

<b>English 101: Composition and Rhetoric, Sections 41</b>	
<b>Spring, 2013- Tuesday/Thursday, 10am-11:15am; Rooms Clark 212/410</b>	
Instructor: Andrew Calis	
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Office: 324 Colson Hall (on Downtown campus)	Office Hours: Tues/Thurs 11:30am-12:45pm

### Required Materials

- English 101 Faculty. Work in Progress (WiP). 5<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2012. Print.
- Lunsford, Andrea. Easy Writer (EW). 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010.
- A notebook, in which I hope you are taking notes.
- Two folders (one for daily use and the storage of my countless handouts, and the other for Midterm and Final portfolios).
- A healthy supply of pencils or pens or other useful writing tools.

**Course Goals:** Our class has four major 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.

### Introduction:

Welcome to English 101! I hope you find this class as important and interesting as I do. It is here that you will learn to write like a college student, revise multiple times, analyze a text, think critically, organize ideas, formulate complex thoughts, and follow the conventions of English. Sounds like more fun than you can handle, I'm sure. Well, this class will incorporate a variety of resources (including youtube, handouts, activities, group work and peer reviews) to make it as engaging as an introductory English class deserves to be. I am excited to work with all of you.

### Policies & Procedures

- Attendance: This class relies heavily on class participation. You cannot participate if you are not in class. Therefore, you **can miss up to two (2) classes without a penalty**. The third absence will result in a lower letter grade. **The fifth absence will result in a failure for the class**. I do not distinguish between excused and unexcused absences; however, I am much more understanding if a student lets me know *in advance* that he will be missing class.
- Participation: This class relies heavily on participation. You might have heard that before. It is worth repeating. Participation is worth 10% of your grade and is pretty easy to get. Come to class prepared, talk in class, avoid distractions, contribute in group work, and read aloud to get a good grade.
- Homework: This can be found on your syllabus. **You are responsible for checking what is due for the upcoming class**. If you skip, email me your assignment for full credit. Any homework adjustments will be emailed to you. Some homework assignments will be emailed to you. Thus...
- Check your email: This should be done **once a day** if not more. Important information is often conveyed through email, and it would benefit you to stay in the loop.
- Punctuality: You are responsible for being on time. I understand that sometimes an unexpected event might prevent you from arriving before class begins, but this should be seldom. When it does occur,

you should enter the room as quietly and respectfully as possible. Also, **if it happens 5 times, or if you are over 25 minutes late, I will mark it as an absence.** If you arrive after I have taken attendance, it is **your responsibility** to tell me after class.

- Food, Texts, Naps: There is no texting or napping in this class. I will warn you once, but the second time I see it, I will ask you to leave and **accept an absence.** Food is ok, as long as it isn't distracting to you or the students around you. Also, there can't be food in the computer lab.
- Difficulties with writing: Visit me. Otherwise, there is always the WVU Writing Center, a free tutoring service, in G02 Colson Hall (lower level). Call 304-293-5788 to schedule an appointment or stop by on Monday-Thursday 10:00am-5:00pm and Friday 10:00am-3:00pm to see if a tutor is available. They are also online: [english.wvu.edu/centers\\_and\\_projects/wcenter/](http://english.wvu.edu/centers_and_projects/wcenter/)
- Plagiarism: Don't do it. It is cheating. It is also pretty easy to catch. **It is also an automatic F for the assignment.** Rewrites, if allowed, will be marked down 20% automatically. If I catch plagiarism twice, it is an **automatic F for the class.** Just letting you know.

In addition, resubmitting a paper you have written for another class (be it in high school, another college class, or a past semester of English 101) is still plagiarism. If you'd like to use a paper you've written before, talk to me as soon as possible. Otherwise, it will be considered plagiarism.

### Office Hours

My office hours are Tues/Thurs from 11:30am-12:45pm. If these times don't work, you can make an appointment. Never feel as if you are inconveniencing me. I am always happy to see my students. Another option is to talk over email. This is less effective, but you can always count on me responding within 24 hours of your email, so long as it is a weekday. I'll respond by Monday morning for all weekend emails.

**Response and Evaluation:** read *Work in Progress* xix-xxi for more about my grading rubric.

Final Portfolio = 60%	Short Writing & Homework = 30%	Participation = 10%
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**Participation (10%):** As I've said twice already, this class relies heavily on participation. It includes being actively involved in group discussions and activities, reading aloud in class, answering questions in class, and doing in-class writings. You can lose your participation points by being disruptive, being impolite to others during group work, not engaging in class activities, not bringing in required materials, or using your cell phone. **Cell phones and other communication devices may never be used between the start and end times of this class. If you use your cell phone or other device in class, the first offence will result in 0% participation for the day. A second offence will result in an absence.** If you feel you have an exceptional need to leave on your cell phone or other device during class (contact from doctor, etc), explain your situation to me **before class begins** and choose a seat close to the door so you may exit quietly to answer the call. It is your responsibility to talk to me about this.

**Final Portfolio (60%):** This class focuses on your improvement as a writer and therefore uses a multi-draft approach. For this reason, **please do not throw away any of your work.** Please do not save over drafts. Save the updated draft as a new file. This way, when you decide on the material you will include in your final portfolio, you are guaranteed to have it on hand. **The final portfolio includes your short writes, free writes, memos, and four main papers.** Thus, the free writes we do in class should be saved in your folder so that you can include them in your final portfolio.

**Short Write Assignments & Homework (30%):** These are 1-2p (double-spaced) papers graded on a check, check-plus, and check-minus scale. They are in **bold** on the syllabus. Check-pluses show effort, creativity, and thoroughness. Checks are short, partially-developed, or lacking in effort. Check-minuses are off topic, very short, or not done according to the syllabus prompt. On top of the short writes on the syllabus, there are **unannounced reading quizzes which also count as short writes**. I will drop the lowest short write grade at the end of the semester.

Please do the short writes. Since it is worth such a large part of your grade, it would really benefit you to complete all the short writes. The only way students get low short write grades are when they don't complete all the assignments. Please make sure you are always checking the syllabus so that you never miss a short write assignment.

### **A Few Final Things:**

**Switching Classrooms:** Every Tuesday and Thursday, we will alternate between Clark 212 and Clark 410. This change will take place after the first two weeks of class to prevent mass student confusion. Check your syllabus if one day you don't recognize the teacher.

**Late work:** By school policy, **late work is unacceptable**. Each assignment must be handed in at the start of class. Coming to class empty-handed on a day when peer reviews are scheduled will count as an absence.

**Revision:** This is a revision-based class. This means you need to save all the work you do on a computer. It also means that you must be willing to do thorough revision throughout the semester. Hopefully, through this class, you will begin to see that writing is a *process*. A draft, while strong, will always be improved by revisions and re-revisions. This is the purpose of my English 101 class: to show how important multiple revisions are to strengthening your writing. Thus, you need to pay attention to the comments I leave on your papers.

When revising, always **highlight your revisions** for portfolio drafts. Your final-for-now paper will not have highlighted sections on it, but your portfolio copy will.

**Handouts:** Keep them! Seriously.

**What to bring to class:** Work in Progress for every class; Easy Writer when indicated on the syllabus; Short Writes, typed and printed, not handwritten; your notebooks and appropriate writing tools.

**Please keep all the writing you do in this class until the end of the semester. You will use most of it in your Final Portfolio.**

**Disability Accommodations:** We are very helpful in accommodating our students with disabilities as long as we are made aware of their situation. This is only possible if you let me know in advance. If you have any documented learning disability, hearing or vision problems, or any other special needs that might affect your performance or participation, please let me know. Also, please be aware of the support services available through Disability Services. If you have any further questions, ask me as soon as possible or contact:

West Virginia University Office of Disability Services  
G-30 Mountainlair

Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

## Schedule of Work

Subject to change according to progress.

January	
Tuesday	Thursday
<p>15 Clark 212  <b>Class Activities:</b> Ice breaker (Note Cards)            Syllabus overview            Read advice from last class            Odd classroom day assignments</p> <p>-----</p> <p>Homework for next class:  <b>Short Write #1:</b>            Why are you in college? (Give details, not just a one-liner answer like, "My parents made me." If that is true, explain why and explain how you feel about it) What do you hope/expect to get out of it? Why do you think they make you take an English class as part of the college experience?</p>	<p>17 Clark 212  <b>Unit 1: Who Are You and Where Are You From?</b>            Remind them every unit about why the course is structured the way it is.  <b>Class Activities:</b>            Free write: 3 events that shaped you (Aug 25 all today)  <u>Assign MAPN:</u> "What is a personal narrative?"            MAPN discussion (three sections: what brought you there, what happened, what it means for your future).            Trouble Spots: a) not reflective enough.            b) too broad, covers too much time/info            More advice &amp; Classroom practices            Any initial questions about the class (written)</p> <p><b>Due Today:</b> Sh. Wr. #1</p> <p>-----</p> <p>Homework:            Read "You Play with Fire..." (eCampus)            Be prepared to participate in a reading discussion</p>
<p>22 Clark 212  <b>Class Activities:</b> Aug 30            Answer questions            Narrative Arc            What genres/perspectives are good for what?            Discussion: how does POV change a story?            Pre-Draft (Sh. Wr. #2) (I make a handout like p11)            "You play with fire..." discussion            Conference sheet on my door</p> <p><b>Due Today:</b> "You Play with Fire..."</p> <p>-----</p> <p>Homework:  <b>Sh. Wr. #2:</b> Pre-Draft            Read "Reaching New Heights" (eCampus)</p>	<p>24 Clark 212  <b>Class Activities:</b>            Guerilla: Split infinitives?            "reach/heights" discussion/<b>quiz</b> (student made)            MAPN Handout            Assign Rough Draft            Phyllis Wheatley            Conference sheet</p> <p><b>Due Today:</b> Sh. Wr. #2: Pre-Draft, "Reaching New..."</p> <p>-----</p> <p>Homework: Write rough draft (2p, at least 3 genres/POVs partially written). Bring to Tuesday's conference.</p>

**January/February**

Tuesday	Thursday
<p>29 Colson 324 (Downtown Campus)</p> <p><b>Class Activities:</b> Class canceled. Conference in my office (<b>Colson 324</b>)</p> <p><b>Due Today:</b> Bring 2p rough draft and Pre-Draft. -----</p> <p>Homework: 4 page draft of MAPN for Thursday.</p>	<p>31 Clark 212</p> <p><b>Class Activities:</b> Intro to Lab? Guerilla Grammar: Style Paper Format: what should it be? Peer review. Use comments to revise paper. Titles (handout)/CHANGE OF CLASS!</p> <p><b>Due Today:</b> 1 copy of MAPN paper (4p) -----</p> <p>Homework: Finish Final For Now (6p). <b>Email it to yourself.</b> Write a handwritten cover memo explaining your process of writing this paper. What worked/didn't work? End with questions for me, or a specific element you want me to focus on when I read your paper.</p>
<p>Feb 5 Clark <b>212</b></p> <p><b>UNIT 2: How Have Others Shaped You?</b></p> <p><b>Class Activities:</b> (Jan 31) Free write an issue that is personally important to you Discuss the definition of "Issues." Flight of the Conchords: Issues <u>Assign Feature Article</u> (Handout) Course goals reminder (xvi) Brainstorm some issues as a class Distribute Harry Potter handout (make clearer!) (bk 4, 303-306; 314-15)</p> <p><b>Due Today: MAPN Final for Now</b> -----</p> <p>Homework: Read Harry Potter handout <b>Short Write #3:</b> How can you learn proper interview practices from Rita Skeeter's interview with Harry and her representation of him in the newspaper? Name some specifics that stood out to you, and mention how she might have improved her interview style.</p>	<p>Feb 7 Clark 212</p> <p><b>Class Activities:</b> Guerilla Grammar: affect/effect Facebook/texting warning Introduce Spheres of Influence/TAKE NOTES Someone recap the FA for me Discuss Harry, considering the interview, but also the article itself. Asking for an interview How to ask/conduct an interview (37, old WiP, make copies) Introduce Pitch (eCampus) Conference sheet/Sample FA</p> <p><b>Due Today:</b> Sh. Wr. #3, Harry Potter handout -----</p> <p>Homework: Read "The Comforts of Home" (handout). Read Sample FA Begin writing interview questions; come to the class with 5-6.</p>

February	
Tuesday	Thursday
<p>12 Clark <b>410</b>  <b>Class Activities:</b> (Feb 9)            Guerilla Grammar: w/c (my more thorough ones?)            Discuss Sample FA            Flannery Discussion quiz/background/convo            Workshop questions (must be pers. not answerable with research)            research methods (LexNex, etc.)/in class research.</p> <p><b>Due Today:</b> “The Comforts of Home,” Sample FA, Interview questions            -----            Homework: Do Pitch (<b>Sh. Wr. 4</b>). Keep working on questions. Email them by class time Thursday. Find interviewee/email your interviewee</p>	<p>14 No Class  <b>Class Activities:</b>            Class canceled (I’m away at a conference). Email the pitch to me by class time today or else it counts as an absence.</p> <p><b>Due Today:</b> Bring Pitch and interview questions            -----            Homework: Do interview this weekend!            Make sure interviews are done by Tuesday, recording interviews and writing down quotations!!  <b>Type up an interview transcript (3p single-spaced). Bring on Tuesday.</b></p>
<p>19 Clark <b>212</b>  <b>Class Activities:</b> (Feb 14)            Quotations/paraphrase and FQ handout            Angelina activity/No Q&amp;A (Feb 14)            Find worthwhile quotes and paras in your transcripts.            How to establish a newspaper tone/organize the answers            Lede handout</p> <p><b>Due Today:</b> Interview Transcript (3p)            -----            Homework:            Read “Go Vegan or Go Home” (eCampus)</p> <p>Using your research and your interview transcript, write a <b>3-4p draft</b>, beginning with a lede, having a paragraph about the topic with research, and then 2-3 pages organized into topics (not by question), avoiding Q&amp;A format and writing in a proper tone.</p>	<p>21 Clark 212  <b>Class Activities:</b>            Introduce Midterm Memo and Midterm Portfolio            Guerilla Grammar: FQs?            Brainstorm good FA            Discuss “Vegan”/quiz?            Peer review</p> <p><b>Due Today:</b> <b>FA 4p draft</b>, “Go Vegan...”            -----            Homework:            Finish <b>FA Final for Now</b>            Begin gathering materials for Midterm Portfolio</p>
<p>26 Clark <b>410</b>  <b>Unit 3: How to Move Forward</b>  <b>Class Activities:</b>            In-class memo            Discussion of Units (Feb 21)            Old Spice discussion  <u>Assign TA</u> (handout) (<i>Book</i> vs “Poem”)            Spheres of Influence for theme            Reminder of Midterm Memo (Sh. Wr. #5)</p> <p><b>Due Today: FA Final for Now</b>            -----            Homework:            Rhetorical Triangle (WiP 45) AND MY <b>OWN?</b>            Read “Analyzing an Image” handout            Start thinking about topics            Finish gathering materials for <b>Midterm Portfolio</b>            Write <b>Midterm Memo (Sh. Wr. #5)</b></p>	<p>28 Clark 212  <b>Class Activities:</b>            Midterm Assessment            Thesis discussion (handout)            TPCASTT discussion and Empire State of Mind            Make Short Write #6 handout</p> <p><b>Due Today: Midterm Portfolio, including Midterm Memo (Sh. Wr. #5)</b>            -----            Homework:            Read “Rising Stars...” (eCampus)  <b>Sh. Wr. #6:</b> handout</p>

<b>March</b>	
Tuesday	Thursday
<p>5 Clark <b>212</b>  <b>Class Activities:</b>  Respond to Evals  Handout on topic sentences  Jergens (with copies)  Blair TA <b>quiz</b>/discussion  Reminder on how to do research (wvu, bib)  Plagiarism (#1)  Conference sheet</p> <p><b>Due Today:</b> Short Write #6, "Rising Stars"  -----</p> <p>Homework: <b>Sh. Wr. 7:</b> Choose TA text, come up with a <b>good thesis</b> (if you use the thesis from Sh. Wr. 6, improve the thesis based on my handout). Find 3-4 sources. Write 2 sentences about each source explaining where it fits in your paper (Author? Audience?) and how that ties to your thesis.</p> <p>Read "Peace in a Time of Violence (eCampus)</p>	<p>7 Clark 212  <b>(Mid-Semester Grades are Due)</b>  <b>Class activities:</b>  Transitions  Discuss "Peace"  Credible Sources handout  Conference sheet  (2 min recap)</p> <p><b>Due today:</b> Sh. Wr. #7, "Peace in a Time..."  -----</p> <p>Homework:  Read "The Love Song of J. Alfred Prufrock." There might be a quiz. Here is a handout.</p>
<p>12 Clark <b>410</b>  <b>Class activities:</b> (mar 6)  "Prufrock" discussion/<b>quiz</b>, why can't he fn. in his world? What can he teach you?  Youtube/Google stats  Puppy dog ad OR In class research: they choose  Review outline handout  Conf sheet</p> <p>-----</p> <p>Homework:  Do outline (handout) from class. Bring to conference.</p>	<p>14 Colson 324  <b>Class activities:</b> Class canceled. Conference in my office (<b>Colson 324</b>)</p> <p><b>Due Today:</b> Bring outline (filled).  -----</p> <p>Homework: Begin draft. Write clear thesis, 1 para of intro, and 1p per section (auth, aud, text). <b>Cite all sources.</b> Bring to class on Tuesday.</p>
<p>19 Clark <b>212</b>  <b>Class activities:</b>  Guerilla Grammar : expanding without filler  Intros and Conclusions (handout)  Peer Review (march 13)  Citation for online sources (handout)  What I grade on...</p> <p><b>Due today:</b> 3-4p draft of TA  -----</p> <p>Homework:  <b>Finish TA Final for Now.</b></p>	<p>21 Clark 212 <b>Last Day to Drop a Class</b>  <b>Class activities:</b>  Free write the TA memo (steps in the process, etc)  Plagiarism activity (#2)  "Where do you stand?"</p> <p><b>Due today: TA Final for Now</b>  -----</p> <p>Homework:  <b>Sh. Wr. 8:</b> If every job paid the same amount (\$80,000), what would you do for a living? Why do you feel strongly about that job?</p>

<b>March/April</b>	
Tuesday	Thursday
26 Break!	28 Even more break! A whole week and almost nothing to do! Hurray!
<p>April 2 Clark <b>410</b></p> <p><b>Unit 4: Becoming Credible</b></p> <p><b>Class activities:</b>  Review units  Free write on an arguable issue for you. Sh wr 8?  POV/ebSCO/google (I show them)  Introduce SRP (Format handout)  Spheres of Influence handout  Citing in text handout? Life of pi, just to p70</p> <p><b>Due today:</b> Sh. Wr. 8</p> <p>-----</p> <p>Homework:  Read <i>Life of Pi</i> handout, thinking about the similarities between the religious leaders' arguments.</p> <p>Read Handout "What I Should Not Do."</p>	<p>April 4 Clark 212</p> <p><b>Class activities:</b>  Review SRP Format Handout  Discuss "What I should not do"  Discuss <i>Pi</i>  Audience discussion (June 8)</p> <p><b>Due Today:</b> <i>Life of Pi</i> handout</p> <p>-----</p> <p>Homework: Choose topic, narrowing it with POV;  Begin research (have 3 sources by Tuesday, 2 for, 1 against). Email them to yourself.</p>
<p>9 Clark <b>212</b></p> <p><b>Class activities:</b>  Guerilla grammar: Citing in/end of text , who vs whom  In class research/email sources  Guerilla Grammar: semicolons and splices  Tell them to pick a pard for peer review/conference sheet</p> <p><b>Due today:</b> have 3 sources</p> <p>-----</p> <p>Homework: Pick topic for SRP.  Have 5 sources (3 for, 2 against)</p> <p><b>Write 5 paragraphs:</b> 1<sup>st</sup> with thesis and a few sentences of background, 2<sup>nd</sup> and 3<sup>rd</sup> each with a supporting point and 4<sup>th</sup> with a counterpoint. 5<sup>th</sup> is defeat. Bring to conf</p> <p>Since there is no class on Thursday, also read "Social Not-Working" (eCampus).</p> <p><b>Sh. Wr. 9 (on eCampus):</b> What was its thesis? Was it good or bad, and why? Name 2 things you liked about the paper, and 2 things that could be improved.  Work on your SRP draft.</p>	<p>11Clark 212</p> <p><b>Class activities:</b>  I AM AT EATON!  Social Not-Working discussion (eCampus post, )  Pick a peer review</p> <p><b>Due today:</b> SRP draft, Sh Wr 9 (eCampus)</p> <p>-----</p> <p>Homework Using sources, fill paragraphs with research. Include 2 more points <i>for</i>, 1 more <i>counter</i> and 1 more <i>defeat</i>. It should be around 4 pages. Bring to class on Tuesday.</p>

April	
Tuesday	Thursday
<p>16 Clark <b>410</b>  <b>Class activities:</b>  Review: topic sentences, transitions.  Brainstorm good SRP  Personal revisions (I float)</p> <p><b>Due today:</b> 4p draft of SRP</p> <p>-----</p> <p>Homework:  <b>Finish SRP Final for Now. Due Thursday.</b></p>	<p>18 Clark 212  <b>Class activities:</b>  Donuts!  Discuss Final Portfolios in detail (Checklist)  Discuss with each other in groups for Sh. Wr. #10</p> <p><b>Due today: SRP Final for Now</b></p> <p>-----</p> <p>Homework:  <b>Sh. Wr. #10:</b> Contrast your favorite versus your worst memory from Engl 101. What did each teach you? Each section should get one paragraph (three in all)  <b>Bring MAPN and FA to class on Tuesday</b></p>
<p>23 Clark <b>212</b>  <b>Class activities:</b>  Mention Writing center  Emphasize reflection (MAPN)/Least fav genre  Peer review either paper! I should come up with some criteria, right? (apr 17)</p> <p><b>Due today:</b> MAPN, FA, Sh. Wr. 10</p> <p>-----</p> <p>Homework:  Revise MAPN and FA for Portfolio</p> <p>Bring TA on Thursday</p>	<p>25 Clark 212  <b>Class activities:</b>  Guerilla Grammar: Rhet tri fun review  Fix your Works Cited page.  Outlining exercise for TA (using topic sent and trans)</p> <p><b>Due today:</b> TA</p> <p>-----</p> <p>Homework:  Revise TA for Portfolio  Read "Logical Fallacies"  Bring SRP on Tuesday</p>
<p>30 Clark <b>410</b>  <b>Class activities:</b> (dec 6)  Fallacy handout/Fallacy quiz in groups  Individual workshops: we/you; personal conclusion.  Peer review on your own or with partner  Discuss Final Memo (Sh. Wr. 11)  Begin Final Memo in class</p> <p><b>Due today:</b> SRP</p> <p>-----</p> <p>Homework:  Revise SRP for Portfolio  Write <b>Short Write #11:</b> Final Memo. Bring Thursday  <b>Final Portfolio due on Thursday!</b></p>	<p>May 2 Clark 212 <b>Last Day to Withdraw</b>  <b>Class activities:</b>  Bring donuts!!!!  Memo read around/ Sh. Wr. read around.  SEIs</p> <p><b>Due today:</b> Final Portfolio; Student Evals (in class)</p> <p>-----</p> <p>Homework:  Remember every single thing you learned in this class</p> <p><b>*Portfolios Returned By Final Exam Time Slot</b></p>