

English 1106: Writing from Research

Spring 2018 | |M/W/F 9:05 a.m. – 9:55 a.m. | |Architecture Annex 109| |CRN 18691

Jaclyn Drapeau • djaclyn5@vt.edu • 448 Shanks Hall • Office Hours: M 2-3 p.m./ T 9-10 a.m. • Office: 540-231-4424

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 read, 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

- *Composition at Virginia Tech: A Rhetoric and Reader for Good Writing* (2017)
Boston: Bedford/St. Martin's • ISBN: 978-1-319-06978-0

Major Writing Assignments

You will be assigned three essays: **a fieldwork essay, a rhetorical analysis, and a formal research paper as well as a proposal and annotated bibliography.** Essays will be discussed in greater detail in class and through handouts as their due dates approach.

Other Assignments

In-Class Writing Prompts (IWP)

Because I believe in daily writing, we will be having in-class writing prompts that will be taken care of during the first five minutes or so of class. In-class writing prompts will occur every class period. Therefore, it is important that you bring your laptop or tablet to class. The prompts may be related to your journal question or text reading in some way; they also may be fun, creative questions to consider. These responses are graded for completion and content. As the name suggests, you must be in class to receive credit unless arrangement are made beforehand.

Journals

Throughout the semester, we will read texts from our course textbook, as well as readings about how to write effectively. 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 responses are individually low-stakes assignments, collectively they embody a significant portion of your course grade. In other words, do not overlook these assignments. Journal grades will also include any peer workshopping and drafts that you have due for the major paper assignments. Journals may either be written in class or be take-home reflections based on your readings.

Presentations

Oral presentations are a requirement of all English composition classes. In 1106, you are required to give one individual oral presentation with a visual aid. For your individual presentation, you will have the choice of presenting your fieldwork paper *or* research paper with the class. More extensive information about oral presentations and presentation visuals is also available in *Composition at Virginia Tech*.

Revisions

While I believe in my grading system, I also believe that that we learn from accepting criticism and correcting our mistakes. So, I allow revisions for the first two papers of this course. With hard work and attention to the revision policy, you may improve your grade by up to ten points. Here's the policy: with every revision, I expect an email that contains the new and improved document as well as a separate document that I term a "Memo." A memo will be around a full-page long, and it will detail the changes that you made to the original essay as well as the reasons *why* you made these changes. Your being able to articulate your understanding of how the essay has improved is extremely important to me; therefore, without the memo, you cannot receive credit for the revision. These optional revisions will be due **Friday, April 20th**. You may turn in the revisions at any point during the semester, but I reserve the right to not grade the revision until after the final due date.

Professionalism Grade

There is no attendance policy for this class. However, please note that I do take attendance each day and make a note if you miss class. Missing class results in missed writing prompts, which will eventually affect your grade. Furthermore, because this is a writing class, if you are not present for workshopping, journals, and our class discussions, your major assignments' grades are negatively affected.

I distribute a "Professionalism" grade at the end of the semester. This takes into account how you treated this class as a "real life" situation. Were you present? Were you on time? Were you paying attention rather than texting or doing biology homework during class? Were you considerate to me and to your classmates? Did your thoughts and work show effort? Did you present yourself as a professional? This grade is 5% of your overall grade, and getting full credit should not be difficult if you take your work seriously.

Grade Weight

Value	Assignment
20 %	Fieldwork Essay
20 %	Rhetorical Analysis of a Secondary Source
10 %	Research Prep (Research Proposal & Annotated Bibliography)
20 %	Research Paper
5 %	Individual Presentation
5 %	Professionalism
20 %	Journals and IWPs
100 %	Course Total

All of the work in this class will be evaluated on a 100-point scale, with an A being 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; and F 59 and below.

Requirements and Policies

I firmly believe that the more you write, the better writer you will become. Therefore, we will be writing daily in this class. I am also a strong believer in revision, so we will be doing drafting, including in-class drafting and peer workshopping. Come to class prepared to write, participate, listen, share, encourage, etc., as I prefer to have our class an open environment, in which we all do a great deal of conversing and group work.

Canvas

You will also be required to use Canvas in this course (<http://canvas.vt.edu>). On Canvas, I will post our class syllabus and calendar, helpful writing and grammatical information, and our major

assignments. I also have found that students prefer to turn assignments in on Canvas; therefore, all of our papers and most of our journals will be due as an electronic file on Canvas.

Documentation

You must also be able to use correct documentation and format that meets the standards of college and professional writing (for our class, the standards of the Modern Language Association). All submitted pieces of writing should be typed, double-spaced, in Times New Roman font size 12 with margins of one inch, or I will deduct points from your work. You also must staple your essay in the top left corner. Further, if you have any citations in your paper you **must** have a Works Cited page. You must also have in-text citations. It is important to give credit to the sources you are using, and having correct documentation is also helpful in avoiding the issue of plagiarism.

Though I do go over MLA citation at some point during the semester, it is your responsibility to make sure you understand correct citation. Throughout my academic career (and even now), I have referred to Purdue University's OWL site for help in remembering the rules for MLA documentation and citation. If you haven't done so already, I highly encourage you to bookmark this site and use it: <https://owl.english.purdue.edu/owl/resource/747/01/>

Late Work and Attendance Issues

I do not accept late journals, unless arrangements are made before the due date; if you do not speak to me about missing class before the journal is due, it will receive a zero. If you choose to submit a formal assignment (the fieldwork essay, secondary source analysis essay, annotated bibliography, and research paper) late, you will receive a letter-grade (10-point) deduction for every day that it is late. An assignment is considered late if it is not submitted by class meeting time on the day it is due.

That being said, if you have a problem completing your work for any reason, please come talk to me before the assignment is due—I am more than willing to work with you if you are having problems, but if I don't know that you're having a problem, I cannot help you.

Courtesy

I also expect courtesy to be used in this classroom. We will be doing a lot of discussion and group work, and we may touch on different subjects from which disagreements may arise—that is fine and even encouraged. However, I will not tolerate any student being disrespectful to another student or myself. If we keep comments and discussions scholarly and respectful, we should not have any problems. This also applies to emailing me—email is the easiest way to contact me, and I try to respond to any email as quickly as possible. However, please only email me for pertinent matters. Also, please check to see if the answer to your question is easily found in this syllabus.

Electronics Use

Another courtesy issue involves laptop and cellphone usage; after completing the in-class writing prompt, please put your laptops away (except, of course, if there is a disability accommodation that requires the use of a laptop). There will be days, however, when we might use laptops throughout

class for workshopping or researching, but otherwise, I should not see them open. This rule also extends to cellphones—please put your cellphone away as soon as class begins; this means absolutely no texting or surfing the web on your phone during class.

Disability Accommodation

Please speak with me if you have any disabilities that may affect your work in this class in any manner. By working with Services for Students with Disabilities (SSD), you can provide me with a letter that specifies which accommodations will help you succeed in this course. Information can also be found at the Services for Students with Disabilities website at <http://www.ssd.vt.edu/>.

Principles of Community

This course adheres to Virginia Tech's Principles of Community. If you have any questions, please speak with me or consult the Principles of Community website at <http://www.diversity.vt.edu/principles-of-community/principles.html>.

The Writing Center

The English Department has a Writing Center, which is a resource available to students that helps with the writing process. It is located on the second floor of Newman Library, and the phone number is 231-5436. Its services are available by appointment only, and the tutoring is free. I cannot express enough how useful this service is to writers of all levels. You should realize, however, that the Writing Center is not an editing service, but rather a place to go to help you become a better writer. The Writing Center is helpful for any stage of the writing process—invention, brainstorming, organization, thesis development, or final editing, for example. You can make appointments online by using this link: <https://www.lib.vt.edu/spaces/writing-center.html>

Privacy Note: The Department of English may use your written work to assess its teaching and learning goals. In such cases, your name will be removed and your work assessed anonymously. Your work will not be shared with any individual outside of the department. It will be used strictly to help the department offer students the best possible academic experience.

The Honor Code

The Undergraduate Honor Code has just been revised. You may find the complete honor code here: <http://www.honorsystem.vt.edu/>

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

“As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. **Ignorance of**

the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

Please carefully read the following:

- All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Honor Code. All projects and homework assignments are to be completed individually unless otherwise specified.
- Commission of any of the following acts shall constitute academic misconduct. This listing is not, however, exclusive of other acts that may reasonably be said to constitute academic misconduct. Clarification is provided for each definition with some examples of prohibited behaviors in the Undergraduate Honor Code Manual located at <https://www.honorsystem.vt.edu/>.
 - A. CHEATING
Cheating includes the intentional use of unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise, or attempts thereof.
 - B. PLAGIARISM
Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.
 - C. FALSIFICATION
Falsification includes the statement of any untruth, either verbally or in writing, with respect to any element of one's academic work, or attempts thereof.
 - D. FABRICATION
Fabrication includes making up data and results, and recording or reporting them, or submitting fabricated documents, or attempts thereof.
 - E. MULTIPLE SUBMISSION
Multiple submission involves the submission for credit—without authorization of the instructor receiving the work—of substantial portions of any work (including oral reports) previously submitted for credit at any academic institution, or attempts thereof.
 - F. COMPLICITY
Complicity includes intentionally helping another to engage in an act of academic misconduct, or attempts thereof.
 - G. VIOLATION OF UNIVERSITY, COLLEGE, DEPARTMENTAL, PROGRAM, COURSE, OR FACULTY RULES
The violation of any University, College, Departmental, Program, Course, or Faculty Rules relating to academic matters that may lead to an unfair academic advantage by the student violating the rule(s).