

ENGL1105: First-year Writing I: Introduction to College Composition

MWF, Time, Location, CRN: CRN

Instructor:

Email:

Office:

Office Hours:

Land Acknowledgement

Virginia Tech acknowledges that we live and work on the Tutelo / Monacan People's homeland, and we recognize their continued relationships with their lands and waterways. We further acknowledge that the Morrill Land-Grant College Act (1862) enabled the commonwealth of Virginia to finance and found Virginia Tech through the forced removal of Native Nations from their lands in California and other areas in the West.

Labor Recognition

Virginia Tech acknowledges that its Blacksburg campus sits partly on land that was previously the site of the Smithfield and Solitude Plantations, owned by members of the Preston family. Between the 1770s and the 1860s, the Prestons and other local White families that owned parcels of what became Virginia Tech also owned hundreds of enslaved people. Enslaved Black people generated resources that financed Virginia Tech's predecessor institution, the Preston and Olin Institute, and they also worked on the construction of its building.

Course Description

Introduction to rhetorical analysis, visual rhetoric, critical writing, and critical thinking; intensive reading of works in multiple genres; practice in writing and revision; fundamentals of oral presentations.

Course Overview

Welcome to ENGL1105! This semester you will gain grounded, practical experience with the conventions of academic discourse. The subject of the course is *writing*: you will explore various effective writing practices, skills, and strategies that will help you hone your abilities to become a more flexible, adaptive, and skillful communicator.

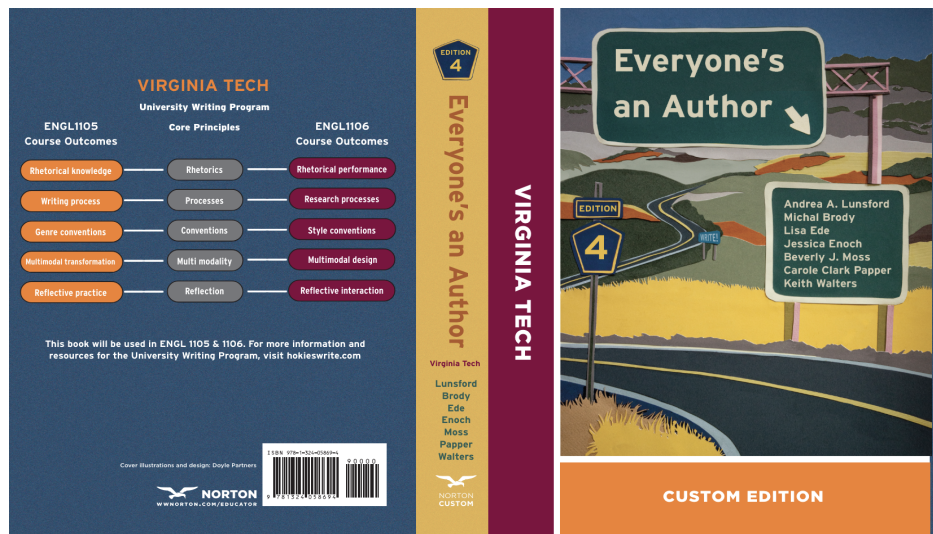
ENGL1105 is a small, studio-based course, which means you will spend considerable time writing, workshoping drafts, and discussing writing and related concepts with your peers and instructor.

Course Outcomes

| Key | Description |
|-----|-------------|
|-----|-------------|

| | |
|---------------------------|---|
| Principles | By the end of this semester... |
| Rhetorical Knowledge | You will have practiced using language consciously and identifying rhetorical qualities in composing situations. |
| Writing Processes | You will have engaged in invention, drafting, and rewriting, providing explicit evidence of a writing process. |
| Genre Conventions | You will have demonstrated awareness of academic writing genre conventions, including mechanics and syntax. |
| Multimodal Transformation | You will have adapted your writing to distinct rhetorical contexts, drawing attention to the way composition transforms across contexts and forms (e.g., visual, oral, and digital). |
| Reflective Practice | You will have applied feedback from instructor, peers, and individual reflection to rethink, re-see, and ultimately revise your work. |

Course Texts and Materials



Lunsford, Andrea A., et al. *Everyone's an Author* (4th Edition, Virginia Tech Custom Edition, 2024-2025). W. W. Norton & Company, Inc., 2024. (required). For the printed version of the textbook, the ISBN is **978-1-324-05869-4**. For the ebook, the ISBN is **978-1-324-05876-2**. eBook access will be sold to students through access codes the bookstore purchases.

***This textbook is required for the course.** Please make sure you have the **Virginia**

Tech version for this course, which is available at the Virginia Tech Bookstore. Copies are also on reserve in Newman Library for short-term use.

Any other readings will be available to you through Canvas and our course schedule. You will need either digital or physical access to these documents on the days assigned.

Coursework Overview

You will complete **five** major projects over the course of the semester. Brief descriptions of each follow — I will provide more information about each project as they draw closer.

Project One: Literacy Narrative 15%

Your first project asks you to reflect on your attitudes and experiences with literacy. You will consider experiences with writing, reading, or other forms of literacy that have shaped your experience as a communicator up until this point.

Project Two: Rhetorical Profile 20%

You will be tasked with identifying a notable rhetor in your life. You will use key rhetorical terms and concepts write profile piece describing how and why your chosen individual is an effective writer/speaker/communicator.

Project Three: Worknet Rhetorical Analysis 25%

This project will introduce you to the process of analyzing academic writing. Here, you will unpack key features of an article through through a visual model and practice critical engagement with your chosen text.

Project Four: Hokie Pitch 10%

The Hokie Pitch is a short presentation where will discuss one of the three projects or your overall course reflections. Your 3-4 minute presentation will be supported by a visual aid.

Project Five: Course Reflection 10%

You will draw upon your course projects, readings, discussions, and more to reflects on your experiences as a writer throughout the semester.

Additional Homework Assignments 15%

Additional assignments are spread throughout the course. These are smaller assignments intended to help you **brainstorm, research, and draft** for your projects.

Participation 5%

ENGL1105 is a course in language learning, and language is learned in communities. You are expected to participate in interactive class sessions where through opportunities such as discussing reading assignments, writing on impromptu topics, or engaging in peer review. If you miss these activities regularly, you cannot reasonably make them up. As a result, *you should expect to receive a lower grade in the course if you do not participate regularly, are absent, or consistently tardy.*

Grade Weight

Grading Scale

| | | | |
|---|---------|----|--------|
| Lit era cy Na rrat ive | 15% | | |
| Rh eto ric al Pr ofil e | 20% | | |
| Wo rkn et | 25% | | |
| Ho kie Pit ch | 10% | | |
| Co urs e Re fle cti on | 10% | | |
| H M W K As sig nm ent s | 15% | | |
| Pa rtic ipa tio n | 5% | | |
| Tot al: | 100% | | |
| A | 94-100% | C | 74-76% |
| A- | 90-93% | C- | 70-73% |

| | | | |
|----|--------|----|--------------|
| B+ | 87-89% | D+ | 67-69% |
| B | 84-86% | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| C+ | 77-79% | F | 59% or below |

Course Policies and Guidelines

Attendance

There are two categories of class absences:

- **Excused Absence:** I will excuse any absence that occurs due to medical/family/personal emergencies, religious holidays, or university-sanctioned events. You should communicate these absences with me beforehand when possible. I reserve the right to ask for documentation if needed.
- **Unexcused Absence:** Any absence that does not fall under the excused category are considered unexcused. These might include routine appointments, personal trips, transportation issues, etc.

Ultimately, your wellness (both physical and mental) should be one of your top priorities. You are allowed 3 unexcused absences for the semester — no questions asked. After 3 classes, each additional *unexcused* absence will result in an overall grade deduction. If you expect to be out of class for any reason, please email me before the start of the class. If you miss more than the equivalent of two weeks of class excused or unexcused, you should consider withdrawing and taking the class in a future semester.

Submitting Work

All work must be submitted via Canvas by the date and time indicated to receive full credit. This policy applies whether or not you are present in class that day. If you have to miss class for any reason, you are responsible for staying on schedule to complete all work required. If you have any issues submitting your work on Canvas, please let me know.

Late Work

There will be a 25% grade deduction for work submitted after the due date. Any late work can be submitted up to two weeks after the assigned deadline for partial credit. Any late work submitted after two weeks will receive a failing grade unless we have been in communication. If you have any concerns or issues about being able to complete an assignment on time, contact me as soon as possible—well in advance of the due date.

Opportunities for Revisions

There will be opportunities to revise your first 3 projects throughout the semester for a higher grade. We will discuss the parameters for these revisions later in the semester.

Extra Credit

Any opportunities for extra credit will be available to all students and discussed in-class.

Peer Review

Our class is designed to be a writing community. As such, we will have multiple days of

peer-review throughout the semester. On these days you will need to have your own writing project draft available either physically or digitally to share with your assigned partner. We will discuss effective peer review practices as we near our first assigned date.

Conferences

All ENGL1105 instructors are highly encouraged to hold one-on-one conferences outside of office hours to discuss earlier and/or upcoming projects. We will be dedicating a week of time class for these 10 minute conferences. *You are expected to attend a conference session. Failure to do so will result in a decreased course grade.*

Communication Policy

The best way to contact me is through my email. I am typically available to respond between 8:00am-5:00pm Monday-Friday. I aim to answer within 24-48 hours. I am also flexible to meet with you outside of class/office hours as needed. Please don't hesitate to reach out if you have any questions or concerns!

Tech-Friendly Reminders

I am an advocate for using digital tools that help you learn, communicate, and collaborate. My tech-friendly reminders are as follows:

- Though we are not in a computer lab, I highly encourage you to bring a laptop or other device to participate fully in digital/online class activities.
- All tech use during class time should be course-related and not a distraction to yourself or others.
- Please silence your phones, or place them on vibrate if you have a specific need to do so. If you think you might have a situation that requires you to take calls during our class time, please let me know at the beginning of class that day.
- You are responsible for backing up all of your digital work. Save your work frequently, make backup copies, and plan your projects with extra time allowed for unexpected challenges. Approach me with questions about file formats and the submission process, well in advance of the due dates.

Generative Artificial Intelligence Policy

There is no denying the transformative impact of generative artificial intelligence (AI) and large language models (LLMs) on not only composition but a wide range of disciplines. There is a great deal of ongoing [discussion about the advantages and disadvantages of use AI](#) throughout the writing process. In this class we will use AI to support our course activities with the goal of introducing and discussing the ethical ways the technology can support/hinder learning. *Any use of AI outside of our in-person sessions is strictly prohibited unless otherwise discussed.* The use of AI-produced work on course assignments could result in a failing grade or disciplinary action regarding plagiarism. If you have any questions about this policy, please let me know.

Struggling in Class

If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might

affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible so that we may arrange accommodations or get resources from the Services for Students with Disabilities (SSD) office.

Pathways Assessment

This semester, our course has been randomly selected to contribute to the university's ongoing assessment practices. Essentially, this is a way that the Office of General Education ensure courses across the Virginia Tech are effectively meeting required educational concepts. As part of the assessment, I am required to assess your content competency based on the following outcomes:

Discourse:

1. Discover and comprehend information from a variety of written, oral, and visual sources.
2. Analyze and evaluate the content and intent of information from diverse sources.
3. Develop effective content that is appropriate to a specific context, audience, and/or purpose.
4. Exchange ideas effectively with an audience.
5. Assess the product/presentation, including feedback from readers or listeners.

Intercultural and Global Awareness

1. Identify advantages and challenges of diversity and inclusion in communities and organizations.
2. Interpret intercultural experiences from both one's and another's worldview.

**Please note that you will not have to do any extra work for the Pathways Assessment. Additionally, the assessment will have no impact on your course grades. I just want to make you aware that any of the coursework you submit through canvas might be utilized for my assessment process. If you have any questions or concerns, please let me know!*

Services for You

Hokies Write

[Hokies Write](#) is our University Writing Program's hub for student and teacher support. Here you will find information about the program, people, curriculum, stances, and more. There is also a space designated for Distinguished Writing from students who have taken ENGL1105 and 1106 in the past. We will be reading some of these

exemplar projects throughout the semester but feel free to look around if you are interested at <https://hokieswrite.com/distinguished-writing/>.

Writing Center

The [Writing Center](#) (Newman Library 2nd floor, Learning Commons); offers one-to-one writing assistance for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 4 p.m. on Mon.- Fri. and 4 p.m.- 7 p.m. Wed. In addition to in-person sessions, online sessions are also available. See our website for details at <https://lib.vt.edu/study-learn/writing-center.html>.

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 <https://www.inclusive.vt.edu/Programs/vtpoc0.html>.

Cultural and Community Centers

VT offers several cultural and community centers to support underrepresented and underserved students' well-being, academic and professional development, as well as their sense of belonging. The centers can be found in Squires Student Center and include [American Indian and Indigenous](#), [APIDA+](#), [Black](#), [Hispanic and Latinx](#), and [LGBTQ+](#) spaces.

VT Women's Center

The [Virginia Tech Women's Center](#) (Yellow House at 206 Washington Street; 540-231-7806) works to foster a campus community where every person is supported and feels safe. Their counselors and advocates support students through all types of trauma including but not limited to sexual assault and other types of interpersonal violence and host many different types of programming and events to support the campus community. Follow them on Twitter and Instagram @vtwomensctr.

Office of Veterans Services

The [Office of Veterans Services](#) (220 Gilbert Place; 540-231-5815) collaborates with other student services on campus to provide academic and personal support, tailored to address the unique needs of Virginia Tech veterans, including building a resume, navigating through the VA Healthcare system, and identifying education benefits. The staff are committed to helping military and veteran students, their spouses, and their dependents achieve their educational goals.

Services for Students with Disabilities (SSD)

Virginia Tech welcomes students with disabilities into the University's educational programs. The University promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework. If you anticipate or experience academic barriers that may be due to disability, including but not limited to ADHD, chronic or temporary medical conditions, deaf or hard of hearing, learning disability, mental health, or vision impairment, please contact the [Services for Students with Disabilities](#) (SSD) office (540-231-3788, ssd@vt.edu, or visit www.ssd.vt.edu). If you have an SSD accommodation letter, please meet with me privately during office

hours as early in the semester as possible to deliver your letter and discuss your accommodations. You must give me reasonable notice to implement your accommodations, which is generally 5 business days and 10 business days for final exams.

Counseling and Psychological Services

The [Cook Counseling Center](#) (220 Gilbert Street, Suite 2400 (0108), 540-231-6557) is dedicated to addressing the mental health needs of Virginia Tech students, providing individual counseling, group counseling, and psychiatric services. Learn more about their services online at <https://www.ucc.vt.edu/>.

Dean of Students

The office of the [Dean of Students](#) is committed to your overall well-being at Virginia Tech, related to a wide variety of issues, including personal or family hardship, instances of bias or discrimination, extended absences, and any other matters in which you need support and advocacy. The office assists students with adherence to policy, conflict resolution and prevention in resolving both academic and non-academic matters, providing an informal and neutral place for students to come to express any concerns. If you notice that one of your peers is struggling somehow but you're not sure how to handle it, consider contacting the Dean of Students for suggestions. The Dean of Students helps students resolve concerns, problems, or conflicts so as to assure the best possible university experience for everyone.

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|-------------------|--|
| Campus Address | 109 New Hall West |
| Phone Number | 540-231-3787, 8-5 p.m., Mon.-Fri. |
| After Hours Phone | 540-231-6411, press 1 |
| Website | https://www.dos.vt.edu/ |
| Email | dean.students@vt.edu |

The Market of Virginia Tech

The Market is designed to provide food assistance to students who, for whatever reason, have a hard time obtaining regular, healthy meals. Such a situation could be the result of a short-term disruption in finances, residing in a food desert, or a lack of access to other financial assistance. To sign up for assistance visit foodaccess.vt.edu, email themarket@vt.edu, or call 540-231-3787.

University Policies

Policy on Harassment, Discrimination, and Sexual Assault

Virginia Tech is committed to supporting students and upholding the University's Policy on Harassment, Discrimination, and Sexual Assault. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. You may obtain confidential support from the Title IX Coordinator Katie Polidoro (polidoro@vt.edu; 540-231-1824). As a Virginia Tech faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of sexual misconduct and interpersonal violence involving Virginia Tech

students, faculty and staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact the Cook Counseling Center. For more information, see the Sexual Misconduct and Interpersonal Violence Policy at <https://policies.vt.edu/1025.pdf>, or visit the Title IX Coordinator site to request assistance at <https://oea.vt.edu/about/requesting-assistance.html>.

Honor Code and Plagiarism

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 still, 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. Students are strongly discouraged from misusing sites such as Chegg and CourseHero, as well as misusing ChatGPT and other Generative Artificial Intelligence. Students are strongly encouraged to consult their faculty members regarding the use of such outside materials as the misuse of these sources may constitute a violation of the Honor Code. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. For example, turning in another's work as your own is plagiarism. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class.

For additional information about the Honor Code, please visit:

<https://www.honorsystem.vt.edu/>