

English 101 - Composition and Rhetoric 1, Fall Semester 2012.

Section 31: TR 8:30-9:45. Clark Hall 404 & 206 (alternates each week)

Section 32: TR 10:00-11:15. Clark Hall 404 & 206 (alternates each week)

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Office Hours
Tuesdays & Thursdays: 12:00-2:00 PM
and by appointment.

Course Goals: Welcome to English 101, a learning community designed to help you write effectively within the university community. In this course, you will learn to demonstrate critical reading, thinking, researching, and writing, skills crucial to any academic discipline. Because academic writing often builds upon ideas from the work of others, this class will focus on both creative writing and writing that integrates and responds to sources we read. While English 101 does not focus on how to write for a particular discipline, it can help you learn some of the most common strategies for producing effective academic writing at the collegiate level. In addition, this course will give you the tools necessary to properly analyze the different discourses you may encounter while completing your degree and to prepare you for the next phase of writing study in English 102.

Course Description:

English 101: Writing and Rhetoric focuses on writing, reading, and thinking processes and also includes rhetorical study of language and writing. You gain practice in composing and revising your own essays of various kinds. You engage in informal writing, formal writing, peer critique, revision processes, active reading, and group work as means to becoming a successful writer and thinker. The course assumes, at the outset, that students who have been accepted to college can already write. Therefore, this is not a course that teaches you basic mechanics exclusively, but rather attempts to develop your current critical thinking skills, and the course will provide an effective and proven methodology so that you will learn to write more competently, more successfully, and more confidently throughout your career.

This is not a course about grammar, the sentence, or unified paragraphs in any isolated sense. Although we will seek to develop these skills periodically as needed, English 101 is mainly concerned with the intellectual process necessary to succeed in learning critical thinking, a skill necessary not only for writing but also for being well-informed, independent thinkers who make decisions within our communities. The key skill I will teach you will be writing as a process as you seek to continually improve the written products you produce through revision. The final product will be your portfolio.

As adult learners, you can expect me to treat you with respect. In return, I require regular class attendance along with civil discussion and participation. While I hope these discussions will be both fun and enlightening, we engage in them for the process of

learning together. Therefore, as scholars in the process of learning together, you must always respect the ideas of your peers. You may, and should, disagree with your classmates, but the key is to do so in a positive, civil manner.

Texts: 1) *Work in Progress: A Guide to English 101 at West Virginia University*. 6th ed.
2) Andrea Lunsford, *Easy Writer*. 4th ed.
3) Additional readings available through eCampus.

Materials: You will turn all of your essays in electronically through eCampus, so if you do not have Microsoft Office, you must have a word processor that can convert documents to .Doc or .RTF, depending on what your processor can do. Also, I require loose notebook paper (8 1/2 by 11") or composition books for in-class writing assignments, and, most importantly, flash drives or memory sticks for saving and backing up your work.

Course Requirements

Grading: Your final grade will be based on the following: You will write four major essays and these will be worth 70% of your grade. These assignments will initially be returned to you with only comments and no grade. You will be required to not only revise all of the major assignments but also reflect on the skills you have learned and apply the said skills to the revisions you have undertaken. See *Work in Progress*, page xxi, for more information on the portfolio system.

In addition, 20% of your final grade will consist of required informal assignments, including focused logs, process requirements for each major essay, group work, quizzes, and other activities. You will receive a check plus, check, check minus grade on these low-stakes assignments designed to help build your ideas going into major essays.

Below are the essays you will complete in this course. The major essays will be assigned at least two weeks in advance. At least a week before these papers are due, I will hold an individual conference with all of you rather than holding a full class. Attendance in these conferences is mandatory in order to pass the essays. In addition, the day before essays are due, you must bring in a draft for peer review. Failure to do so will result in a loss of class participation points.

Major Assignments

1. Multi-Angle Personal Narrative—final for now due Sept 7th, 4 PM
2. Feature Article—final for now due September 21st, 4 PM
3. Midterm Portfolio: Due October 5th, 4 PM
4. Text Analysis: Due October 26th, 4 PM
5. Stakeholder Research Paper—final for now due November 30^h, 4 PM
6. Final portfolios: Due on December 6^h, by class time. I will attach final portfolios on eCampus during exam week.

This course is graded A (Superior), B (strong), C (satisfactory), D

(weak), F (unacceptable). **Grades of A/B are considered Honor grades.**

In order to receive a passing grade (A to D-), you must complete all FOUR major essay assignments, attend class regularly, and have drafts ready for peer review. You will receive a grade report at both midterm and final after you have performed extensive revision and reflecting on your writing. Below is the grading scale:

- A: 90%-100%
- B: 80%-90%
- C: 70%-80%
- D: 60%-70%
- F: Below 60%

Policies

Formatting Formal Essays: All papers must be produced on a word processor and follow MLA format; specifically, essays must have a works cited page, one inch margins on all sides, and be double-spaced (that's 2.0 spacing, not 2.5) in 12 point Times New Roman font. Any essay that does not comply with these formatting guidelines will be returned to its author for correction and be counted against participation. Because a variety of computers are available across campus, I am reluctant to accept "computer excuses"; please become familiar with campus computer centers and keep copies of all your work for English 101 on a specific memory stick.

Attendance: **Regular attendance is required.** Because the formal essays that you complete in the course depend on your in-class writing, collaboration with classmates, peer feedback, and discussion, **if you miss more than two classes**, your grade will be affected in that your final grade may be lowered by one letter grade for any further absences. Missing more than 5 classes will result in automatic failure of the course. Excused absences due to illness still count as missed classes; however, if you provide documentation, you may submit a written request for a special arrangement (See pg. xxiii in *Work in Progress*). Most important, if you have to miss class, please email me and keep me up to date on your situation. You are responsible for what you missed and are expected to return to class prepared and with work completed. I will post all assignments due for the next class meeting on our eCampus page.

Class begins at the time listed in the time schedule; **please do not be late.** Excessive tardiness will be counted as an absence.

Late Essays: Part of the purpose for the portfolio system is revision. So, please do not turn in your assignments late. Doing so will result in a lower mark on your final portfolio grade.

Revising. I strongly recommend conferencing with me with a draft before a final for now essay is due. In addition, you should use your classmates' feedback on drafts and the great peer tutors available in the Writing Center to help you to evaluate and improve your writing. You should use my comments to revise and re-shape your writing

throughout the course to work on improvement. Once an essay is turned in, you must revise that same essay. You cannot write a new Textual Analysis after the first one has already been graded, for example.

University Community Discourse, Diversity, and Personal Responsibilities:

In our readings, class discussions, and writings throughout this semester, we will examine ideas from and about diverse perspectives, and this examination will remind us how integral and how important language and communication is to us, as humans. At this university, students and faculty are afforded an academic environment that allows for a broad range of intellectual expression, in speech and in writing. Challenging issues and ideas may arise in our conversations and readings, including ideas that you may find personally offensive or difficult to address, but education is about challenge, growth, and self-reflection.

We will need to remember that one of the major goals of a university's environment is to push each of us to think about what we know and believe, and to examine that knowledge and those beliefs in relation to what other people know and believe. These ideas and goals demand that we all share responsibility for creating and maintaining a civil learning environment in our classroom and in the larger university community. We all need to be conscious of and accept responsibility for what we say and do, and how our words and actions have consequences that may affect others. As part of this awareness we will avoid sexist, racist, and heterosexist language in our discussions and writing. Anyone may express her or his opinion openly as long as the expression is civil, mature, and does not intend, in any way, to harm any other person or group in the classroom.

Also, in order to maintain an effective learning environment, distractions must be avoided. This means that all cell phones and laptops must be turned off and placed inside backpacks or under class desks--no exceptions, please! Also, iPods should be turned off and placed in backpacks before class begins. I do not allow texting in class: doing so will result in a loss on class participation. If you feel the overwhelming need to text, please do not take this section of English 101; it is disrespectful not only to the instructor but also the other students trying to learn.

In addition, when someone is speaking, we must respect this person's words and ideas; thus, everyone must avoid talking out of turn or interrupting class activities in other ways.

Academic Dishonesty: Plagiarism is defined in the University Student Conduct Code, Policy Bulletin 31, which is online at <http://studentlife.wvu.edu/studentconductcode.html>.

From my definition, plagiarism not only includes borrowing others' work as your own whether in the form of buying a paper or copying words from another but also the act of using a near complete essay from another class. Different degrees of plagiarism exist in severity; some come with overt cheating and others usually come with inexperience or

not paying attention. The more serious cases can result in an unforgiveable F for the course, meaning it will always affect your GPA. Plagiarism will be clearly explained throughout the course, so if you ever have any questions, please see me. **The argument of ignorance is not an excuse!**

****NOTE:** Please let me know as soon as possible if you need any special accommodations in order to work successfully in this class. Bring any materials you have received from the Office of Disability Services to document your particular needs.

Finally, I look forward to working with you this semester. You and I are responsible for adhering to the policies described in the syllabus. If you have any questions regarding these policies, please don't hesitate to raise them during class, during my office hours, or via email. Thank you. I sincerely look forward to working and learning from you this semester, and together, I hope we will all become better writers.

Schedule of Work: First 3 weeks

**More to come later, and subject to change according to progress

August	
Tuesday	Thursday
<p>21 (Late Registration Fee in Effect after Aug 20)</p> <p>Class Activities: Syllabus Icebreaker E-mail etiquette Begin Assignment: “Letter of Introduction as a person and as a writer.</p> <p>Homework: Type the letter of introduction and turn it in via eCampus.</p>	<p>23 MEET: Clark 404</p> <p>Class Activities: Introduction to Rhetoric Audience & Purpose</p> <p>Due Today: Letter of Intro</p> <p>Homework: Read Fitzgerald’s story “Benjamin Button” and Hemingway’s story “Up in Michigan” from eCampus. Also read the MAPN unit in <i>Work in Progress</i>.</p>
<p>28</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion: stories Lecture: Parts of a story for MAPN Group work: Questions about story structure</p> <p>Due Today: Readings</p> <p>Homework: Outline and sketch your own ideas for a story. Perhaps follow the model on Pages 7-9 in <i>Work in Progress</i> to help guide you.</p> <p>Also, read the Feature Article chapter in <i>Work in Progress</i> to begin thinking about Unit 2.</p>	<p>30</p> <p>MEET: Clark 206</p> <p>Class Activities: Lecture: Interview decorum Brainstorming writing exercise on Feature Article Questions about MAPN—share ideas with classmates. Figurative language activity</p> <p>Due Today: Readings and brainstorming MAPN</p> <p>Homework: Complete a rough draft of your MAPN for conferencing.</p>

September	
Tuesday	Thursday
<p>4</p> <p>MEET: My office, Colson G3, for your individual meetings either on Monday, Tuesday, or Wednesday, depending on what time and day you signed up for.</p> <p>Due Today: Rough Draft</p> <p>Homework: Complete suggestions I offer on your rough draft.</p>	<p>6</p> <p>Meet: Clark 404</p> <p>Due today: A complete draft following conferencing and my suggestions.</p> <p>Class Activities: Peer Review Grammar touch-ups Plagiarism</p> <p>Due on Friday September 7: MAPN by 4 PM on eCampus.</p> <p>Homework: If you haven't done so, schedule and complete your interview for your Feature Article.</p>
<p>11</p> <p>UNIT 2: Feature Article</p> <p>Class Activities:</p> <p>Homework:</p>	<p>13</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>
<p>18</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>20</p> <p>Class Activities:</p> <p>Due the 21st:</p> <p>Feature Article final for now</p> <p>Homework:</p>

<p>25 Class Activities:</p> <p>Homework:</p>	<p>27</p> <p>Due Today: Complete draft of FA</p>
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October	
Tuesday	Thursday
<p>2 UNIT 3 - Text Analysis</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>4 (Mid-Semester is Oct 7)</p> <p>Class Activities:</p> <p>Due Friday: Midterm Portfolio</p> <p>Homework:</p>
<p>9</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>11</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>

<p>16 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>18 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>
<p>23 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>25 (October 26 is the Last Day to Drop) Class Activities:</p> <p>Due Friday:</p> <p>Textual Analysis Final for Now</p> <p>Homework:</p>

October/November	
Tuesday	Thursday
<p>30 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>1 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>
<p>6 NO CLASS – ELECTION DAY</p>	<p>8 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>

<p>13 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>15 Class Activities:</p> <p>Due Today: <u>Stakeholder Research Paper "Final For Now"</u></p> <p>Homework:</p>
<p>20 NO CLASS - Thanksgiving Break!</p>	<p>22 NO CLASS - Thanksgiving Break!</p>
<p>27 Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>29 Class Activities:</p> <p>Due Today:</p> <p>Stakeholder Research Paper</p> <p>Homework:</p>

December	
<p>4 (Dec 7 is the Last Day to Withdraw from the University)</p> <p>Class Activities:</p> <p>Due Today:</p> <p>Homework:</p>	<p>6</p> <p>Class Activities:</p> <p><u>Due Today: FINAL PORTFOLIO</u></p>