



# ENGL 1106 - Curriculum Map

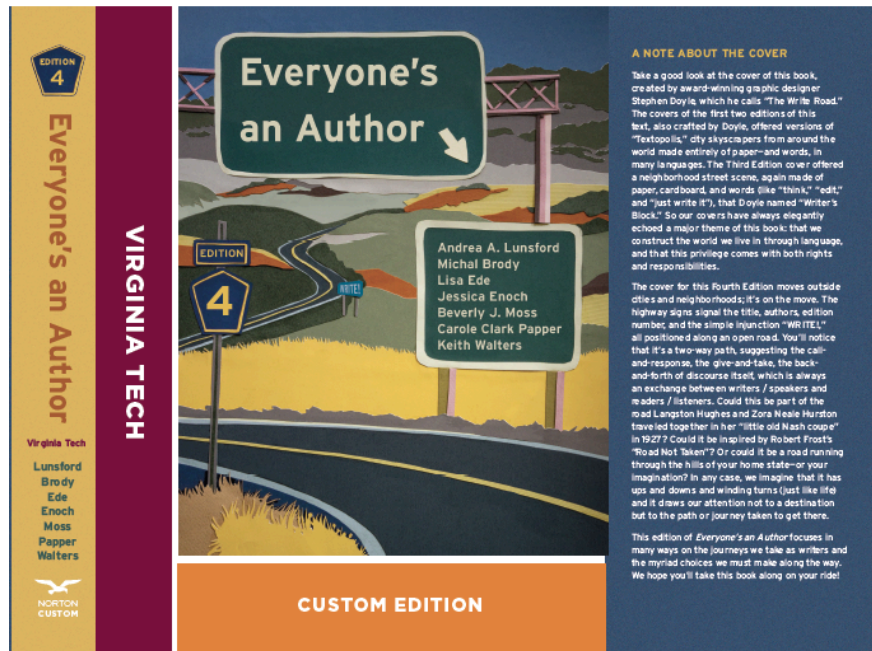
This curriculum map outlines major projects recommended for ENGL1106. The University Writing Program routinely updates baseline curricular materials, and this map just provides some options for you to consider.

Instructional staff can create alternatives to the projects listed here provided that

1. the program and course objectives operate clearly and explicitly in alternative projects, and
2. all students in the class complete at least three major written projects foregrounding academic research (proposal, sustained project, and presentational circulation)

Virginia Tech's University Writing Program values **inquiry-based research** (i.e., an explicit orientation to researchable questions and problems) and is premised upon **rhetorical education**. You *may* identify a theme or organizing premise that will help you, as an instructor, weave together a cohesive set of focused readings and activities to support your students in engaging in substantive, focused inquiry on local issues that matter to them.

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**Figure One:** Image of custom VT edition of *Everyone's an Author*

Please see the following sections for the chapters that align most closely with the major projects in 1106. Note that you aren't required to assign each chapter and that you can also supplement with other readings. Again, this map provides just some options that you can adapt in your classroom.

**Proposal/Inquiry Memo:** 15%

**Annotated Bibliography or Brooke Notes:** 20%

**Sustained Research Project:** 25%

**Textual Remediation:** 5%

**Hokie Pitch:** 5%

**Course Reflection:** 10%

**Writing Notebook (low-stakes writing):** 20%

## Choosing a Course Theme

Sections of 1106 may foreground a central theme, topic, or question that serves to cohere the course. This approach to inquiry-based research has the advantages of 1) helping the instructor know the readings well enough to guide students, 2) experiencing the social and potentially collaborative dimensions of writing research, 3) sponsoring more focused, centered conversations in class about the build-up of a research project, from initial formulations of researchable questions, gathering and annotating sources, undertaking primary research (sometimes called fieldwork, throughout which a methods vocabulary is explicitly operating), and presenting research to peers who have been reading and writing about related questions.

When establishing a central theme, topic, or question, we recommend choosing contemporary controversies and matters of public deliberation, and then setting out from between 1-3 germinal articles (popular or scholarly) that orient everyone in the class to the key questions and key terms. Shared readings can also be invaluable for modeling how to do things with texts (e.g., systematic annotation, such as Brooke notes, or analysis, such as worknets). Possible approaches to shared readings include

1. choosing from a [Bedford Spotlight Reader](#) as a companion to *Understanding Rhetoric*. In the past, the University Writing Program Committee has approved the use of *Food Matters*, *Intelligence*, *Science and Technology*, *Language Diversity and Academic Writing*, and *Sustainability*. Feel free to return to these if you'd like.
2. (instructors only) choosing one of [Virginia Tech's Destination Areas](#), or transdisciplinary communities, and developing a set of readings accordingly, perhaps even involving the class (as a whole or in groups) to develop a micro-anthology with an introduction that collects a set of articles, and that prepares an overview and questions for discussion and/or writing related the set.
3. or choosing literacy practices/literate lives as a theme, with acute attention to the role of language in community formation, as well as the ways writing fosters relationship, connection, and senses of belonging. While this is neither strictly attached to a writing-about-writing approach to research-based composition nor to cultural-historical activity theory (CHAT), it does take an interest in related resources, such as can be found in [Writing Spaces](#) and [Bad Ideas About Writing](#).

### Destination Area-based Themes for ENGL1106

#### *Adaptive Brain and Behavior*

- “This Rapper Tried to Use Neuroscience to Get Over Her Ex,” Adam Cole. NPR. 18 Sept. 2018.

- <https://www.npr.org/sections/healthshots/2018/09/18/646251015/this-appertriedtouseneurosciencetogetoverherex>
- “Scientists Say Your ‘Mind’ Isn’t Confined to Your Brain, or Even Your Body,” Olivia Goldhill. *Quartz*. 24 Dec. 2016.  
<https://qz.com/866352/scientistssayyourmindisntconfinedtoyourbrainorevenyourbody/>
  - “The Better I Became at English, the More My Brain Suppressed the Russian Inside of Me,” Olga Khazan. *Quartz*. 25 July 2014.  
<https://qz.com/240294/thebetteribecameatenglishthemoremybrainsuppressedtherussianinsideofme/>
  - “Why a ‘Memory Town’ Is Coming to Your Local Strip Mall,” Amanda Kolson Hurley. *CityLab*. 17 Sept. 2018.  
<https://www.citylab.com/design/2018/09/why-a-memory-town-is-coming-to-your-local-strip-mall/569905/>

### ***Creativity and Innovation***

- “Design Thinking for Doctors and Nurses,” Amitha Kalaichandan. *The New York Times*. 3 August 2017.  
<https://www.nytimes.com/2017/08/03/well/live/design-thinking-for-doctors-and-nurses.html>
- The summary article or a selection of interviews listed within the summary article: “9 Artists Changing the Way We Think About the Environment,” Shannon Lee. *Artspace*. 25 August 2017.  
[https://www.artspace.com/magazine/interviews\\_features/in\\_brief/9-artists-changing-the-way-we-think-about-the-environment-54968](https://www.artspace.com/magazine/interviews_features/in_brief/9-artists-changing-the-way-we-think-about-the-environment-54968)

### ***Data and Decisions***

- “St. Louis: 2068,” Michael R. Allen/Susannah Lohr. *CityLab*. 7 Sept. 2018.  
<https://www.citylab.com/design/2018/09/st-louis-2068/569413/>
- “Rise of the Machines: Who Is the ‘Internet of Things’ Good for?,” Adam Greenfield. *Guardian*. 6 June 2017.  
<https://www.theguardian.com/technology/2017/jun/06/internet-of-things-smart-home-smart-city>

### ***Economic and Sustainable Materials***

- “The Geology of Media,” Jussi Parikka. *The Atlantic*. 11 Oct. 2013.  
<https://www.theatlantic.com/technology/archive/2013/10/the-geology-of-media/280523/>
- “The Revolutionary Giant Ocean Cleanup Machine Is About to Set Sail,” Adele Peters. *Fast Company*. 20 April 2018.  
<https://www.fastcompany.com/40560810/therevolutionarygiantoceancleanupmachineisabouttosetsail>
- “Awkward Cause,” Kate Black. *Maisonneuve*. 30 July 2019.  
<https://maisonneuve.org/article/2019/07/30/awkward-cause/>

### ***Equity and Social Disparity in the Human Condition***

- “Automated Health Care Offers Freedom from Shame, But Is it What Patients Need?,” Allison J. Pugh. *The New Yorker*. 22 May 2018.  
<https://www.newyorker.com/tech/annals-of-technology/automated-health-care-offers-freedom-from-shame-but-is-it-what-patients-need>
- “How to Keep Your AI from Turning into a Racist Monster,” Megan Garcia. *Wired*. 13 February 2017.  
<https://www.wired.com/2017/02/keep-ai-turning-racist-monster/>
- “The Deadly Truth about a World Built for Men--from Stab Vests to Car Crashes,” Caroline Criado-Perez. *The Guardian*. 23 February 2019.  
<https://www.theguardian.com/lifeandstyle/2019/feb/23/truth-world-built-for-men-car-crashes>
- “How the Chili Dog Transcended America’s Divisions,” Christina Olson. *The Atlantic*. 2 March 2017.  
<https://www.theatlantic.com/technology/archive/2017/03/chili-dog-melting-pot/518202/>

### ***Global Systems Science***

- “Red State Rural America Is Acting on Climate Change—Without Calling It Climate Change,” Rebecca J. Romsdahl. *The Conversation*. 21 February 2017.  
<http://theconversation.com/red-state-rural-america-is-acting-on-climate-change-without-calling-it-climate-change-69866>
- “Resettling the First American ‘Climate Refugees,’” Coral Davenport and Campbell Robertson. *The New York Times*. 2 May 2016.  
<https://www.nytimes.com/2016/05/03/us/resettling-the-first-american-climate-refugees.html>

### ***Integrated Security***

- “Facial Recognition Goes Mainstream,” Katherine Bindley. *The Wall Street Journal*. 18 September 2018.  
<https://www.wsj.com/articles/facial-recognition-goes-mainstream-1537322700>
- “Can 30,000 Cameras Help Solve Chicago’s Crime Problem?,” Timothy Williams. *The New York Times*. 26 May 2018.  
<https://www.nytimes.com/2018/05/26/us/chicago-police-surveillance.html>

### ***Intelligent Infrastructure for Human-Centered Communities***

- “Self-Driving Cars Use Crazy Amounts of Power, and It’s Becoming a Problem,” Jack Stewart. *Wired*. 6 February 2018.  
<https://www.wired.com/story/self-driving-cars-power-consumption-nvidia-chip/>
- “How ‘Social Infrastructure’ Can Knit America Together,” Richard Florida. *CityLab*. 11 September 2018.

<https://www.citylab.com/life/2018/09/how-social-infrastructure-can-knit-america-together/569854/>

### **Policy**

- “Policymakers around the World Are Embracing Behavioral Science,” *The Economist*. 18 May 2017.  
<https://www.economist.com/international/2017/05/18/policymakers-around-the-world-are-embracing-behavioural-science>
- Excerpt from Report: Test, Learn, Adapt: Developing Public Policy with Randomized Controlled Trials—“Part I: What Is an RTC and Why Are They Important?” Cabinet Office Behavioural Insights Team. 14 June 2012.  
<https://www.gov.uk/government/publications/test-learn-adapt-developing-public-policy-with-randomised-controlled-trials>
- “Living Organ Donations Save Lives. Why Are They So Rare In America?,” Rachel Mabe. *Washington Monthly*. 5 September 2018.  
<https://washingtonmonthly.com/2018/09/05/living-organ-donations-save-lives-why-are-they-so-rare-in-america/>
- “STEM Education is Vital—but Not at the Expense of the Humanities,” The Editors. *Scientific American*. 1 October 2016.  
<https://www.scientificamerican.com/article/stem-education-is-vital-but-not-at-the-expense-of-the-humanities/>

Do you have an article you would like to add to any of these sections? Suggest a link via email to [jmengert@vt.edu](mailto:jmengert@vt.edu).



## **Project 1 – Quickstart: Inquiry Memo or Exploratory Proposal**

Among the key considerations for the quickstart project in 1106 is that we want to encourage an inquiry stance from the outset of the semester. An inquiry stance is a curious, wondering disposition. This project is designed to be medium-low stakes, to function as a point of initiation for the sustained research project that is at the heart of the class. Students begin the semester seeing distinctions between primary and secondary research, noticing the ways research-based academic writing is sponsored at Virginia Tech, and examining the relationship between research methods and rhetorical effectiveness.

### **Description**

- Foregrounds research writing invention and provides some grounding in the purpose and early steps of inquiry-driven research
- Focuses on identifying researchable problems and articulating problems as researchable questions
- May include source work as an invention activity or exploration of multiple primary research methods as an exploratory heuristic
- The exploratory proposal may enfold a worknets project that undertakes an in-depth analysis of one germinal source.

### **Details**

- Length of formal written product: approximately 3-4 pp. proposal, not including other shorter informal responses throughout the project
- Length of unit: approximately 2-3 weeks; suggested to collect this project no later than the end of the fourth week
- Conferencing one-on-one or in small groups with students upon returning Project 1 is recommended

### **Key Concepts**

Inquiry, research, research writing, evidence, methods, primary and secondary research, qualitative and quantitative methods, specific primary research methods (memory work, word work, interview, site work/observation, data work/survey)

### **Questions for Students**

- What counts as inquiry for academic research? What does research writing require of the researcher/writer?
- What is secondary research? Why do we need to know how to access, read, analyze, evaluate, and use it in our own research writing and everyday lives?
- What is primary research? What are different primary research methods?
- Why might we need experience using more than one research method to

- study a problem or question?
- How much time does research take to conduct, *really*? How can a researcher adjust the scope of a project to match with the time available to enact the research and writing with a particular deadline in sight?
- How do researchers manage their materials, keeping everything organized and findable (digitally and on paper) as a complex project develops?
- What kinds of writing, collecting, and annotating do we need to do while we are conducting research?
- What resources are available at Virginia Tech to support research writing?
- How do rhetorical concepts, such as audience, purpose, context, and timing (or *kairos*) influence how we conduct research and write about it?

### Recommended Readings

- *Everyone's an Author* VT Introduction
- *Everyone's an Author* Introduction: Is Everyone an Author?
- *Everyone's an Author* Chapter 1: Thinking Rhetorically
- *Everyone's an Author* Chapter 3: rhetorical Situations
- *Everyone's an Author* Chapter 5: Understanding College situations
- *Proposal Genre*
  - *Everyone's an Author* Chapter 18: Making a Proposal
  - *Everyone's an Author* Chapter 21: Starting Your Research
- *Helpful Readings for Context and Ideas*
  - "The Olympics Devastate Host Cities and Need a Permanent Location" (Example Proposal)
  - "The Economic Impact of Investing Public Funds in Sports Franchises" (Example Proposal)
  - "Guaranteed Income Can Solve U.S. Poverty"
  - "To Unite a Divided America, Make People Work for It"
- *Outside Readings*
  - ["Finding Your Way In: Invention as Inquiry Based Learning in First Year Writing"](#) by Steven Lessner and Collin Craig from *Writing Spaces*
  - ["I Need You to Say 'I': Why First Person is Important in College Writing"](#) by Kate McKinney Maddalena from *Writing Spaces*
  - ["Introduction to Primary Research: Observations, Surveys, and Interviews."](#) by Dana Driscoll from *Writing Spaces*
  - ["Wikipedia Is Good for You?!"](#) by James Purdy from *Writing Spaces*



## **Project 2 - Annotation Project/Brooke Notes**

For this project, your students will begin finding the research for their sustained research project. This project, then, helps keep their work on schedule and organized and also helps them refine and reshape their research topic.

### **Details**

- Length of final product: 6-8 sources, thoroughly summarized and explored
- Length of unit: About 3-4 weeks

### **Key Concepts**

Data (collection and analysis), research methods, primary and secondary research, qualitative and quantitative methods, site work/observation, summary, paraphrase, direct quotation, MLA/APA style

### **Recommended Readings**

- *Everyone's an Author* Chapter 6: Reading Rhetorically
- *Everyone's an Author* Chapter 7: Annotating, Summarizing, Responding
- *Everyone's an Author* Chapter 8: Distinguishing Facts from Misinformation
- *Everyone's an Author* Chapter 22: Finding Sources
- *Everyone's an Author* Chapter 24: Keeping Track
- *Everyone's an Author* Chapter 25: Evaluating Sources
- *Everyone's an Author* Chapter 26: Annotating a Bibliography
- "Renewable and Sustainable Energy in Rural India" (Example Bibliography)
- "The Higher Price of Buying Local"

## Project 3 – Sustained Research Project

### Inquiry-based Research Project

- Foregrounds sustained inquiry into a topic, question, problem, or controversy
- It need not be framed in terms of argumentation, but the project should introduce a problem, question, or controversy; account for the contemporary conversations surrounding the selected topic; and feature evidence from **at least two** of the following research methods: memory work, word work, interview, site work/observation, source work, or data work/survey
- Should pay explicit attention to research processes, including but not limited to data collection and analysis, methods for reading and annotating academic sources, and documentation and citation styles (may include an introduction to Zotero or other research gathering sources)
- Students should know in advance that they will be responsible for transforming the researched project for an in-class presentation. The program guide for presentations is available online at <http://www.hokieswrite.com/>. At each instructor's discretion, students may be organized into panels or roundtables for presenting in groups.

### Details

- Length of formal written product: approximately 8-10 pp., not including other shorter informal responses throughout the project
- Length of unit: 3-4 weeks

### Key Concepts

Evidence, data (collection and analysis), research methods, primary and secondary research, qualitative and quantitative methods, specific primary research methods (interview, site work/observation, data work/survey), summary, paraphrase, direct quotation, MLA/APA style

### Questions for Students

- How do researchers collect and analyze data to study specific research questions? How do we incorporate data into research writing?
- What are key distinctions between summary, paraphrase, and direct quotation? Why do we need to use these multiple methods in our research writing?
- How do researchers represent academic conversations about your selected topic? What do they emphasize? What do they leave out? How do you account for these choices?
- What are the benefits and limitations of the specific methods you selected in order to research your question(s)?
- How do academic research writers document their research and cite their

- sources?
- What are some key distinctions between different kinds of citation style (MLA and APA, for example)?
  - Incorporation of at least *one* visual element (photography, chart or graph, etc.) with caption is appropriate.

## Recommended Readings

### Research

- *Everyone's an Author* Chapter 27: Synthesizing Ideas
- *Everyone's an Author* Chapter 28: Quoting, Paraphrasing, Summarizing
- *Everyone's an Author* Chapter 29: Giving Credit, Avoiding Plagiarism
- *Everyone's an Author*: VT Research Information

### Writing

- *Everyone's an Author* Chapter 13: Arguing a Position (for an argumentative focus)
- *Everyone's an Author* Chapter 15: Writing Analytically
- *Everyone's an Author* Chapter 16: Reporting Information (for a report focus)
- *Everyone's an Author* Chapter 19: Analyzing and Constructing Arguments (for an argumentative focus)
- *Everyone's an Author* Chapter 20: Strategies for Supporting an Argument (for an argumentative focus)

### Fieldwork

- *Everyone's an Author* Chapter 23: Conducting Research in the Field

### Readings

- "Work Is a Blessing"
- "How Colleges Tell Student-Parents They Don't Belong"
- "On Buying Local"
- "The Key to Beyonce's Lasting Success"
- "Serena Williams's Tennis Outfits Defy the Norms Female Athletes Face"
- "Google Home vs. Alexa: Two Simple User Design Gestures That Delighted a Female User"
- "Advertisements R Us"
- "How Digital Beauty Filters Perpetuate Colorism"

### Outside Readings

- ["Beyond Black on White: Document Design and Formatting in the Writing Classroom"](#) by Michael Klein and Kristi L. Shackelford from *Writing Spaces*
- ["Everything Changes, or Why MLA Isn't \(Always\) Right"](#) by Janice Walker from *Writing Spaces*
- ["Introduction to Primary Research: Observations, Surveys, and Interviews"](#) by Dana Driscoll from *Writing Spaces*
- ["Reading Games: Strategies for Reading Scholarly Sources"](#) by Karen Rosenberg from *Writing Spaces*
- ["Putting Ethnographic Writing in Context"](#) by Seth Kahn from *Writing*

*Spaces*

## **Project 4 – Textual Remediation/Hokie Pitch/Presentation**

### **Part 1: Transforming Research**

- Foregrounds the multimodal transformation of the research project with specific attention to adapting classroom research for a public audience using an appropriate medium and genre with a specific intended means of circulation
- Focuses on the affordances (both benefits and limitations) of available media and genres for transforming research for public audiences, with specific attention to the affordances of composing using digital technologies
- May take the form of (but is not limited to) a website, an infographic, a research poster, a diorama or model, a slideshow, a children’s book, a zine, or an interactive research game or installation

### **Part 2: Presenting Research**

- Foregrounds presenting a multimodal transformation of the research project with specific attention to delivering individual or group research to a larger public group (i.e., the whole class) in an appropriate, compelling form
- Also focuses on the affordances (both benefits and limitations) of available media and genres for transforming research for public audiences, with specific attention to the affordances of composing using digital technologies
- Remember as you sponsor this work that slidedecks are authored, designed documents with considerable impact on audience attention, memory, and uptake.
- Presenting research to the whole class is meant to give students practice for sharing and talking about their work across the curriculum

### **Details**

- Length/size/duration of formal multimodal project: to be determined at your suggestion in interaction with individual students and their ideas for presenting their work to the class, not including other shorter informal responses and process memos throughout the project that ask students to foresee and also reflect on their rhetorical choices (including attention to audience, purpose, context, benefits and limitations of selected media, genres, and materials)
- Length of unit: approximately 2-3 weeks

### **Key Concepts**

Multimodality, multimodal design, media, digital media, genre, affordances (limitations and benefits), delivery, circulation, style, public audience

### **Questions for Students**

- How do writing/composing processes change when we transform our work across audiences, genres, media, and technologies?
- What are some of the benefits and limitations of multimodal design using certain genres and media? Using certain digital technologies?
- How does the presenting/sharing of our research change across audiences and contexts? Specifically, how do we change our messages and means of communication for a public audience?
- How does audience awareness shape our choices about the technologies, media, and genres we use to communicate with a specific audience?
- How does the delivery and circulation of our research change how we view our own research writing? How does it influence what we know about the writing process?

### **Recommended Readings**

- *Everyone's an Author* Chapter 37: Composing and Remixing across Media
- *Everyone's an Author* Chapter 38: Making Presentations
- “Becoming the Writer I Am: A Reflection on My First-Year Composition Class”
- “The Rise of Female Heroes in Shoujo Manga”

See also:

[“Multimodal Composition” page](#) from the Sweetland Digital Rhetoric Collaborative at the University of Michigan

[“Multimodal Composition: Resources for Faculty and Students”](#) from the Consortium Library, University of Alaska Anchorage



## Project 5 – Final Reflection

### Description

- Foregrounds concrete connections between students' projects, class activities, and specific course outcomes
- Focuses on specific revisions, moments of literacy learning, and usefulness of lessons learned beyond the bounds of first-year writing
- May also illuminate current feelings about reading and writing as well as new questions and goals students might have for courses beyond ENGL1106

### Details

- Length of formal written product: approximately 3-4 pp. reflection, not including any shorter informal responses
- Length of unit: approximately 1-2 weeks; suggested to collect this project no later than the last day of your class

### Questions for Students

- Now that you've reviewed all of your writing from the entire semester, where would you locate specific, point-at-able moments of learning? How might you identify differently both learning through positive clicks of insight and learning through setbacks or challenges?
- What specific course outcomes do you feel as if you have successfully achieved? How so?
- Which specific project do you think helped you meet the specific outcomes you've selected? What specific activities within that project were most helpful?
- Where do you see evidence of the specific outcomes you've selected in your own writing?
- Where in your writing do you see moments of your own literacy learning this semester? How has your thinking about research shifted? How has your approach to research changed?
- What lessons have you learned about your writing process, your own literacy practices, or rhetoric in your everyday world? How do you imagine these lessons will be useful to you after you exit this course?
- What writing, literacy, or rhetorical goals might you now have for a writing intensive course in your major?

### Recommended Readings

- *Everyone's an Author* Chapter 10: Reflecting on Your Writing
- UWP Course Outcomes (on back cover of programmatic textbook)

If you have any suggestions or questions related to this curriculum map, please contact the Director of the University Writing Program at [jmengert@vt.edu](mailto:jmengert@vt.edu).