

<b>English 101: Composition and Rhetoric, Section 23/24</b>	
<b>Spring Semester, 2013 – Monday/Wednesday/Friday in CKH 410 &amp; CKH 212</b>	
Instructor: Jessica Guzman	
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Office: Colson 208	Office Hours: T/W 2:30-3:30, or by appt.

### REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 6<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4<sup>th</sup> 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 explore how writing can change depending on your audience. 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 (including policy on lateness and conference 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 by one full letter. Students who miss 6 classes will fail the course. Missed conferences will be counted as an absence. If you find you are unable to attend the conference at your scheduled time, please contact me immediately. Please note that there is no differentiation between excused and unexcused absences. For more information on the attendance policy please see pages xxi and xxii in *WiP*. Five tardies equal an absence.

- **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. Please note that all work must be created for this class, this term. Submitting work previously generated for other classes (including previous English 101 courses) is considered academic dishonesty and will not be accepted. 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 mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency, please inform me of the situation prior to the start of class.

- **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 inform me as soon as possible. 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](mailto: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*.
- **Respect:** Please be respectful to all those around you. You will be exchanging papers and participating in discussions with your classmates. Not everyone will share the same viewpoints and life experiences. Please keep this in mind as you speak to, and around, your peers, refraining from offensive speech.
- **Social Justice:** WVU is committed to social justice. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin.

**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 (based 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%

**\*\*\*\*\*IMPORTANT: Late work will not be accepted.**

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

### Schedule of Work

\*\*Subject to change according to progress.

January		
Monday	Wednesday	Friday
<p>14 <b>Clark 410</b> <b>(Late Registration Fee in Effect after Jan 14)</b></p> <p>Class Activities: Review Syllabus / Ice Breaker / Using eCampus</p> <p>Homework: Write about a time when you communicated well. 500-word essay.</p>	<p>16 <b>UNIT 1: Multi-Angle Personal Narrative</b></p> <p>Class Activities: Narrative Arc / Brainstorming / Writing as a Process</p> <p><b>Due Today: Essay from 1/14—a time you communicated well</b></p> <p>Homework: Read “Go Ahead: Write About Your Parents, Again” by Tarn Wilson on eCampus, and write a 150-word reading response (**not a summary).</p>	<p>18 <b>(Last day to register and add new courses is Jan 18)</b></p> <p>Class Activities: Discuss Wilson / MAPN Guidelines / Writing for Different Audiences</p> <p><b>Due Today: Reading response on Wilson</b></p> <p>Homework: Read “The Ferry” by Mark Brazaitis on eCampus, and write a 150-word reading response using Reading Like a Writer on page 5 of WiP as a guide.</p>

<p>21 <b>Clark 212</b></p> <p><b>NO CLASS—Martin Luther King, Jr. Day</b></p>	<p>23</p> <p>Class Activities: Discuss “The Ferry” / Brainstorming / How Genres Work Together</p> <p><b>Due Today: Reading response on “The Ferry”</b></p>	<p>25</p> <p>Class Activities: “Documents” by Jon Chopan / Structure and Organization / How to Peer Review</p> <p>Homework: Read “Frelection” by Rebecca McClanahan on eCampus, and write a 150-word reading response.</p>
<p>28 <b>Clark 410</b></p> <p>Class Activities: Discuss “Frelection” / Reflection in the MAPN / “Borges and I” by Jorge Luis Borges</p> <p><b>Due Today: Reading response on “Frelection.”</b></p> <p>Homework: Bring in a hard-copy or electronic-copy of your MAPN for peer review Wednesday.</p>	<p>30</p> <p>Class Activities: In-class Peer Review using page 11 in WiP</p> <p><b>Due Today: Copy of MAPN for peer review.</b></p> <p>Homework: Final-for-Now of MAPN with reflective memo from page 13 in WiP due Friday.</p>	<p>Feb 1</p> <p>Class Activities: Revising vs. Editing vs. Proofreading / Notes on Grammar</p> <p><b>Due Today: <u>Multi-Angle Personal Narrative “Final For Now” with reflective cover memo (page 13 in WiP).</u></b></p>

February		
Monday	Wednesday	Friday
<p>4 <b>Clark 212</b></p> <p><b>UNIT 2: Feature Article</b></p> <p>Class Activities: FA Guidelines / Brainstorming</p> <p>Homework: Read “Zoo Story” by Thomas French on eCampus and write a 150-word response. (Note: “Zoo Story” is longer than the other readings and may require more time to read.)</p>	<p>6</p> <p>Class Activities: Conferences Tuesday, February 5th, and today in my office, Colson 208.</p>	<p>8</p> <p>Class Activities: Discuss “Zoo Story” / Integrating sources / Using Easy Writer for Citations</p> <p><b>Due Today: Reading response on “Zoo Story”</b></p>

<p>11 <b>Clark 410</b></p> <p>Class Activities: Audience in the FA / Context in the FA / Ethics of Representation</p> <p>Homework: Read "Forest Giant" by Quammen on eCampus, and write a 150-word reading response.</p>	<p>13</p> <p>Class Activities: Discuss "Forest Giant" / Writing Leads / Conclusions</p> <p><b>Due Today: Reading response on "Forest Giant"</b></p>	<p>15</p> <p>Class Activities: "Buzzkill" by Paul Collins / Plagiarism / Creating a Works Cited Page</p>
<p>18 <b>Clark 212</b></p> <p>Class Activities: Sensory Description / Paragraphing / Reflection in the FA</p> <p>Homework: Bring in a hard-copy of FA for peer review.</p>	<p>20</p> <p>Class Activities: In-class Peer Review using page 29 in WiP</p> <p><b>Due Today: Copy of FA for peer review.</b></p> <p>Homework: Final-for-Now of FA with reflective cover memo from page 31 in WiP due Friday.</p>	<p>22</p> <p>Class Activities: Notes on Grammar</p> <p><b>Due Today: <u>Feature Article "Final-for-Now" with reflective cover memo (page 31 in WiP).</u></b></p> <p>Homework:</p>
<p>25 <b>Clark 410</b></p> <p><b>UNIT 3 - Text Analysis</b></p> <p>Class Activities: Reflection / Writing the Midterm Cover Memo</p>	<p>27</p> <p>Class Activities: Conferences Tuesday, February 26th, and today in my office, Colson 208.</p> <p>Homework: Midterm Portfolio (including MAPN, FA, and reflective cover memo) due Friday.</p>	<p>Mar 1 (<b>Mid-Semester point</b>)</p> <p>Class Activities: TA Guidelines / Brainstorming / In-class Analysis</p> <p><b>Due Today: <u>MIDTERM PORTFOLIO (with revised MAPN, revised FA, and reflective cover memo).</u></b></p>

March		
Monday	Wednesday	Friday
<p>4 <b>Clark 212</b></p> <p>Class Activities: In-class Analysis / Summary vs. Analysis / Intro to the Rhetorical Triangle</p> <p>Homework: Read "So What's Your Point?" by Gaylord on eCampus, and write a 150-word reading response.</p>	<p>6 (<b>Mid-Semester</b>)</p> <p>Class Activities: Rhetorical Triangle Group Activity day.</p> <p>Homework: Rhetorical Triangle Group Presentation due next Wednesday (March 13).</p>	<p>8</p> <p>Class Activities: Research day. No class meeting.</p> <p>Homework: Reading Response on "So What's Your Point?" due Monday (March 11).</p>

<p>11 <b>Clark 410</b></p> <p>Class Activities: Discuss “So What’s Your Point?” / Thesis Statements</p> <p><b>Due Today: Reading response on “So What’s Your Point?”</b></p> <p>Homework: Group Presentations on Rhetorical Triangle due tomorrow.</p>	<p>13</p> <p>Class Activities: Group Presentations on the Rhetorical Triangle</p> <p><b>Due Today: Group Presentations</b></p> <p>Homework: Read “Using Academic Language” on eCampus and write a 150-word reading response.</p>	<p>15</p> <p>Class Activities: Discuss “Using Academic Language” / Audience &amp; Tone in the TA</p> <p><b>Due Today: Reading Response on “Using Academic Language” due.</b></p>
<p>18 <b>Clark 212</b></p> <p>Class Activities: Creating citations / Integrating Sources</p> <p>Homework: Bring in a hard-copy of TA for peer review.</p>	<p>20</p> <p>Class Activities: In-class peer review using page 53 in WiP.</p> <p><b>Due Today: Copy of TA for peer review.</b></p> <p>Homework: Final-for-now of TA with reflective cover memo from page 55 in WiP due Friday.</p>	<p>22 <b>(Last Day to Drop)</b></p> <p>Class Activities: Notes on Grammar</p> <p><b>Due Today: <u>Text Analysis “Final For Now” with reflective cover memo (page 55 in WiP).</u></b></p>
<p>25</p> <p><b>NO CLASS – Spring Break!</b></p>	<p>27</p> <p><b>NO CLASS - Spring Break!</b></p>	<p>29</p> <p><b>NO CLASS - Spring Break!</b></p>

<b>April</b>		
Monday	Wednesday	Friday
<p>1 <b>Clark 410</b></p> <p><b>Unit 4 – Stakeholder Research Paper</b></p> <p>Class Activities: SRP Guidelines / Brainstorming / Appropriate Topics</p> <p>Homework: Read “Classical/Traditional Argument” on eCampus and write a 150-word reading response.</p>	<p>3</p> <p>Class Activities: Conferences Tuesday, April 2<sup>nd</sup>, and today in my office, Colson 208.</p>	<p>5</p> <p>Class Activities: Discuss “Classical/Traditional Argument” / Identifying Stakeholders / Audience in the SRP</p> <p><b>Due Today: Reading Response on “Classical/Traditional Argument”</b></p>

<p>8 <b>Clark 212</b> Class Activities: Considering the Implications of Arguments / Revisiting the Rhetorical Triangle</p> <p>Homework: Read "The Naked Source" on eCampus and write a 150-word reading response.</p>	<p>10 Class Activities: Discuss "The Naked Source" / Organization in the SRP / Context in the SRP</p> <p><b>Due Today: Reading Response on "The Naked Source"</b></p>	<p>12 Class Activities: In-class debate</p>
<p>15 <b>Clark 410</b> Class Activities: In-class debate</p> <p>Homework: Bring electronic or hard-copy of SRP for peer review.</p>	<p>17 Class Activities: In-class peer review using page 79 of WiP.</p> <p><b>Due Today: Copy of SRP for peer review.</b></p> <p>Homework: Final-for-Now of SRP with reflective cover memo from page 81 in WiP due Friday.</p>	<p>19 Class Activities: Notes on Grammar</p> <p><b>Due Today: <u>Stakeholder Research Paper "Final For Now" with reflective cover memo (page 81 in WiP).</u></b></p> <p>Homework:</p>
<p>22 <b>Clark 212</b> Class Activities: Writing the Cover Memo for the Final /</p>	<p>24 Class Activities: Conferences Tuesday, April 23<sup>rd</sup>, and today in my office, Colson 208.</p>	<p>26 Class Activities: Review of the material covered throughout the semester</p> <p>Homework: Provide work for peer review next week.</p>

<b>April/May</b>		
Monday	Wednesday	Friday
<p>Apr 29 <b>Clark 410</b> Class Activities: Peer Review</p> <p><b>Due Today: Work for Peer Review</b></p>	<p>May 1 (<b>May 2 is the Last Day to Withdraw from the University</b>)</p> <p>Class Activities: Peer Review (continued)</p> <p>Homework: Final portfolio consisting of all four major papers (MAPN, FA, TA, SRP), reflective cover memo, and any relevant drafts or other documents.</p>	<p>3 (<b>Last Day of Classes for Spring semester</b>)</p> <p>Class Activities: No class meeting. Please drop by my office to hand in your final.</p> <p><b>Due Today: <u>FINAL PORTFOLIO (including all four major papers and reflective cover memo).</u></b></p> <p><b>Have a wonderful break!</b></p>

\*Portfolios Returned By Final Exam Time Slot