

English 101: Composition and Rhetoric—Fall 2008

CRN 87295, Section #302, Tuesday & Thursday 8:30-9:45 am, Room 110, Woodburn Hall

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Office Hours: Tuesdays and Thursdays,
11:30–12:30 and 3:45– 4:45, or by appointment

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Texts

- Lunsford, Andrea A. *Easy Writer*. 3E. Boston: Bedford/St. Martins, 2005.
ISBN-10: 0312478208 or ISBN13/EAN: 9780312478209
- Undergraduate Writing Committee. *Work in Progress*. Detroit, MI: Hayden-McNeil, 2008.
ISBN: 978-0-7380-2303-8.

Course Goals

Please see pages xv-xvii of *Work in Progress* for an overview of the course goals for English 101 at West Virginia University. In addition, I also hope that through this course each of you will become more confident about your writing and maybe even enjoy it sometimes.

Assignment Overview

You can expect to write *and revise* **four major papers** (about 20 pages total) over the course of the semester, write approximately ten shorter, more informal papers called **Writer's Notebooks** and the **Midterm and Final Memos** (about 15 – 20 pages total), and engage in regular, informal writing in class. In addition, you should plan to spend 2-3 hours each week reading assigned texts. Please see *Work in Progress*—especially pages xviii-xix—for more information about the major assignments and other writing you will be doing. I will give you detailed assignment sheets for each of the four major papers and the Writer's Notebooks throughout the course of the semester.

Portfolio Approach, Response, and Evaluation

Please see *Work in Progress*—especially page xvii—for an overview of the portfolio approach this course uses to emphasize ongoing writing and revision. You will not receive a grade on the individual major papers but you will receive comments on your papers to give you a sense of what you need to polish and review for your final portfolio. You will submit your portfolio at midterm and receive an “in-progress” midterm grade and commentary on your work in the first half of the semester. Writer's Notebook assignments will be graded throughout the semester. Please feel free to talk to me if you have questions about your progress in the class. Success in this class depends on meeting all of the requirements, the quality of your written work, your willingness to try new perspectives, to revise and rethink, and to take risks in your writing.

Evaluation Criteria and Grade Descriptions

Please see pages xx-xxi in *Work in Progress* for the criteria that will be used to evaluate your participation, informal writing, and portfolio grades. The weight of each component is as follows:

Final Portfolio	70%
Informal Writing	20%
Class Participation	10%

Policies and Procedures

Please see pages xxi-xxvi in *Work in Progress* for the policies and procedures of English 101. Additionally, this class supports WVU's commitment to social justice, as defined on page xii in *Work in Progress*. These sections include important information about why your regular attendance and participation is important; why late work (and lateness in general) disrupts our working environment; how a commitment to social justice promotes a positive learning environment; and why academic integrity is essential to our community. **Please note that more than TWO absences will result in a lower grade in the course, and FIVE absences will result in a failing grade.** We will spend time in class discussing what is considered plagiarism and why, but a good rule of thumb is to ask if you have any doubts—whether committed knowingly or inadvertently, **plagiarism will not be tolerated.**

If you need assistance with your writing at any point during the semester, please take advantage of the **WVU Writing Center**, located in room G02 Colson Hall. Hours are as follows: Monday, 10 a.m.–7 p.m.; Tuesday, 10 a.m.–7 p.m.; Wednesday, 10 a.m.–5 p.m.; Thursday, 10 a.m.–7 p.m.; Friday, 10 a.m.–3 p.m. Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available. The writing center's web site is: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

If you have a disability and anticipate needing any accommodations to participate in this class, please contact the **WVU Office of Disability Services** is located in Room G-30 of the Mountainlair. Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Office Hours and E-mail

Office hours provide a great chance to talk one-on-one if you have questions about the class and your progress. You may drop in anytime during scheduled office hours (see above), or talk to me before or after class to make an appointment if you can't meet during regular office hours. I also encourage e-mail correspondence, and you can expect that I will respond to you (by e-mail or in class) within 48 hours, Monday through Friday. So that we can extend course conversations via e-mail, please activate and check your MIX account regularly.

Standard of Work

Because this is a college level course, you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. *Easy Writer* offers guidelines and activities to help you with these elements of writing. The WVU Writing Center is another resource available not only to help you to brush up on your understanding of mechanics, but also to support you in all aspects of the writing process. (See location and hours above.)

English 101: Schedule of Work

Subject to change with notice, according to progress.

Please bring your *Work in Progress* book, notebook paper and something to write with to each class. I will let you know when you need to bring the *Easy Writer* book.

AUGUST	
Tuesday	Thursday
<p>19</p> <p>In-Class Activities: Introductions to each other & to the course—go over syllabus and reflect on past experience with writing. Put these reflections into a beginning of the semester letter to me. Writer’s Notebook #1 assigned.</p> <p>-----</p> <p>Homework: Read pages xi-xxix in <i>Work in Progress</i>. Write about a time when you communicated effectively (1-2 pages)</p>	<p>21: <i>(Last Day to Register is August 22)</i></p> <p>In-Class Activities: Discuss reading. “What Counts as Plagiarism?” activity (p. xxvii) Assign Literacy Narrative: what is literacy? Begin brainstorming “literacy moments.” Writer’s Notebook #2 assigned.</p> <p>Due Today: Effective communication writing, plagiarism contract (p. xxix).</p> <p>-----</p> <p>Homework: Read pages 137-145 in <i>Work in Progress</i> (Literacy Narratives—published.) Complete Writer’s Notebook #1</p>
<p>26</p> <p>In-Class Activities: Discussion of readings; drafting out loud—storytelling as pre-writing; other literacy narrative invention activities from <i>Work in Progress</i>.</p> <p>Due Today: Writer’s Notebook #1</p> <p>-----</p> <p>Homework: Read pages 181-190 (Literacy Narratives—student examples) and pages 80-90 in <i>Work in Progress</i>. Complete Writer’s Notebook #2</p>	<p>28</p> <p>In-Class Activities: Discussion of readings/prepare for peer response— respond to student examples of literacy narratives. What makes a useful peer response session?</p> <p>Due Today: Writer’s Notebook #2</p> <p>-----</p> <p>Homework: Complete the first draft of your Literacy Narrative and bring four (4) copies for peer review workshop. Read pages 121-128 in <i>Work in Progress</i> (from <i>Bird by Bird</i>—Lamott.)</p>

SEPTEMBER	
Tuesday	Thursday
<p>2 (<i>Labor Day Recess September 1st</i>)</p> <p>In-Class Activities: Peer Workshop, discussion of revision strategies, sign up for conferences. Writer’s Notebook #3 assigned.</p> <p>Due Today: First draft of Literacy Narrative due—bring four (4) copies to class for peer review workshop. (One for me, one for each of your group members.)</p> <p>-----</p> <p>Homework: Revise your Literacy Narrative before your scheduled conference time. Read pages 73-74 in <i>Work in Progress</i>.</p>	<p>4</p> <p>No class—instead, meet me for your conference at the time you’ve signed up for (location to be announced.)</p> <p>Due Today: Bring your revised Literacy Narrative to your conference.</p> <p>-----</p> <p>Homework: Complete Final-for-Now Revision of your Literacy Narrative.</p>

SEPTEMBER, continued

<p>9</p> <p>In-Class Activities: Reflective cover memo for Literacy Narrative (pages 15-16). Introduce Genre Analysis: defining genres.</p> <p>Due Today: Literacy Narrative Final-for-Now</p> <p>-----</p> <p>Homework: Read pages 149-158 (Genre Analyses—published). Complete Writer’s Notebook #3. Writer’s Notebook #4 assigned.</p>	<p>11</p> <p>In-Class Activities: Discussion of readings, Big Bag o’ Genres—practice analyzing genres in groups of 3-4. Which genres are most interesting to you?</p> <p>Due Today: Writer’s Notebook #3</p> <p>-----</p> <p>Homework: Read pages 193-205 (Genre Analyses—student examples.) Choose a genre to analyze and bring at least two samples of your genre to class. Complete Writer’s Notebook #4.</p>
<p>16</p> <p>In-Class Activities: Talk about student examples of genre analysis paper—discuss strengths and weaknesses. <i>Work in Progress</i> analysis activities—start pre-draft in class.</p> <p>Due Today: Writer’s Notebook #4</p> <p>-----</p> <p>Homework: Complete first draft of Genre Analysis paper before your conference .</p>	<p>18</p> <p>No class—instead, meet me for your conference at the time you’ve signed up for (location to be announced.)</p> <p>Due Today: Bring your first draft of the Genre Analysis to your conference.</p> <p>-----</p> <p>Homework: Revise your first draft of the Genre Analysis paper before peer review workshop.</p>
<p>23</p> <p>In-Class Activities: Peer review workshop for Genre Analysis. Assign Midterm Memo and Portfolio.</p> <p>Due Today: Revised Genre Analysis—bring four (4) copies to class for peer review workshop. (One for me, one for each of your group members.)</p> <p>-----</p> <p>Homework: Complete Final-for-Now of Genre Analysis for class on Thursday. Read pages 93-97 in <i>Work in Progress</i>.</p>	<p>25</p> <p>In-Class Activities: Reflective cover memo for Genre Analysis (pages 31-32). Brainstorm for midterm memo (p. 97); complete Midterm Assessment of English 101 (p. 101) Assign Interview Essay & Writer’s Notebook #5</p> <p>Due Today: Genre Analysis Final-for-Now</p> <p>-----</p> <p>Homework: Complete Midterm Memo—use pages 99-100 as a guide for revising the memo; assemble midterm portfolio. Brainstorm 3-5 “interesting people” as possible interviewees.</p>

SEPTEMBER/OCTOBER	
Tuesday	Thursday
<p>30</p> <p>In-Class Activities: Preparing for the interview: choosing a subject, asking the right questions.</p> <p>Due Today: Midterm Portfolio, including Midterm Memo</p> <p>-----</p> <p>Homework: Read pages 33-40 in <i>Work in Progress</i>. Complete Writer’s Notebook #5. Contact your interview subject and schedule a time to conduct interview (by October 7th).</p>	<p>2 (<i>Mid-Semester is October 3</i>)</p> <p>In-Class Activities: Generating & workshop interview questions (p. 43). Writer’s Notebook #6 assigned.</p> <p>Due Today: Writer’s Notebook #5</p> <p>-----</p> <p>Homework: Read pages 159-176 in <i>Work in Progress</i> (published interview articles). Conduct your preliminary interview & bring notes and/or transcript to class Tuesday.</p>

OCTOBER, continued

<p>7 In-Class Activities: Translating the interview into a story—“When and How to Use Quoting Paraphrasing and Summarizing” p. 41 Due Today: Interview Notes/Transcript ----- Homework: Read pages 209-224 in <i>Work in Progress</i> (student Interview Articles). Complete Writer’s Notebook #6. Schedule a follow up interview, if necessary.</p>	<p>9 In-Class Activities: Discussion of readings—what makes for a compelling interview article? What structural devices did you notice? Paragraph Cohesion Activity (pages 75-77). Due Today: Writer’s Notebook #6 ----- Homework: Complete first draft of Interview Article and bring four (4) copies to class.</p>
<p>14 In-Class Activities: Peer Workshop, discussion of revision strategies, sign up for conferences. Due Today: First draft of Interview Article due—bring four (4) copies to class for peer review workshop. (One for me, one for each of your group members.) ----- Homework: Revise your Interview Article before your scheduled conference time.</p>	<p>16 No class—instead, bring your revised Interview Article to your scheduled conference with me (location to be announced in class) Due Today: Revised Interview Article ----- Homework: Complete the Final-for-Now of your Interview Article.</p>
<p>21 In-Class Activities: Reflective Cover Memo for Interview Article (pages 45-46). Assign MGRP & Writer’s Notebook #7. Brainstorm genres and possible ways to make a set of genres “hang together.” Due Today: Interview Final-for-Now Due ----- Homework: Read pages 227-277 in <i>Work in Progress</i> (MGRP Examples). Brainstorm 2-3 possible topics of research for MGRP.</p>	<p>23 (NOTE: Last Day to Drop is October 24) In-Class Activities: Discussion of Readings— which genres worked best? Which seemed “forced”? Choosing a research topic: “Big Issues” vs. stuff that’s important to you. Due Today: 2-3 Potential Research Topics. ----- Homework: Read pages 63-65 in <i>Work in Progress</i> AND pages _____ in <i>Easy Writer</i>. Meet with your group members to craft an MGRP research proposal, including at least three genres each person would enjoy creating, and three possible research questions.</p>
<p>28 *Bring Easy Writer to Class In-Class Activities: Conducting research— getting started, MLA citations. Due Today: Writer’s Notebook #7: Group Research Proposals ----- Homework: Complete at least TWO genres and bring copies for each of your group members and me.</p>	<p>30 In-Class Activities: Small group peer workshop: respond to your fellow group members’ first two genres. Practice writing from different perspectives (“The Royal Intergalactic Multigenre Wedding Extravaganza,” pages 59-60.) Due Today: Bring copies of first two genres for intra-group peer workshop. ----- Homework: Complete remaining genres before class next Thursday and bring five (5) copies.</p>

NOVEMBER	
<p>4 No Class—Election Day <i>Don't forget to vote! ☺</i></p>	<p>6 In-Class Activities: Peer Response Workshop—groups get together (2-3 groups) to look at group work as a whole—use page 66 in <i>Work in Progress</i> as a guide. Assign W. N. #8. Due Today: Complete first drafts of MGRPs.</p> <p>-----</p> <p>Homework: Complete draft of Preface, Endnotes, Conclusion, and Works Cited page.</p>
<p>11 In-Class Activities: Intra-group workshop of Preface, Endnotes, etc. Putting it all together—deciding on what order of genres works best. Sign up for conferences. Due Today: First draft of Preface, Conclusion, Endnotes, Works Cited.</p> <p>-----</p> <p>Homework: Revise MGRP before conferences.</p>	<p>13 No class—instead, you will meet with me in groups to review your revised MGRP Due Today: Revised MGRPS, including preface, conclusion, endnotes, & Works Cited.</p> <p>-----</p> <p>Homework: Complete the Final-for-Now of your Multi-Genre Research Paper for Tuesday.</p>
<p>18 In-Class Activities: Reflective cover memo on the MGRP (p. 67-68). Discussion of revision, final reflective memo, and final portfolio. Due Today: Multi-Genre Research Paper Final-for-Now</p> <p>-----</p> <p>Homework: Read pages 129-133 in <i>Work in Progress</i> (“The Writing Process and Revision”) Begin looking at first three papers with final revisions in mind. Complete W. N. #8.</p>	<p>20 In-Class Activities: “Rethinking Titles” (p. 78), coming back to earlier work after time away. Due Today: Writer’s Notebook #8. Also, bring one of your first three essays to class along with a highlighter to mark sections you want to revise.</p> <p>-----</p> <p>Homework: Continue revising first three papers over Thanksgiving break. Write first draft of final memo.</p>
<p>25 <i>Thanksgiving Break—No Class</i></p>	<p>27 <i>Thanksgiving Break—No Class</i></p>
DECEMBER	
<p>2 In-Class Activities: Return MGRPs. Answer any final questions about final portfolios. Workshop final memos. Due Today: First Draft of Final Memo.</p> <p>-----</p> <p>Homework: Complete all final portfolio revisions and final reflection for Thursday.</p>	<p>4 (<i>December 5th is Last Day of Classes</i>) In-Class Activities: Bring a short piece to read (for instance, a favorite Writer’s Notebook or genre from your MGRP) and we’ll share snacks & non-alcoholic beverages to celebrate all of your hard work this semester! Due Today: Final Portfolio</p> <p>-----</p> <p>Homework: Study hard for exams in your other classes & have a great winter break!</p>

*Portfolios will be returned during Finals Week at our scheduled Final Exam time (exact times will be announced in class—check WVU website for details.) While there is no Final Exam for this class, I do ask that you please collect your Final Portfolio at the end of the semester. I will keep portfolios for one semester before discarding them.