National Writing Day Week-long Celebration
Faculty Activities

General Faculty:

On Friday, October 15: Faculty Development and Support Workshop:

Participating in an assignment swap for Civilization and Cultures courses (COLs Dellinger and C. McDonald). During this open forum, instructors will share and discuss assignments that have generated work by cadets that has resulted in a rich array of artifacts in the ePortfolio in Civilizations and Cultures courses.

Individual Courses:

COL Samuel Allen

In his EC409 Labor course:

Students are presenting academic papers to their classmates. In conjunction with this, each student is writing an 'executive summary' of the paper he or she is presenting.

COL Gordon Ball

In his WR 101 course:

Monday and Wed. 10/18 & 20; in-class writing

In his EN 209 and EN 361:

On Monday the 18th and Wednesday the 20th, writing activities and/or discussion of them. And in each class, distribution of Writing Center workshop schedule.

COL Dan Barr

In his EE 422. SYSTEMS DESIGN II course:

Students are writing a design review summarizing the past week's work. The effort is lead by a student Project Manager responsible for collection of input from subsystem teams and integration of the information in the report.

COL Alan Baragona

In his EN 378X Arthurian Legend course:

Addressing the challenges of scribal copying of a medieval prose manuscript by assigning the whole class a short paragraph from *The Vulgate Cycle* and giving them two minutes to copy it by hand word for word and punctuation mark for punctuation mark. Then, asking students to exchange their copies and proofread them in comparison to the textbook to see if anyone can get through it without a single mistake.

In his EN 102 Composition II:

Sharing an article he wrote on Chaucer several years ago for a biographical dictionary that an editor asked to be cut by a 1/3. Then, asking students to help him cut and rewrite the article.

In his EN 203X Baseball Literature:

In the spirit of Bartlett Giamatti's essay "Baseball as Narrative," in which he compares the "story" of the game as played on the field to *The Odyssey*, assigning an extra credit assignment to write a 1-page paper in which students *either* 1) pick a different sport and compare its rules and play to a famous narrative, using Giamatti as a model, or 2) compare the elements of baseball that Giamatti identifies as narrative in nature to a different famous story.

Submitting best papers by class vote to the VMI Gallery in the National Gallery of Writing on-line.

Mr. Jeremy Griffin

In his WR 101 courses:

Students are citing studies and articles about the relationship between writing skills and success in the job market

Students are reading personal descriptions of how writing factors into the day-to-day lives of individuals in largely non-literary fields--the very same fields that many students wish to enter—to learn how they might use writing in their careers: a Physics Ph.D student at Virginia Tech; two med students at different schools (one of whom was in the military); a pair of veterinarians in Dallas; a number of graduates from the Louisiana Tech Engineering Department; a graduate of the London School of Economics who now heads up an agricultural firm in Buffalo; a chemistry teacher in Pennsylvania; and a California-based intellectual property lawyer.

Students are drafting the third essay, a rhetorical analysis, as well as reading several sample analyses in class and then constructing a few before turning in a first draft.

CDR Alexis Hart

In her WR230 Rhetorical Traditions Course:

Discussing student writing in one-on-one conference sessions

In her WR101 Composition I Course:

Introducing her WR101 students to the National Gallery of Writing and Digital Archives of Literacy Narratives and encouraging them to submit to one of the galleries.

Students will respond to the "Writing is…" prompt on notecards for posting to the "writing wall" in Scott Shipp

Encouraging students (with the promise of extra credit for a written summary of the event) from all of her classes to attend Martha Woodroof's lecture on the evening of Oct. 20.

MAJ Wakeel I. A. Idewu

In his CE 307, Materials for Construction and Civil Engineers course:

Students are writing weekly lab reports on the experiments performed during lab hours. Students will be evaluated mainly on their Discussion of Results and Conclusion sections and the demonstration of written evidence that they can connect the theory with practice.

COL Cash Koeniger

In his HI 321and 313 courses:

Students are taking essay exams

MAJ Emily Lilly

In her Genetics (BI 205-1 and BI 205-2) course:

Students are busy working on the first module of their term projects, a 3-5 page review of scientific literature on their chosen genetic disorder.

Ms. Lynne McCombs

In her WR 101 course:

Students are handing in their second paper on their visits to both the Marshall Library and the VMI Museum.

Additionally, students begin a unit on gender. Each student will write for 10 minutes on "Why Discuss Gender at VMI" as a spring board to discuss their reading.

In her SE 300 course:

Students are completing peer evaluations for four speeches.

COL Christina McDonald

In her EN 480W: Senior Capstone Course:

Revising and responding to drafts. Reflective writing.

English majors will submit the final draft of the second essay for inclusion in the Senior Portfolio and begin composing a reflective writing to connect their experience revising the first essay for the portfolio with their most recent efforts to revise the second essay for inclusion. Cadets will share and discuss their responses, drawing conclusions that will inform their writing of the final essay in the course, the Portfolio Essay.

Conducting in-class writing, "Constructive Reflection," and discussion.

English majors will submit a final draft of "Constructive Reflection: Revisions of First and Second Essays." Then, they will compose a "talk to" reflective writing in response to the third essay they've selected for possible inclusion in the portfolio. Cadets will share and discuss their responses, formulating a list of priorities for the revisions they'll undertake.

In her EN 468eW/HNL 378W: The Rhetoric of Scientific Discourse Course:

Discussing out-of-class written response to reading.

Cadets will read aloud the 2-page written responses that they have composed to facilitate discussion of two chapters from Thomas Kuhn's *The Structure of Scientific Revolutions* titled, "Crisis and the Emergence of Scientific Theories" (66-76) and "The Response to Crisis" (77-91).

Conducting in-class writing response to reading followed by discussion.

During the first ten minutes of class, cadets will write in response to two questions posed by the instructor. Then, cadets will share their responses aloud to initiate class discussion of Thomas Kuhn's chapter, "Revolutions as Changes of World View" (111-135).

In her HN 100:05: Honors Forum Course:

Asking a student to lead discussion on an out-of-class written response to reading.

A cadet will assign questions for written response, which classmates will share aloud to initiate discussion of an essay selected from Part Two of John F. Kennedy's book, *Profiles in Courage*.

In a separate section, a cadet will assign questions for written response, which classmates will share aloud to initiate discussion of readings in *The Atlantic*.

Ms. E. Leigh McKagen

In her WR 101 courses:

Students are working on completing drafts and then revising their third Essay assignment which asks them to write a rhetorical analysis of two speeches. Students will participate in a Peer Consultation workshop on Friday, after several days of extensive written work in class, along with other, shorter, written responses to assigned readings and class discussions.

CAPT Robert McMasters

In his ME 325W course:

Students are writing lab reports on Data Acquisition in which they re-write a procedure given to them for reading temperatures via a computerized data acquisition program. The procedure is to be changed from one in which a thermocouple and a resistance temperature detector (RTD) are used to one in which two thermocouples are used.

On Tuesday 19 Oct, students will submit a lab report involving the determination of the time constants for various temperature detectors in heating and cooling situations. The time constant for a temperature detector is a measure of its response time in recording temperature changes. In their lab reports, the cadets are required to explain the results they obtain, giving physical reasons for the differences in time constants they find.

COL Emily Miller

In her EN 310-01 (Shakespeare) course:

Students will write an in-class essay examination (10/20) and out-of-class reviews of a series of course related events sponsored by the Center for Leadership and Ethics at the Virginia Military Institute and the Johnson Lecture Series at Washington and Lee University: a lecture by Dr. Ralph Cohen on Shakespeare and Leadership (10/20) and performances of *Measure for Measure* (10/21) and *Macbeth* (10/22) by the traveling company of the American Shakespeare Center.

In her SE 300-07, -08, and -09 courses:

Students will write peer reviews of their classmates' informative speeches (10/18, 10/20, and 10/22).

MAJ Mary Beth Pennington:\

In her WR101 courses:

In addition to on-going discussions of grammar and usage, introducing students to the National Gallery of Writing project and asking them to select a writing response from their in-class work to post in the VMI gallery

Requiring students to visit and add to the Writing Wall on second floor, Scott Shipp

In her WR 347 Advanced Composition course:

Conducting in-class writing in preparation for next essay assignment

Discussing the nature of personal versus academic writing and brainstorming ways to meld the two in their final essay projects.

Encouraging students from all of her classes to attend Martha Woodroof's lecture on the evening of Oct. 20.

Dr. Jenny Ramirez

In her FA-251 Survey of Western Art I: Prehistoric to Gothic course:

Cadets choose an essay to write about in class as part of their mid-term exam. The essay question choices deal with Ancient Near Eastern art, choosing either Sumerians, Assyrians, or Persians and discussing the characteristics of their art within a larger cultural context, or responding to Marilyn Stokad's quote that the Egyptians' art "assured them of immortality." What does she mean, what were the main values of the ancient Egyptians? What artworks support these values?

In her FA-376 Modern Art II: Art Since 1945 course:

As part of the mid-term exam, cadets will choose an essay topic. One choice is responding to a quote by art critic Harold Rosenberg who coined the term "action painting" as it applied to the works of Jackson Pollock. What do actions/process/gesture have to do with the movement of Abstract Expressionism and what new concepts were the artists associated with Ab Ex advocating?

Or, Warhol once said, "I want to be a machine." What does he mean by this? What does this quote say about the overall intentions and themes of Pop Art in the 1960s? Use several specific Pop artworks to demonstrate those themes.

In her FA-375X Survey of Asian Art: India, China, Japan course:

As part of the mid-term exam, cadets choose a pair of artworks from varying cultures and complete a compare and contrast essay. For example, the two works may be a Chinese burial vase and a Japanese Jomon vessel. How are they alike? Different? Cadets should not only look at formal elements but also context and content (how were they used? Who made them? What was that culture's most important values at the time of the making?)

Dr. Duncan Richter

In his PH 204 Applied Ethics course:

Students are writing a 1000-word essay on the question: "Does it matter whether fetuses are persons?"

In his PH 307X Comparative Religion course:

Students are writing three one-page essays (due Tuesday October 19th) on aspects of religion in China; one on a religious text, one on a belief, and one on a practice.

In his PH 304 Ethics course:

Students are writing a 1000-word essay (due Wednesday October 20th) on St Thomas Aquinas and the natural law tradition in ethics.

MAJ Jennifer Santos

In her EN201 Course:

Writing sonnets with her students to count as extra credit on any part of the writing process.

COL Henry Schreiber

In his HNS378W: Writing about Science (Honors) course:

On Tuesday, October 19, students are submitting a draft of an essay or short article on a story about a scientific topic of their choosing.

In his CH311W: Physical Chemistry I Laboratory:

On Monday, October 18, students are submitting the revised version of their laboratory report on the Heat of Solution of Oxalic Acid in Water (in response to individualized writing workshops held on the first version of the report the prior week).

In his CH125: General Chemistry Laboratory (for Chemistry Majors):

On Thursday, October 21, students are writing several paragraphs to explain their data/graphical analyses relating to the Law of Dulong & Petit.

MAJ Glenn Sullivan

In his PS 305 Abnormal Psychology course:

On Friday, October 15, after viewing a filmed interview with a combat veteran with PTSD, students are writing a brief clinical description (appearance, manner, symptoms) of this patient.

In his PS 313 Forensic Psychology course:

On Tuesday, October 19, Students are responding to 7 of 9 brief essay questions (e.g., “Under what circumstances might a defense attorney wish to enter an NGRI defense? Why might a defendant be reluctant to accept an NGRI acquittal?”) for the midterm exam.

COL Pennie Ticen

<u>In her WR101 course:</u>

To prep students for contributing to the writing wall outside Scott Shipp 201, students are completing the following writing exercises:

- Writing about a memory of learning to write.
- Writing about a time when writing helped them in some way.
- Describing a scene in Barracks (A morning formation? The quiet of mid-afternoon when most are in class? Settling into studying in their room after SRC? Visiting with their roommates after TAPs?) for someone who doesn't live there. Seeing how much detail they can capture.
- Considering what they want to be sure to remember about this time in their life when they're 40 years old.

After writing these prompts, students contribute to the writing wall.

COL James Turner

<u>In his HNS376WX/BI331WX – Issues in Science and Medicine couse:</u>

Students will be preparing to write their second reflective paper on the cultural differences between Islam and the West regarding cloning and stem cell research in science and medicine. In addition, case study presenters are writing their case study reports for distribution to the entire class.