

West Virginia University

English 101: Composition and Rhetoric

Sections 001 (8:30-9:20) and 002 (9:30-10:20)

Fall Semester 2012

Monday/Wednesday/Friday in Clark 206

Instructor: Micah Levi Conkling

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Office: Colson 300

Office Hours: Monday and Wednesdays from 10:30-11:30

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION:

Welcome to English 101! This course focuses on developing your knowledge of writing in several areas beyond mere grammar and punctuation. We will examine how we use writing to express personal ideas. We will practice using writing to learn new things. We will explore how writing can change depending who you write to. We will analyze how different types of communication like cartoons or music are a type of writing—or composing—that make meaning in people's lives. Finally, we will develop a richer sense of how research and form can give your writing power and purpose. The goal is not to convert you all into English majors. Instead, it is to help you be more aware of how language influences your personal, professional, academic, and civic lives, and how your knowledge of language and writing can positively impact those spheres.

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

- 1) Develop a personal learning process for effective writing.
- 2) Recognize contexts that shape writing and research
- 3) Think critically to understand texts, contexts, and writing strategies
- 4) 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.

POLICIES AND PROCEDURES

- **Attendance:** You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. For more information on the attendance policy please see pages xxi and xxii in *WiP*.
- **Cheating/Plagiarism:** The English 101 community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. For more information about academic honesty and the student code of conduct at West Virginia University refer to page xxiii in *WiP*.

- **Computers and Cell Phones:** You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away. All cell phones should be turned off while in the classroom. If you must take a phone call due to an emergency please quietly excuse yourself from the room.
- **Students with Disabilities:** If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. Their phone number is 304-293-6700, their email is access2@mail.wvu.edu. Their website is <http://disabilityservices.wvu.edu/>.
- **Writing Center:** The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Writing Center refer to page xxiv in *WiP*.
- **University Counseling Services:** The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their hours, services, and location see page xxiv in *WiP*.
- **Social Justice:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. West Virginia University – and this classroom - will not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given thoughtful consideration.
- **E-mail:** Please check and respond to e-mails I send you. I'll try my best to respond to yours quickly, usually within 24 hours.
- **Late Work:** Late work is unacceptable. Do not turn work in late.

OVERVIEW OF REQUIRED WORK: This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of 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:

Portfolio (base on major assignments and reflective writing) = 70%

- Multi-Angle Personal Narrative (5-6 pages)
- Feature Article (4-5 pages)
- Textual Analysis (5-6 pages)
- Stakeholder Research Paper (6 pages)

Short Writing Assignments & Homework = 20%

Participation = 10%

Please refer to ***Work in Progress*** for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

A Schedule of Work

(this schedule of work is subject to minor changes according to progress)

August		
Monday	Wednesday	Friday
<p>20</p> <p>Class Theme: Icebreaker & Syllabus</p> <p>Homework: Read <i>WIP</i> xi-xxix, Read “Scars” by David Owen</p>	<p>22</p> <p>Class Theme: The MAPN Assignment</p> <p>Homework: Read <i>WIP</i> 1-4, Short Write #1 // Possible Topic Idea</p>	<p>24</p> <p>Class Theme: What Makes a Good Story?</p> <p>Due: Short Write #1</p> <p>Homework: Come to class with 3 topic ideas</p>
<p>27</p> <p>Class Theme: What makes a good topic?</p> <p>Due Today: Turn in topic choice at end of class</p> <p>Homework: Read “My KC Goodbye” by Joe Posnanski, Short Write #2 // Reading Response</p>	<p>29</p> <p>Class Theme: Writing as a Process</p> <p>Due: Short Write #2</p> <p>Homework: Work on MAPN rough draft, read Anne Lamott essay in <i>WIP</i> 87-94</p>	<p>31</p> <p>Class Theme: Peer Edit/Review MAPN Rough Draft</p> <p>Due: MAPN Rough Draft</p>

September		
Monday	Wednesday	Friday
<p>3</p> <p>NO Classes - Labor Day</p>	<p>5</p> <p>Class Theme: Punctuating Dialogue</p>	<p>7</p> <p>NO CLASS - Conferences</p>
<p>10</p> <p>Class Theme: Introducing the Feature Article</p> <p>Due Today: <u>MAPN Final For Now</u></p> <p>Homework: Read Jonathan Abrams, "The Winter of Jerry West", Short Write #3 // Reading Response</p>	<p>12</p> <p>Class Theme: What Makes a Good Setting?</p> <p>Due: Short Write #3</p> <p>Homework: Write Feature Article Project Proposal</p>	<p>14</p> <p>Class Theme: Interviewing Techniques</p> <p>Due Today: Project Proposal</p>
<p>17</p> <p>Class Theme: Writing a Good Lead</p> <p>Homework: Write and revise a potential lead for your story</p>	<p>19</p> <p>Class Theme: Reading Like a Writer</p> <p>Due Today: Potential Lead</p>	<p>21</p> <p>Class Theme: Peer Editing/Review of Feature Article Rough Draft</p> <p>Due Today: Feature Article Rough Draft</p>
<p>24</p> <p>NO CLASS - Conferences</p>	<p>26</p> <p>Class Theme: Vivid Characterization</p>	<p>28</p> <p>Class Theme: Saying "Thank You" + The Midterm Portfolio</p> <p>Due Today: <u>Feature Article Final for Now</u></p>

October		
Monday	Wednesday	Friday
<p>1</p> <p>Class Theme: Midterm Portfolio and Reflection</p> <p>Homework: Write Midterm Reflection Paper</p>	<p>3</p> <p>Class Theme: Peer Editing and Reviewing Reflections</p>	<p>5</p> <p>Class Theme: Introducing the Text Analysis Project</p> <p>Due Today: <u>MIDTERM PORTFOLIO and Reflection</u></p>
<p>8</p> <p>Class Theme: What's a Text? What's an Analysis?</p> <p>Homework: Read WIP 41-44</p>	<p>10</p> <p>Class Theme: Exploring Rhetoric</p> <p>Homework: Read <i>WIP</i> 45</p>	<p>12</p> <p>Class Theme: What Makes a Good Thesis</p> <p>Homework: Short Write #4 // Write a sample thesis and reflection</p>
<p>15</p> <p>Class Theme: Exploring/Analyzing Text Genres</p> <p>Due Today: Short Write #4</p>	<p>17</p> <p>Class Theme: Information/Library Literacy</p>	<p>19</p> <p>Class Theme: Peer Edit/Review Rough Draft</p> <p>Due Today: Rough Draft of Text Analysis</p>
<p>22</p> <p>NO CLASS - Conferences</p>	<p>24</p> <p>Class Theme: Peer Review/Edit Text Analysis</p>	<p>26</p> <p>Class Theme: Introducing the Stakeholder Research Paper</p> <p>Due Today: <u>Text Analysis Essay Final For Now</u></p> <p>Homework: Read WIP 57-61</p>

October/November		
Monday	Wednesday	Friday
Oct 29 Class Theme: Finding a Good Topic Homework: Read Melanie Mock, "A War on Christmas" // Short Write #5 Reading Response	Oct 31 Class Theme: Exploring Arguments and Stakeholders Due Today: Short Write #5	2 Class Theme: The Stakeholder Thesis Homework: Read Jon Krakauer, "Will There Be Any Wilderness Left?" // Short Write #6 Reading Response
5 Class Theme: Rhetorical Strategies in Writing Due Today: Short Write #6	7 Class Theme: Representing Other Views Tactfully	9 Class Theme: Peer Review/Edit Stakeholder Research Paper Rough Draft Due Today: Stakeholder Research Paper Rough Draft
12 NO CLASSES - Conferences	14 Class Theme: Stakeholder Research Paper Organization	16 Class Theme: Stakeholder Research Reports Due Today: <u>Stakeholder Research Paper "Final For Now"</u> Homework: Read Marilynne Robinson, "Imagination and Community" // Short Write #7 Reading Response
19 NO CLASS - Thanksgiving Break!	21 NO CLASS - Thanksgiving Break!	23 NO CLASS - Thanksgiving Break!
26 Class Theme: Final Portfolio Content Review Due Today: Short Write #7	28 Class Theme: Revision: The MAPN	30 Class Theme: Revision: The Feature Article Homework: Read Nora Ephron // "Revision and Life", Short-Write #8 Reading Response

December		
Monday	Wednesday	Friday
3 Class Theme: Revision: The Text Analysis Due Today: Short Write #8	5 Class Theme: Revision: The Stakeholder Research Paper	7 Class Theme: Class Wrap-Up Due Today: <u>FINAL PORTFOLIO</u>

Final Portfolios will be handed out during the following times in my office (Colson 300)

Section 001: Friday, December 14th, from 11:00am–1:00pm

Section 002: Tuesday, December 11th from 8:00am–10:00am

