



English 134

Writing and Rhetoric

www.calpoly.edu

Newsletter

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Composition and Rhetoric

The Rhetoric and Composition Program at Cal Poly is committed to providing students with progressive and innovative approaches to writing education. Indeed, one of Cal Poly's stated University Learning Objectives is "effective communication," which means that you will be developing and honing your writing skills throughout your Cal Poly career. Learning objectives in English 134 include writing to a university-level audience, rendering an experience using active language, and composing an essay that showcases the students' current abilities and talents. While each section of English 134 has the instructors' unique approach to teaching writing embedded within the curriculum, these sections still tend to follow a basic template, thereby ensuring that each section meets the same goals. You will likely write papers that are very similar in focus and approach to the essays in *Fresh Voices*. We believe *Fresh Voices* contributes to the creative ways in which both English 134 instructors and students approach their writing assignments. (Cal Poly Composition Program, webpage)

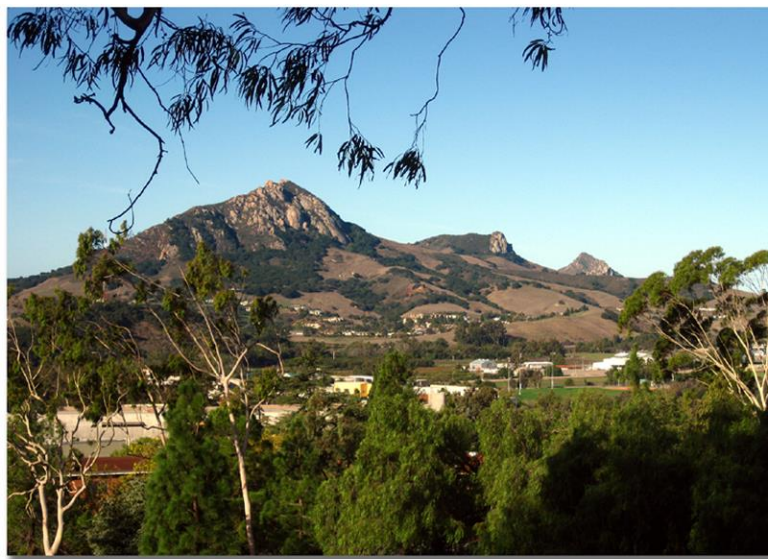


Photo: A. Halderman

Poly Talk

Which rhetorical device appeals to you most? Why?

"Alliteration. We often don't notice it, but it makes the sentence flow better."

Adi Bouzaglo, BusAdmin

"Similes. They compare two unrelated things that enhance writing."

Raechel Wagner, BusAdmin

"Pathos. It helps us connect to and understand essays."

Brianna Matara, BusAdmin

"The arc. Every story needs a good setting, climax, and resolution."

Ashley Kalman, BusAdmin

"Vivid adjectives. They reveal a developed vocabulary and create interest."

Morgan Coffin, AnimalSci

"Evoking the senses. They hit the reader and make stories more interesting."

Jimmy King, MechEng

A New SLO Day

By Caleb Rounsavall, MechEng

Beep! Beep! Beep! Beep! The alarm beeped indiscriminately at 7:40am. I stumbled out of bed as I tripped over the dirty clothes that I had piled on the floor over the course of the week. I opened my bedroom door to the dark hallway that ominously and silently tunneled through our dorm. It was Monday and my 8:10 class remained a laborious twenty minute walk from my room in the PCV. I simply grabbed my backpack and left as my stomach grumbled on the way out. When I walked out of the building, the frigid San Luis Obispo air clutched my drowsy eyes and warm cheeks. A new day waited me!

Grade Expectations

By Hallie Cornell, Biology

I agree with Professor Hogge in the article, "Grade Expectations," that many students feel entitled to As because they work hard. However, part of this comes from our experiences in K-12. If we didn't earn As in K-12, society views us as stupid or lazy. In a way, this mirrors the mentality we have for those who are not successful in life (people in poverty, jobless, or homeless, etc.) We think they simply don't work hard enough. We tend to disregard passion or interest and use material steps (high paychecks, nice houses, straight As) as a measure of success. College is supposed to provide life experiences, not just a college degree. Part of the lesson students need to learn is that even when we give our best effort, sometimes we won't succeed. Therefore, students' intrinsic incentives should not just be material benchmarks.



Cal Poly

Colossal Tag

By Jake Cope, MechEng

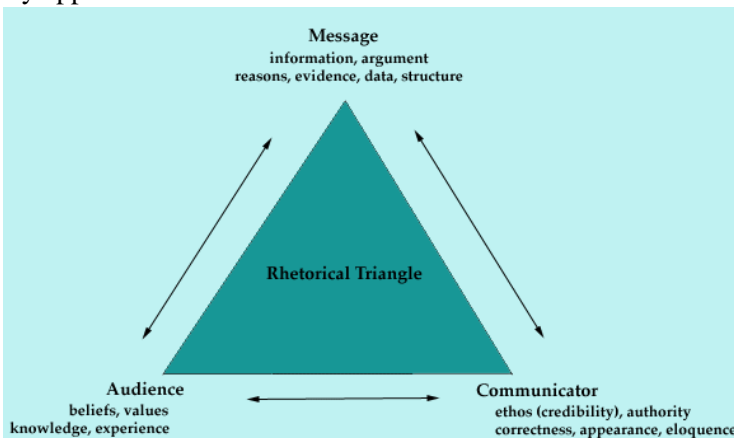
Goosebumps ran up my arms and my nose tingled from that frosty bite of chilled air. On a dark Saturday night, my friends and I ventured into the unexplored wilderness in the outskirts of campus. With nothing more than our intuition to guide us, we aimlessly strayed along rocky paths and through bushes wet with condensation. After nearly an hour of hiking, we found ourselves back on campus in the middle of the cornfield. As we were meandering through the tall stalks of corn, we encountered a group of about 20 other fellow students. Both groups decided that this was a prime opportunity to play a colossal game of tag. As the moon continued to rise above us, we conducted the largest game of tag that I have ever been a part of. One may think that this is a childish game for a group of college students to partake in, but it is surprising how much fun people can have when they let go of their worries and inhibitions and just partake. We played throughout the night and we all enjoyed every second of running through the corn, hiding in the darkness, and scaring those who were unaware of who was around. Although the fun ended shortly, this night in the cornfield is one of the fondest memories of college thus far, and I hope to have many more just like it!

Glide with Excitement

By Marina Margaretic, ParksRecTour

My eyelids began to abide to gravity, my body begins to slouch in my seat, and I feel drool trickling out of my mouth. All of this occurred while I sat in the school theatre watching my first Opera Carmen. My music teacher forced me and the other music students to attend this tedious, time-consuming Opera. My reluctance to go was further enhanced when I discovered that they performed it in French. Within the first ten minutes, I laid fast asleep in my seat.

Suddenly, awaked by a powerful ear-shattering song, I began to pay attention. Then I started to witness the beauty of the opera. The elaborate, majestic costumes, perfectly positioned props, and the strong, vocally-talented singers engaged me. Leaving the opera, I glided with excitement at how wonderfully crafted it had been. That day I learned that I shouldn't rule something out because of my preconceptions, and my appreciation of the arts has flourished.



Let It Begin!

By Jackson Hollis, BusAg

Thump, thump, thump. My heart beats like a drum as I stand here huddled with 30 other young men in this early fall night. The reason for my prolonged heartbeat you ask? Tonight is “bid night,” where hazing, cleaning, and stupid testosterone activities abound. Why am I doing this to myself? The night drags on later than advertised. It's getting late. A low grumble begins to rise in the distance. Bam! All of the sudden a long line of cars shows up, wheels turning and music blaring. The next thing I know I find myself in the back of a car being raced down Grand Ave. to who knows where. I guess this is what I signed up for, so let it begin!

Majorcentricism

By Alex Fox, ChildDevel

During the time I've spent at Poly, I've quickly noticed “majorcentricism” everywhere. Even my friends in Trinity, an all liberal arts college, fight about how psychology is more difficult than graphic communications and liberal studies is easier than child development. Quite possibly, I'm the odd one out, but this kind of rivalry hasn't affected me. I'm in my major because I know exactly what I want to do with my life. I have complete respect for engineers, scientists, mathematicians, architects, and every other major offered on campus. As long as I think I will be useful to society after graduation, nobody will make me feel otherwise.

Keep HS and College Units Separate

By Adi Bouzaglo, BusAdmin

College will be the best 4yrs of your life.” The amount of adults that told me this is uncountable. High school needs to remain pre-college; the mending of the two will indeed reduce costs, but also the experience. I entered college with sophomore standing due to the large amounts of college credits I've taken in high school. This is great news to my parents, but for myself, all I can think of is how much I want to graduate with my class. If I graduate a year early, I will miss out on the soccer games, college parties, and beach bonfires. College is about more than just learning. It is the transition period from teen to adult. I cannot confidently say that I will be ready to live on my own at the age of 20, and I think many other students would agree. We are constantly told to not think about the paycheck and find a job we truly enjoy ourselves. I believe the same goes for college. College is what I will look back on most, and money isn't a good reason to cut these memories in half.

Editor's Note

This newsletter isn't an official English Department document. Instead it only serves as a class assignment for Halderman's English 134. In order to preserve the authenticity of the students' writing, we have kept their original word order and sentence structure.