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ENGL 101-029 TTH 8:30-9:45 AM
ENGL 101-030 TTH 10:00-11:15 AM
Rooms 206/404 Clark
Office hours: Colson Hall Office 332 T-TH 11:30-12:30

English 101: Composition and Rhetoric

Introduction

Welcome to English 101. In this course, you'll develop your writing and your writing process. This will be done by writing! The writing in this course consists of four papers and smaller writing assignments. Our class will be themed around relationships; this does not imply we will focus on romantic relationships, but more at the large perspective of the self in context, and not limited to, of the world, writing, and society. With this theme in mind we will be looking and understanding the different elements used by writers of different genres, and how these elements are essentially transferable. Overall, you will become a better writer, and be prepared for any type of writing you may come across in your academic and professional career. I look forward to working with you and helping you in this class.

COURSE GOALS: This course fulfills objective one of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 101 accomplishes this through four course-specific goals. Each student can expect to

- Develop a personal learning process for effective writing.
- Recognize contexts that shape writing and research
- Think critically to understand texts, contexts, and writing strategies
- Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations.

Required Texts and Materials

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea A. *Easy Writer*. 4th ed. Bedford: Boston, 2010.
- In addition to these two required texts, you will also need to **check your MIX account daily** and our class WVU eCampus page regularly (ecampus.wvu.edu). You will also use the English 101 LibGuide to begin your research process. **The URL is <http://libguides.wvu.edu/english101>.**
- You will need to purchase a **2-pocket folder** for submitting work for portfolio review.

Office Hours and Contacting Me

Please feel free to drop by my office hours or schedule an appointment with me to discuss your work or concerns at any time. I am very happy to read and discuss drafts with you or even help you decide on a topic or thesis statement. On **weekdays**, I will answer your emails **within 24 hours**. It may take a bit longer on weekends. Please give me enough time to respond if your request is time sensitive.

Conferences

We will have small group conferences, 10-15 minute conferences several times during the semester. These will be mandatory. **If you miss a conference you signed up for you will receive an absence.**

Policies and Procedures

Policies are standard throughout English 101. Please see *Work in Progress* pp. xviii – xxiv for details. I'm listing below 3 of the most important policies.

Attendance—Attendance is crucial in English 101. Every day, we'll be going over important material, and it's easy to get behind if you miss. The standard English 101 policy for TTH courses is that you can miss **2** times without penalty. **This means excused and unexcused—it doesn't matter.** Even if you email me and tell me you'll be absent, you still earn an absence. For a **3rd absence, your final grade will DROP 1 LETTER**, and for a **4th absence you will DROP ANOTHER LETTER**, and **AT 5 ABSENCES YOU FAIL THE COURSE**. Please save your absences for unavoidable emergencies—if you have an emergency and you've already used up your absences, you'll end up damaging your grade. Also, please talk to me **ahead of time** if you will need to miss for military/drill

or religious observance, or if you are part of a university sponsored group (i.e. athletic team or marching band) that will require you to miss class.

A in course + 3 absences = Final Grade of B
B in course + 3 absences = Final Grade of C
C in course + 3 absences = Final Grade of D
D in course + 3 absences = Final Grade of F

A in course + 4 absences = Final Grade of C
B in course + 4 absences = Final Grade of D
C in course + 4 absences = Final Grade of F
Any grade + 5 absences = Final Grade of F

Lateness—Our class meets for 75 minutes twice a week, so coming on time is crucial. If you are **late multiple times, it will significantly hurt your participation grade (up to an F in participation)** whether or not you are late enough to be counted absent. **If you miss the roll call, it is your responsibility to check in with me after class or you will be counted absent.**

Classroom Space

In this class, our time will be divided between Clark 206 (a normal classroom) and Clark 404 (a computer lab). We will switch every week. The computers will help you conduct more research and make the class more interesting and fun. They are not for personal use, however. In the lab, after class begins, you may not use the computers for any purposes outside of assigned work (Facebook, Twitter, sports news, etc). If we are not using the computers in class that day, you may not use them at all. Texting is never an option. **Use of unauthorized technology (computer or phone) keeps you from learning course concepts, wastes class time that you are paying for, and distracts others, so it damages your participation grade. Repeated use results in an F for class participation, whether or not I remind you in class.**

Social Justice—English 101 supports WVU's commitment to social justice. This class, including the students and me, will work as a group to keep the atmosphere positive and to help everyone feel welcome to share opinions and ideas. Tell me if you have any suggestions or concerns.

Important Things to Know

Writing Center—Writing Center peer tutors (fellow WVU students with significant writing experience) focus specifically on **writing** (rather than research) and will help you with prewriting, structuring your paper, paragraph development, revision, and anything else related to writing. The Writing Center is located in Colson G02 and open Mon- Thu 10-5 and Fri 10-3. Call 304-293-5788 to make an appointment, or drop by to check if any tutors are available or sign up for a time. Also visit the website—
http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Term Paper Clinic— Unlike the Writing Center, which focuses on writing issues, the term paper clinic focuses on helping you with **research**. The tutors and librarians at the term paper clinic will help you develop a focused research question, find sources, organize your evidence into a well-structured paper, and avoid plagiarism by citing your sources properly. Visit <http://libraries.wvu.edu/instruction/clinic.htm> to schedule an appointment with an easy online form.

Disability Accommodation—Please talk with me if you have a documented learning disability such as dyslexia, hearing or vision problems, or any other special need that might affect your performance or participation in class, and I will do what I can to accommodate you. Support services are available to you through the Office of Disability Services located in G-30 Mountainlair. Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Evaluation

Portfolio—This is a portfolio class, so I will grade on improvement. **You won't receive a grade on your final-for-now versions because your portfolio grade will be based on both the quality of your work and revision effort.** Instead, you'll receive comments and an estimate of how much work you need to do to really improve your paper, and you'll turn in your papers again (your much improved versions) on the last day of class in the final portfolio.

Reading Responses—Throughout the semester, you'll be completing reading responses that will help you learn the concepts you'll need to complete your papers and meet the goals of English 101. Most of these posts will be reading responses; I will post the readings on eCampus. I will collect the posts in class after classroom discussion. **These**

posts should be 1-2 pages (300 to 600 words). For reading responses, use very specific details from the essay, including direct quotes. On these you'll get a check plus (3 pts.), check (2 pts.), check minus (1 pt.), or no credit.

Participation—Participation counts for 10% of your final grade. This is enough to affect you by a full letter.

How to earn a great participation grade:

- Come on time.
- Answer questions when called on and volunteer to speak.
- Be prepared for class (read and bring materials to class.)
- Give your peers useful, constructive feedback during peer review, and always have your own paper ready to share with others for peer review.
- Listen quietly when I or your fellow classmates are talking.
- Keep phones, iPods, and other handheld devices away after class begins. If you use an electronic planner, you must record the homework assignment either before class begins or after class has been dismissed.
- After class begins, only use computers for class activities.
- Complete in-class work diligently, without distractions.

Late Work

Homework:

I will not accept late homework. Late homework leads to stress for both me and for you, since you need to move on to the next assignment. I will drop your lowest grade, so you can miss one without penalty. Note that being absent is NOT an excuse for not knowing the assignment, as these can be found on the syllabus, and you may email me if you have questions after an absence. **WVU eCampus will not accept posts after the day/time they are due.** If I ask you to turn in an assignment **as a hard/paper copy, I will not accept it via email.** If you have trouble posting on eCampus, please email me before the post is due.

Major assignments:

- Electronic things sometimes break, I'll count the **4 major papers as on time if you put them in my mailbox in the glassed-in area on the first floor of Colson Hall (downtown campus, across from the library) by 4:00 pm the day they are due.** **If you need to put a paper in my box, come to class without the paper so you don't get behind.**

Grade breakdown

Homework (eCampus posts and other minor assignments)	20%
Participation	10%
Final Portfolio	70%
-Multi-Angle Personal Narrative (5-6 pages)	
-Feature Article (4-5 pages)	
-Textual Analysis (5-6 pages)	
-Stakeholder Research Paper (6 pages)	

Academic Dishonesty

In English 101, everything you turn in will be your own work, written specifically for this class, and you will not cheat by doing work for other students or allowing them to copy your work. You are expected to avoid unintentional plagiarism by properly citing your sources and using quotation marks around the words of others. Cases of plagiarism or cheating will result in penalties ranging from an F on the assignment to an unforgiveable F in the course.

Standard Formatting for English 101

Formatting is fairly standard for academic writing in all college classes, so it's important to practice standard formatting in English 101. Unless I tell you otherwise, all major papers and HW assignments (except for eCampus posts) should have the same format: **1" margins, double spaced, no space between paragraphs, Times New Roman size 12.** Please check your settings—**MS Word does not use this format automatically.** If you enlarge your font, margins, spacing, or punctuation to lengthen your paper, I will lower your grade for dishonesty.

Severe Weather Policy: Check WVU main page or the radio on snowy mornings.

Schedule of Work

**Subject to change according to progress.

January

1/15 Introductions. Syllabus scavenger hunt. Syllabus overview. Goals and policies in WIP.

HW: Read “Cooking with Friends” by Katie Arnold Ratliff available on eCampus. Reading Response 1: What kind of relationship is presented in this essay? Do you like it? Why or why not.

1/17 Unit 1: Class discussion of “Cooking with Friends.” Narrative Paper. Assignment overview and handout. Goals. Rubric. Writing as a process. What is a narrative? Point of view and point of view handout. Reflection.

HW: Response #2: Write about a time you communicated well. Bring two printed copies to turn into class. Read “Us and Them” by David Sedaris; the essay is available on eCampus. Be prepared for classroom discussion: how does this article use reflection?

1/22 Classroom discussion of “Us and Them” by David Sedaris: reflection; point of view; fitting in with the assignment. Plot Arch. Characters in the narrative. Brainstorming. Sensory details and activity.

HW: From the brainstorm activity pick on topic you want to write about. Reading Response #3: Write why this moment is important to you. Bring a printed copy to class. Read a “A Land Rush in Iran” by Viveca Mellegard.

1/24 Class discussion: How does this essay differ from the other essays we have read for class? Group work: Find the elements of a story: arch, characters, point of view, reflection and sensory details. MLA format and grammar.

HW: Write three pages of essay for peer edit.

1/29 Sign up for conferences. Final review of rubric, goals, and assignment sheet. Peer edit. **Do not come to class without bringing your draft of the paper. You will be asked to leave class and will receive an absence and a zero for the homework assignment.**

HW: Update your paper from peer edit and bring a new printed copy to conferences.

1/31 Bring peer-edited copy and updated paper to conferences. You will receive credit for both. **Do not be late.**

HW: Finish Unit 1 essay. Bring a printed copy to class 2/5.

February

2/5 Paper due. Memo. Unit 2: What is a feature article? Brainstorm. Assignment and rubric overview. Goals in WIP. Attending an event. Interviewing. Thesis statements. MLA format for quotes.

HW: Read “Faces of Pain” by Cheston Knapp available on eCampus. Reading Response #4: Which goals (found in WIP) does this article touch on?

2/7 Discuss “Faces of Pain” by Cheston Knapp. Elements of a good feature article: organizations, interview. Practice interviewing. Brainstorm ideas for Feature article.

HW: Read “The Cat’s Meow” by David Kamp available on eCampus. Reading Respond #5: How does this article incorporate the interview? How does it use previous tools we have covered in class (sensory details, format, or point of view)? **Make sure to attend an event, tour a place, or interview a person for the article.**

2/12 Discuss “The Cat’s Meow.” Voice and tone. Research. WIP activity. Discuss the relationship of the interviewer to the interviewee, the audience, and the self.

HW: Write two and a half pages of Feature Article and bring a printed copy to class.

2/14 Sign up for conferences. Grammar and mechanics. Final review of rubric, goals, and assignment sheet. Peer edit. **Do not come to class without bringing your draft of the paper. You will be asked to leave class and will receive an absence and a zero for the homework assignment.**
HW: Update your paper from peer edit and bring a new printed copy to conferences.

2/19 Conferences

2/21 Paper due. Memo. Midterm Portfolio: How to write a reflection memo and things required in Midterm Portfolio. Unit 3: Textual Analysis assignment sheet. Goals in WIP. What is a textual analysis. Textual analysis activity.
HW: Write Reflection Memo for Midterm Portfolio.

2/26 Thesis Statements. Context. Ethos, pathos, and logos. Symbolism. Analyze adverts in small groups. WIP activity.
HW: Read “Hills like White Elephants” by Ernest Hemingway available on eCampus. Reading Response #6: Analyze the reading using context, symbols, ethos, pathos, and logos.

2/28 Midterm Portfolio due. How to analyze: discuss “Hills like White Elephants.” TPCAST Activity. What are the expectations of analysis. Pick short story for textual analysis paper. Group work to look for context and information about authors.
HW: Read your assigned short story for textual analysis. Response #7: Write up the information about author and context of when and where the story is taking place.

March

3/5 Discuss finding information on stories. Make outlines in class. Watch “Killing Us Softly” and the follow with discussion of relationship of analyzing materials we are presented with and how we function in society.
HW: Finish outlines for paper and fill out TPCAST sheet on short story. Due in class 3/12.

3/7 No Class. **Post #8 due on eCampus today 3/7: Find an advertisement, story, or video. Analyze it using the ideas covered in class. Post is due by the end of the day on eCampus.** Midterm Grades Due.
HW: Begin writing paper using outline and research.

3/12 Check outlines and TPCAST sheet. WIP activity. Review assignment sheet and WIP goals. Make rubric for assignment.
HW: Write three pages of essay for peer review. Bring printed version to class. Sign up for optional conferences.

3/14 Rubric. Grammar and mechanics. Peer edit. **Do not come to class without bringing your draft of the paper. You will be asked to leave class and will receive an absence and a zero for the homework assignment.**
HW: Update essay and come to class prepared with final questions.

3/19 Final questions. Review MLA format. Work on essay in class.
HW: Finish paper and turn it in via eCampus on 3/21 by 4 PM.

3/21 No Class. **Turn in Paper via eCampus by 4 PM.** Have a good break!

3/23 - 3/31 - Spring Break

April

4/2 Unit 4: Stakeholder research paper. Assignment Sheet. Goals in WIP. Finding a topic. Brainstorm activity.

HW: Read: "I Do" available on eCampus. Reading Response #9: Identify the issue being discussed and the stakeholders. What types of relationships are being displayed between the stakeholders?

4/4 Research. Representing multiple points of view. Logical fallacies. How to use statistics. Organizing the SRP. Work on outlines in class.

HW: Read "Buzzkill" available on eCampus. Reading Response #10: What type of fallacies are presented in this article. Make sure to give examples. Are they effective? Why or why not?

4/9 Sign up for conferences. Discuss Buzzkill. WIP activity.

HW: 3 pages of essay for conferences.

4/11 Conferences. No class.

HW: Update paper for peer edit. Bring printed copy to class.

4/16 Grammar and mechanics. Peer edit. **Do not come to class without bringing your draft of the paper. You will be asked to leave class and will receive an absence and a zero for the homework assignment.**

HW: Complete you paper and print it out.

4/18 Stake holder Research Paper due today. Overview of Final Portfolio requirements. Rubric for final portfolio. Emphasis on revision in writing process.

HW: Gather all materials from class for final portfolio.

4/23 Revise Portfolios. Final review of concepts covered.

4/25 Revise Portfolios. Final review of concepts covered.

4/30 Revise Portfolios. Final review of concepts covered.

May

5/2: Last Day of class: Turn in Final Portfolio

Final Portfolios will be returned Wednesday May 8 from 3-5 for section 029 and Friday May 10 from 11-1 for section 030.