

English 1106: Writing from Research

Semester 201X • Your Name • Your email • Your Office # • Office Hours: Day(s) & Times

Course Description

English 1106 builds on the skills learned and practiced in English 1105. As its name implies, however, English 1106 is also an introduction to writing with sources, both primary and secondary. For your writing in this course, you will find and cite sources from the library and the Internet, but you will also conduct fieldwork, practicing careful observation, conducting interviews, and crafting surveys.

In addition to practicing research skills by collecting primary and secondary sources, you will practice synthesizing elements of research into coherent wholes. Successful synthesis of research requires that you understand and interpret your sources, putting them in conversation with each other. This work also emphasizes correctly documenting and attributing your sources.

Course Goals

By completing this course, you will

- Continue to practice writing as a process, using multiple invention and revision strategies.
- Write in several genres that require paraphrase, synthesis, analysis, evaluation, argument, and documentation skills.
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods.
- Demonstrate knowledge of the conventions of bibliographic citation.
- Demonstrate an understanding of the uses of source material of all types, taking care to always distinguish between source material and one's own work.

Required Texts & Course Materials

- First-year Writing Bundle: ISBN-13: 978-1-269-69997-6
 - *Writing at Virginia Tech* (2014-2015), Ed., Sheila Carter-Tod
 - *Readings for Writing at Virginia Tech*, Ed., Sheila Carter-Tod
- You must own or have reliable access to a printer and a stapler.

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Comment [1]: Including additional resources is, of course, up to you. But you will want to consider what required materials will help you to manage the course more effectively: binders, pocket folders, stapler, etc.

If you let students submit their work in any form or fashion, then they **will** submit it in any form or fashion. You may be okay with this sort of variety. But most teachers find that, in order to effectively manage the course's paperwork, they need to set guidelines regarding how essays are bound, drafts are collected, and so on.

Major Writing Assignments

Rhetorical Analysis Essay

Your writing in this course will be based on research, but it will be written with a public, educated audience in mind. That is, you will practice writing as contributing to the public discourse on serious topics. To begin the course, then, we will read, write about, and discuss many examples of this sort of writing, attending especially to their rhetorical features. This work will culminate in your writing an essay that performs a careful rhetorical analysis of one of the essays we have read and discussed in class.

- [MLA Format](#)
- ≥ 5 pages, double-spaced (DS) (≥ 1750 words)¹

Fieldwork Assignment

For this assignment, you will need to observe some public space in the Blacksburg area; this can be a spot on campus, a favorite hiking spot, the New River Valley mall, the Math Emporium, a favorite restaurant, etc. You will take notes (called field notes) as you observe people in these environments, and you will attach your notes to your final paper. Beyond direct observation, you will need to choose one other form of fieldwork to explore (e.g., conducting interviews or a survey).

- [MLA Format](#)
- Proposal ≥ 3 pages (DS) (≥ 1050 words)
- Essay ≥ 6 pages (DS) (≥ 2100 words)

Researched Article

For this essay assignment, you will choose a critical public issue about which you wish to write. You will research this issue and write an article that discusses it in a manner similar to the many pieces we have read and discussed in class. Your article may include many types of sources: personal stories, interviews and other fieldwork, primary texts, and secondary texts.

- [MLA Format](#)
- Proposal & Annotated Bibliography ≥ 5 pages (DS) (≥ 1750 words)
- Article ≥ 7 pages (DS) (≥ 2450 words)

Other Assignments

Reading Responses

Throughout the semester, we will read many example articles as well as significant portions of our textbooks. You will write reading responses to these selections that both summarize and actively engage the articles/chapters, allowing you to practice the sort of quotation style and critical reflection common to both academic and serious public discourse writing. While these

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Comment [2]: For all of these assignments, you are required to use the genre, so to speak, but your assignments' specific subject matter can be different from the descriptions provided here.

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Comment [3]: This is just one way to structure this assignment. A rhetorical analysis assignment can be constructed in many different ways.

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Comment [4]: This general description of a fieldwork assignment will need to be fleshed out quite a bit. Work with your advisor to develop a specific assignment that addresses other details, such as analysis and thesis development, which will be of concern to your students.

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Comment [5]: This is one example of how to focus this assignment. While you need to have your students write a researched article, you may work with your GTA advisor and use the course texts to develop a different focus.

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Comment [6]: This is just one way to incorporate informal writing. Your course must include such writing, but it doesn't necessarily have to be in the form of reading responses.

¹350 words per page. 1 page, with 1" margins, and using a double-spaced standard 12-point seriffed font (e.g. Times, Times New Roman, Garamond), easily holds 350 words, including paragraph breaks.

responses are individually low stakes assignments, collectively they embody a significant portion of your course grade. In other words, do not overlook these assignments.

- 2-3 pages *each* (DS) [\(750-1050 words\)](#)

Presentations

Over the course of the semester, you will give two oral presentations with visual aids—one group and one individual. The group presentation will take the form of an instructional module, wherein your group will lead the class in both discussion and exercises that address certain basic writing concepts and skills. For your individual presentation, you will adapt and share with the class either your Local Research Essay or your Researched Article.

Grade Weight

Value	Assignment
15 %	Rhetorical Analysis
5 %	Local Research Essay Proposal
15 %	Local Research Essay
10 %	Researched Article Proposal & Annotated Bibliography
20 %	Researched Article
10 %	Presentations
20 %	Reading Responses
5 %	Participation
100 %	Course Total

Letter Grades:

- A (94-99) = Legit, A- (90-93) = So Close •
- B+ (87-89) = Very Good, B (84-86) = Good, B- (80-83) = Pretty Good •
- C+(77-79) = Fair But Rising, C (74-76) = Fair, C- (70-73) = Fair But Falling •
- D+ (67-69) = Passing, D (64-66) = Still Passing, D- (60-63) = On The Cusp •
- F (≤ 59) = Epic Fail •

Course Policies

- **Questions:**
 - Ask me questions. Part of my job is to answer your questions. Please seek me out for clarification and elaboration regarding any part of the course.
 - Don't ask me questions. I will not answer questions whose answers can be found in the syllabus, an assignment sheet, or another course document. *It is your responsibility to be familiar with all course documents. It is also your responsibility to be aware of what is covered in class, even if you are absent. So get to know your peers.*

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Comment [7]:

This is one way to incorporate individual presentations. You are welcome to use this strategy, but you may also develop another individual presentation assignment that fits your course's needs.

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Comment [8]:

Here is an example set of course policies. You may develop a set of policies that fit your needs/teaching style.

- **Cell Phones:** Turn off cell phones before entering the classroom. If I see you text messaging or browsing the Internet during class, you will be asked to leave.
- **Laptops:** We will use laptops regularly in class, but unless they are required for a specific activity, they must be put away.
- **Attendance:** Attendance is expected. Two (2) unexcused absences are allowed; beyond that, your absence from class will hurt your final course grade. You are still responsible for timely submission of assignments due on any days that you are absent.
- **Late Work:** Turn in your work on time. Late work will be accepted at my discretion, if at all.
- **Course Changes:** I reserve the right to change the syllabus and schedule as needed. It is your responsibility to be aware of the changes if and when they are announced, either in class or through Scholar.
- **Principles of Community:** This course adheres to Virginia Tech's Principles of Community. If you have any questions, please ask me or consult the Principles of Community web site.
- **Honor Code:** The Virginia Tech Honor Code will be enforced in this course. You may find the complete Honor Code here, under "Constitution": www.honorsystem.vt.edu

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Comment [9]: Must be included

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Comment [10]: Must be included.

Students with Disabilities

If you need adaptations or accommodations because of a disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. You must also visit the Services for Students with Disabilities office. More information may be found at the SSD website: <http://www.ssd.vt.edu>.

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Comment [11]: Must be included

VT Writing Center

Take advantage of the VT Writing Center, which is now located on Newman Library's second floor. Regular appointments are often available and are the best way to improve your writing. One-time-only appointments are also available and are useful for helping you develop a paper for this or any other course. For more information, visit the Writing Center website, or call 540 231 5436. **This is a valuable, free service.**

www.composition.english.vt.edu/writing-center/index.html

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Comment [12]: Must be included