as local community members.

(C) Analyze your interview notes and synthesize some major points from these interviews.

(D) Insert your own views about writing in your major to the views of your interview respondents and forward a claim, an argument or thesis, about writing in your major. Thus, your interviews and your own views will provide the supporting evidence for your claim. Your paper should run 3-5 double-spaced pages long and should note the varying perspectives, logics, and assumptions that pertain to writing in your major.

Grading Criteria

Purpose/ Audience Negotiation

- How well is the writer's purpose stated in the introduction and/or thesis statement?
- How well does the writer's thesis statement assert his/her claim?
- 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 effective is the organization of a) the ¶s within the paper and b) the ideas within each ¶?
- How well does the introduction and/or thesis organize the paper?
- How effective is the conclusion?

Development

- How effective is the claim? (Does the writer come across as logical?)
- How clearly are the writer's reasons stated in each ¶ (often as topic sentences)?
- How well is particular evidence—from the writer's interview and the writer's own views—used to support each reason?
- How well does the paper navigate the varying perspectives, logics, and assumptions that pertain to writing in a given major?

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?
- Does the paper include an appendix of interview notes?

2/12 Peer Review

Peer review enhances your critical reading, writing, and thinking abilities by providing you with feedback on your papers. For this peer review session, you should (1) draft your paper and print two clean copies of your paper, (2) print two clean copies of the peer review sheet from SS, (3) complete the author sheet from SS, and print two copies of that sheet, (4) bring all of your copies 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 session with a **complete** draft of your paper; points will be awarded on the depth of your responses.