

<b>English 101: Introduction to Composition and Rhetoric Section 007 (CRN 10829)</b>	
Spring 2017 Building: Clark Hall, Room CKH D 410 / CKH D 212	
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## REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 7<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2016. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5<sup>th</sup> ed, WVU ed. Boston: Bedford, 2014.

## INTRODUCTION

Welcome to English 101. This course introduces you to the basics of writing by integrating lessons and activities that should help you address your challenges as a writer and reader, explore the scopes that can make learning writing an effective journey for you, and most importantly, reflect on your own progress as a writer. In this course, you will mainly keep a portfolio of different genres of writing, such as, narrative, profile, text analysis, and exploratory writing, and you will also work rigorously to meet important deadlines. Finally, what you are expected to take out of this course is a conviction that writing is an essential key to success in all spheres and that it is a practice to be continued.

"Every journey of a thousand miles begins with a single step" - Lao Tzu

## ENGLISH 101 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 101, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

## OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

## ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you use them for emergencies.

- Students may miss one week without penalty (3 classes in an MWF section)

- Students may be penalized up to one letter grade for each additional absence (after the first week--starting on absence 4 MWF)
- Students who miss more than 3 weeks of class are assigned a grade of F (starting at 10 days MWF)

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

**Extended Absences.** If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments please speak to me about a plan for successfully completing all required coursework.

**Conferences.** As part of our regular class meetings, the English 101 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

## FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

### **Formal Writing (i.e. Portfolio) = 70%**

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see *grade descriptions in Work in Progress*.

### **Exploratory Writing = 20%**

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Work in Progress*.

### **Participation = 10%**

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Work in Progress*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

## SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

## ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

## RESOURCES

### The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall (Temporarily shifted to Hodges 202. For more information about the Eberly Writing Studio see *Work in Progress* or visit [speakwrite.wvu.edu/writing-studio](http://speakwrite.wvu.edu/writing-studio).

### WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

## SCHEDULE OF WORK

This course will meet regularly in **CKH D 410 & CKH D 212** (alternates weekly) at **8:30 a.m.** The schedule of work below is subject to minor changes based on our progress.

Weeks	Topics and Activities	Assignments and Readings
<b>Week 1 CKH D 410</b> January 9 – 13  *January 9 is the first day of classes *January 13 is the last day to register for classes, add new courses, etc.	<b>Monday:</b> Introduction to Engl 101 & overview of syllabus Academic and grading policy Icebreaking: Learn about learning in new situations--Share experiences Introduction to Narrative Project	Read the syllabus and share your reflections in the next class  Read <i>Work in Progress</i> (P. 1-13)  <b>Diagnostic Writing:</b> Turn in a printed write-up of 300 words on a topic assigned in the class
	<b>Wednesday:</b> What is a portfolio? The writing process Conventions of writing: grammar and citation What is "Eberly Writing Studio"? Rhetoric: Ethos, Pathos and Logos Start Writing Your Narrative	Read the sample narrative "Awe-Filled/Dreamer" in <i>Work in Progress</i> to discuss its conventions and target audience
	<b>Friday:</b> Discuss the student sample Feedback on students' writing tasks Grammar activity on common student errors Activity: Write the introduction to your narrative Peer feedback Vivid description	Read the assigned grammar chapter form <i>Easy Writer</i>
<b>Week 2 CKH D 212</b> January 16 – 20	<b>Wednesday:</b> Plot Tension The writing process Activity: Freewriting	<b>Exploratory Task 1:</b> Free write 200- 300 words on your early reflections about the course

*January 16 is Martin Luther King, Jr. Day – University Closed	Jigsaw on grammar activity with feedback through Conference	
	<b>Friday:</b> CONFERENCE on students' early reflections/ challenges Venue: TBA	Read "Bird by Bird: Some Instructions on Writing and Life" from <i>Work in Progress</i> (P. 152-167)
<b>Week 3</b> CKH D 410 January 23 – 27  *January 28 is the Chinese New Year (Day of Special Concern)	<b>Monday:</b> Research and the thesis Activity: "Bird by Bird: Some Instructions on Writing and Life" : Ask students to pick a sentence from a passage and explain it	<b>Exploratory Task 2:</b> Prepare a partial draft of your narrative essay in 300 words
	<b>Wednesday:</b> CONFERENCE on narrative draft (print) Venue: TBA	List 3-5 things you revised in your draft, and a few questions you still have
	<b>Friday:</b> Group discussion on revising the draft Activity: Few tips to write an effective narrative	<b>Turn in the Narrative Project (on eCampus by 11:59 p.m.)</b>
<b>Week 4</b> CKH D 212 January 30 – February 3	<b>Monday:</b> Basics of profile writing Purpose, audience and process of profile writing	Read <i>Work in Progress</i> (P. 69-73)
	<b>Wednesday:</b> Share ideas of topic through peer feedback Jigsaw task: Introduce and discuss types of leads	
	<b>Friday:</b> Ethics/ citation Freewriting on the basics of profile	<b>Exploratory Task 3:</b> Prepare a partial draft of your profile, including the lead, in 300 words
<b>Week 5</b> CKH D 410 February 6 – 10	<b>Monday:</b> Task: Who are you planning to interview? (presentation) Mind mapping	Draft 5 questions you are going to take to the interview
	<b>Wednesday:</b> Discuss a student sample Activity: Simulating interviews	Read the student sample in <i>Work in Progress</i> (P. 76-81) <b>Exploratory Task 4:</b> Write your comments on the student sample in 300 words
	<b>Friday:</b> CONFERENCE on profile writing Venue: TBA	Read "Responding—Really Responding—to Other Students' Writing" from <i>Work in Progress</i> (P. 168-181)
<b>Week 6</b> CKH D 212 February 13 – 17	<b>Monday:</b> Activity: Peer Review on profiles Writing a good introduction Dialog	Draft your profile
	<b>Wednesday:</b> Feedback on profile projects Edit the profile	Revise, edit and proofread the profile
	<b>Friday:</b> Writing a reflection Memo Pair work on midterm reflection Activity: Write a brief midterm reflection	<b>Turn in the Profile Project (on eCampus by 11:59 p.m.)</b>  Read <i>Work in Progress</i> (p.89-94)

<b>Week 7</b> CKH D 410 February 20 – 24  *February 24 is the mid-semester point	<b>Monday:</b> Group Discussion on midterm projects Q/A	<b>Exploratory Task 5:</b> Write a Midterm Reflection in 300 words on Engl 101 tasks you did so far
	<b>Wednesday:</b> Midterm CONFERENCE Venue: TBA	Read the sample midterm portfolio posted on eCampus
	<b>Friday: MIDTERM POINT</b> Discussion on the sample portfolio Criteria for evaluating a midterm portfolio	<b>Submit your Midterm Portfolio to eCampus by 11:59 p.m.</b>
<b>Week 8</b> CKH D 212 February 27 – March 3  *Mid-semester reports due March 3 by noon	<b>Monday:</b> Text analysis Genre, audience and organization Activity on ethos, pathos and logos	Read <i>Work in Progress</i> (P. 95-98) and gather ideas
	<b>Wednesday:</b> Organization of text analysis Citation Activity: Watch and discuss the YouTube video on eCampus	Prepare an outline of ideas to analyze the YouTube video
	<b>Friday:</b> Thesis and arguments in Text Analysis Activity: Analyze a cartoon Debate on rhetorical aspects of the video	<b>Exploratory Task 6:</b> Write your analysis of the video in 300 words and post on eCampus
<b>Week 9</b> <b>March 6 – 10</b>  *March 4 – 12 is Spring Recess - University Closed	<b>NO CLASSES</b>	<b>NO CLASSES</b>
<b>Week 10</b> CKH D 410 March 13 – 17	<b>Monday:</b> Read Diane Lockward's poem "My Husband Discovers Poetry" and generate your points of analysis Genre	Read sample analysis of "My Husband Discovers Poetry"
	<b>Wednesday:</b> Summary Vs analysis Evidence Activity: Compare your analysis of the poem with sample analysis	Select your own Text for Analysis (from the options given by the instructor) and prepare to present a summary talk in the next class
	<b>Friday:</b> Present your text Editing/ proofreading	<b>Exploratory Task 7:</b> Write the Introduction of your analysis of the selected text (up to 300 words approximately) and bring to the next class for discussion
<b>Week 11</b> CKH D 212 March 20 – 24  *March 24 is the last day to drop a class	<b>Monday:</b> Irony, metaphor and imagery Read "Johnson's Letter to Chesterfield" available on eCampus Analyze the letter	
	<b>Wednesday:</b> Context and biases Activity: Peer feedback on the written introduction Discuss the thesis and arguments	Revise your introduction and draft your analysis Read "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis" in <i>Writing Spaces</i>
	<b>Friday:</b> CONFERNCE on text analysis draft Venue: TBA	Revise your text analysis project

<p><b>Week 12</b> CKH D 410 March 27 – 31</p>	<p><b>Monday:</b> Group discussion on polishing the project Q/A with students and the instructor Research and perspectives Introduce the exploratory project: Writing to describe perspectives</p>	<p><b>Turn in your Text Analysis Project (on eCampus by 11:59 p.m.)</b></p>
	<p><b>Wednesday:</b> Primary and secondary sources for research Focus and purpose of a research Activity: Freewrite on the prompt on p. 118 of <i>Work in Progress</i></p>	<p>Think of 3 possible areas for your exploratory essay</p>
	<p><b>Friday:</b> Working thesis Vs final thesis Activity: Take peer feedback on your research areas to help you choose one area finally</p>	<p>Read <i>Work in Progress</i> (p. 117- 130)</p> <p><b>Exploratory Task 8:</b> Write a rationale in about 200- 300 words behind choosing the topic/ area and take/give feedback on the online blackboard</p>
<p><b>Week 13</b> CKH D 212 April 3 – 7</p>	<p><b>Monday:</b> CONFERENCE in the Library (Room No: TBA) on scholarly resources</p>	<p>Read “Writing a Research Project” in <i>Easy Writer</i> (p. 204-206) Brainstorm and write a primary outline for your exploratory essay</p>
	<p><b>Wednesday:</b> Narrowing down the scope of your research Outlining and giving a title</p> <p>Audience and the exploratory essay</p>	<p>Read the sample exploratory essay in <i>Work in Progress</i> (p. 138- 145)</p>
	<p><b>Friday:</b> Activity: Group work on the sample essay MLA stylesheet</p>	<p>Finish working on your draft and bring to the next class</p>
<p><b>Week 14</b> CKH D 410 April 10 – 14</p> <p>*April 11 is the Passover (Day of Special Concern) *April 13 is Maundy Thursday (Day of Special Concern) *April 14 is the Friday before Easter Recess – University Closed</p>	<p><b>Monday:</b> Peer review Activity on reflective memo</p>	<p><b>Exploratory Task 9:</b> Write the reflective cover memo (<i>Work in Progress</i> , p. 131)</p>
	<p><b>Wednesday:</b> Activity: Reverse outlining (<i>Work in Progress</i> , p. 135) of a draft Organization and format of the exploratory essay</p>	<p>Read the chapters on documentation in <i>Easy Writer</i> Revise, edit/ proofread to polish your project</p>
<p><b>Week 15</b> CKH D 212 <b>April 17 – 21</b></p> <p>*April 19 is the Feast of Riddan (Day of Special Concern)</p>	<p><b>Monday:</b> Discussion on exploratory essay project Discussion on the final portfolio</p>	<p><b>Turn in your Exploratory Essay Project (on eCampus by 11:59 p.m.)</b></p>
	<p><b>Wednesday:</b> Requirements of the final portfolio Activity: Discuss your plans</p>	<p>Combine all of your four projects and bring to the Conference (print or electronic version)</p>
	<p><b>Friday:</b> CONFERENCE on final portfolio Venue: TBA</p>	<p><b>Exploratory Task 10:</b> Read the sample portfolio posted on eCampus and prepare your evaluation in 300 words; post on eCampus</p>

<b>Week 16</b> CKH D 410 April 24 – 28  *April 27 is the last day to withdraw from the University *April 28 is the last day of classes	<b>Monday:</b> Read the instructor's evaluation of the sample portfolio Revise your plan (How can your portfolio be better?)	Prepare the draft of your final portfolio
	<b>Wednesday:</b> Discuss the problems / challenges in your portfolio Activity: Mini CONFERENCE in class: Work in groups on the project you think requires most attention	Revise, edit and proofread your portfolio
	<b>Friday: (last day of class)</b> Edit/ proofread Final discussion on portfolio	<b>Final Portfolio is due on eCampus by 11:59 p.m on April 28.</b>

\* Final grades are due in STAR by noon on