

<b>English 101: Composition and Rhetoric, Sections 35 and 36</b>	
<b>Fall Semester, 2011</b>	
<b>Section 35: Tuesday/Thursday 8:30—9:45 in 410 Clark Hall</b> <b>Section 36: Tuesday/Thursday 11:30—12:45 in 404 Clark Hall</b>	
Instructor: Christina Seymour Email: cseymour@mix.wvu.edu Phone: (304) 293-3107 (for messages only)	
Office: 344 Colson Hall	Office Hours: 10:00AM—11:00AM

**REQUIRED TEXTS AND 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. Print.
- Notebook
- Two-pocket folder (at midterm and the end of the semester to be used as your portfolio)

**INTRODUCTION:**

“It's good to do uncomfortable things. It's weight training for life.” —Anne Lamott

Welcome to English 101, an integral course in your academic career. In this class, we will develop your abilities to write, read, and think critically—skills that are essential to your professional identity (not to mention your personal communication). Working through the writing stages of invention, drafting, and revising, you will complete both formal and informal writings, both individual and group activities, both primary and secondary research and ultimately gather all of this work together into a final portfolio that demonstrates what you can achieve when you abandon that initial hesitation and *write*.

**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.

**POLICIES AND PROCEDURES:** Please see your *Work in Progress* textbook (pgs. xxi—xxv) for an extensive description of programmatic policies and procedures for English 101.

- **Attendance (including policy on lateness and conference attendance):** You, as a member of this writing community, are expected to attend every class. If you miss a class, it is your responsibility to get the notes from a classmate or talk to me about what you missed and possible make-up work. If you miss **more than two** class periods for any reason (including excused absences), your grade will be lowered a full letter for each subsequent absence. If you miss **five** class periods or more, you will likely fail the course.

If you are excessively **late** to more than **four** classes, your tardiness will be recorded as an absence. Missing a conference meeting will also count as an absence.

Above all, **contact me** if you are going to miss class. Rarely will an emergency or an illness be so severe that you cannot reach a computer or a friend to report to me that you will be missing class.

In exceptionally rare emergency/illness cases, communicate with me after the missed class and we will work something out.

Taking responsibility for your commitments affirms your place within this community.

Also, please be sure to bring your confidence to class. Look over readings and assignments before class to ensure that you have something to say. If you are normally quiet, try hard to speak up, so we can all engage in discourse and obtain insight/ideas based on your unique viewpoint.

- **Cheating/Plagiarism:** Plagiarism is not tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), you will receive an F for the course, and appropriate disciplinary actions will be taken. Read thoroughly the Plagiarism Contract on page xxv of *Work in Progress*.

Don't cheat yourself.

- **Computers and Cell Phones:** Please keep all computers and cell phones away and turned off during class. Talk to me if you would like to take class notes on your laptop. Many days, we will be meeting in a computer classroom. While working on computers, refrain from doing anything other than the work I assign. This could lower your participation grade.
- **Social Justice:** All students are expected to foster a positive learning environment based on open communication, mutual respect, and nondiscrimination. WVU does not discriminate based on 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 serious consideration (refer to page xii *Work in Progress*).
- **Students with Disabilities:** Please talk to me 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.

Also be aware of the support services offered by WVU:

Office of Disability Services

G30 Mountainlair

Phone: (304) 294-6700

Email: [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu)

Website: [http://socialjustice.wvu.edu/office\\_of\\_disability\\_services](http://socialjustice.wvu.edu/office_of_disability_services)

- **Writing Center:** The writing center is a **free** tutoring service offered to you! Set up an appointment to simply go over the goals of an assignment or for more involved help with brainstorming, organizing, and/or revising.

WVU Writing Center

G02 Colson Hall

Phone: (304) 293-5788

Website: [http://english.wvu.edu/centers/centers/writing\\_center](http://english.wvu.edu/centers/centers/writing_center)

- **University Counseling Services:** The Carruth Center, another **free** service (up to 12 sessions) offered by WVU, offers help with stress management, relationship counseling, healthy lifestyle

choices, and new challenges and transitions. You can stop by or schedule an appointment to take advantage of this resource.

The Carruth Center  
Student Services Building  
3rd Floor  
Phone: (304) 293-4431  
Website: <http://well.wvu.edu/ccpps>

**OFFICE HOURS & E-MAIL:** Please make use of my office hours for any questions or concerns you may have about this course, be it a question about an individual assignment, a general concern, an interaction with a peer, etc. If you are busy during my office hours, talk to me before or after class or e-mail me to set up an appointment.

I will do my best to respond to e-mails sent between Monday and Friday within 24 hours. I rarely check my e-mail on the weekends.

**CLASS MEETING:** After the first two weeks of class we will begin meeting in a non-computer classroom every Thursday:

- Section 35:** 410 Clark every Tuesday  
212 Clark every Thursday
- Section 36:** 404 Clark every Tuesday  
206 Clark every Thursday

#### **RESPONSE AND EVALUATION:**

- **Normal Grading:** This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but throughout the semester, you will receive extensive feedback on major assignments, and letter grades at the midterm point (an in-progress grade), and for your portfolio at the end of the semester. I will return papers and portfolios within a week of their due dates and shorter assignments within a few days. Your mid-term and final grades are based on the following percentages:
  - Portfolio (four major essays, midterm and final portfolios, reflective writing) = 70%
  - Informal Writing (ten “Short Write” assignments [graded as 0, 1, or 2]) = 20%
  - Participation (attendance, preparation, peer and class discussion/feedback) = 10%

Please refer to *Work in Progress* (pgs. xix—xxi) for more information about my grading criteria. 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.

- **Late Grading:** If a **major assignment** (a paper or portfolio) is late, I will take off six (6) percentage points for each late day. For example, if your paper would receive 96%, but you turn it in one day late, it would receive 90%; for two late days, 84%; for three days, 78%, etc. **I do not accept late Short Writes;** I will assign 11 Short Writes but only count 10 toward your Informal Writing grade. eCampus posts and freewrites count toward your Participation.



## Schedule of Work

\*\*Subject to change according to progress.

August/September	
Tuesday	Thursday
<p><b>23 (Late Registration Fee in Effect after Aug 22)</b></p> <p>Class Activities:            Course Introduction            Attendance Activity            Syllabus (Questions?)</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Writing Diagnostic (30ish minutes)</li> <li>2. Read Anne Lamott selection (pgs. 87-90 in WiP) and “Course Goals for English 101” (pgs. xv-xvii in WiP).</li> <li>3. Write two pieces of advice in the Lamott reading that might help <i>you</i> in this class (keep course goals in mind).</li> </ol>	<p><b>25 UNIT 1: Multi-Angle Personal Narrative (Last day to register and add new courses is 8/26)</b></p> <p>Class Activities:            Artifact Activity            Introduce Essay #1: MAPN (“Hermit Crab”)            Short Write #1: Favorite artifact moment/story</p> <p><b>Due Today: Diagnostic; Lamott Writing</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read Unit 1 (pgs. 1-4 in WiP)</li> <li>2. Print and bring “To Do List” and “WQED” from ecampus: <a href="https://ecampus.wvu.edu">https://ecampus.wvu.edu</a></li> </ol>
<p><b>30</b></p> <p>Class Activities:            Conference sign-ups            MAPN (assignment sheet), genre, and story arc lesson            Read like a writer (p. 5 in WiP)            Brainstorm possible genres for MAPN            Freewrite: Top Ten (p. 4 in WiP)</p> <p><b>Due Today: Printed essays</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. 1-2 page MAPN draft with at least two written, thoughtful questions for conferences on Thursday</li> </ol>	<p><b>1</b></p> <p><b>No Class Meeting—Conferences in 344 Colson Hall Wednesday 8/31 and Thursday 9/1 (sign up)</b></p> <p><b>Due Today: 1-2 page MAPN draft with at least two written, thoughtful questions for me</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Write 2-3 sentences summarizing your MAPN’s topic, genre, and stylistic approach (how you will arrange the elements of the essay)</li> </ol>

September	
Tuesday	Thursday
<p>6</p> <p>Class Activities: Present/approve finalized ideas Elements of a Story Lesson Freewrite: Outline or Web Story Plagiarism Contract</p> <p><b>Due Today: 2-3 sentence summary of your MAPN</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read “Someone to Read your Drafts” (WiP, 91-94)</li> <li>2. Post on the message board on e-campus why you would not plagiarize (3-5 sentences)</li> <li>3. Complete rough draft of MAPN (hard copy AND back-up .doc draft on flash drive and/or in e-mail)</li> </ol>	<p>8</p> <p>Class Activities: Peer Review (3 readers; p. 11 in WiP)</p> <p><b>Due Today: Complete rough draft of MAPN</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. MAPN Final for Now</li> <li>2. Final for Now Memo (p. 13 in WiP)</li> <li>3. Three Peer Review Sheets</li> </ol>
<p>13 <b>UNIT 2: Feature Article</b></p> <p>Class Activities: Short Write #2: Show Don’t Tell Introduce Essay #2: Feature Article Read student example (WiP p. 129) and discuss WiP pgs. 19 and 21 Brainstorm events</p> <p><b>Due Today: Multi-Angle Personal Narrative “Final For Now” + Memo + Three Peer Reviews</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read Paul McHenry Roberts’s “Say Nothing in Five Hundred Words” (pgs. 95-102 in WiP)</li> <li>2. Write two tips based on the reading that might help you with your writing</li> </ol>	<p>15</p> <p>Class Activities: Discuss Roberts reading Skim student example (p. 125 in WiP) Good and Bad Interview Questions Interview Protocol Citations/Research (Bring <i>Easy Writer</i>) Write an Interview Proposal together</p> <p><b>Due Today: Two tips based on the Roberts reading</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Bring in magazine or feature article from internet</li> <li>2. Bring in 1-2 sentences about paper idea and angle (where, who, and <i>why</i>)</li> <li>3. Read WVU10-WVU16 and iii-v in <i>Easy Writer</i>; read and utilize the checklist on p. 13</li> </ol>
<p>20</p> <p>Class Activities: Conference sign-ups Return MAPNs Share and approve ideas Leads (p. 25 in WiP) Short Write #3: who, angles, leads Magazine activity (p. 23 WiP)</p> <p><b>Due Today: 1-2 sentences about paper idea and angle</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. At least an interview transcript by Thursday (if not, bring a 1 paragraph lead and 2-3 paragraphs about your angle) with at least two written, thoughtful questions</li> <li>2. Read “How to Use Interview Transcripts” (p. 27 in WiP)</li> </ol>	<p>22</p> <p><b>No Class Meeting—Conferences in 344 Colson Hall Wednesday 9/21 and Thursday 9/22</b></p> <p><b>Due Today: Interview transcript and/or a 1-paragraph lead and 2-3 paragraphs about your angle with at least two written, thoughtful questions</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Complete rough draft of Feature Article (bring on a flash drive and e-mailed to yourself as a .doc)</li> </ol>

<p>27</p> <p>Class Activities: Peer Review (2 readers)</p> <p><b>Due Today: Complete rough draft of Feature Article</b> (on a flash drive and e-mailed to yourself as a .doc)</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Final For Now Feature Article</li> <li>2. Peer Reviews</li> </ol>	<p>29</p> <p>Class Activities: Final For Now Memo (p. 31 in WiP) Introduce Midterm: Grammar Lesson on Revision and Editing (p. 204 in EW) Reflection on Peer Writing Workshop (p. 25 in WiP) ENGL 101 Reflection (p. 39 in WiP) Course Goals and practice writing memo</p> <p><b>Due Today: Feature Article “Final for Now” + Peer Reviews</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Short write #4: Peer Review Reflection</li> </ol>
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<b>October</b>	
Tuesday	Thursday
<p><b>4 UNIT 3 - Text Analysis</b></p> <p>Class Activities: Introduce Unit/Classical Topics (pgs. 43-45 in WiP) Internet Research Run-Through (LibGuides, CQ) “Analyzing Historical Relevance” (in groups) Short Write #5: Historical Relevance</p> <p><b>Due Today: Short Write #4: Peer Review Reflection</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Finish Midterm Portfolio and Memo</li> </ol>	<p><b>6 (Mid-Semester is Oct 7)</b></p> <p>Class Activities: Return Feature Articles Present historical findings to class Apply p. 51 in WiP to student essay Logos, Ethos, Pathos (Freewrite: Songs)</p> <p><b>Due Today: MIDTERM PORTFOLIO; Short Write #5: Historical Relevance</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read pgs. WVU10-WVU12 and 203-206 in EW</li> <li>2. Choose a video and angle; write one paragraph</li> </ol>
<p>11</p> <p>Class Activities: Present angles and approve Thesis Creator Short Write #6: Lyrics Vs. Image Activity</p> <p><b>Due Today: One Paragraph</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Write expanded or compressed outline of paper (See p. 51 in WiP)</li> <li>2. Print “The Art of Playing Grand Theft Auto”</li> </ol>	<p><b>13 (Mid-Semester Grades are Due)</b></p> <p>Class Activities: Return Midterms Read like a Writer: “Grand Theft Auto” MLA Exercises Instrumental Exercise Short Write #7: Compress or Expand Outline (p. 51)</p> <p><b>Due Today: Expanded or Compressed Outline</b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Two Outlines (Short Write # 7) and 3-Source Works Cited (EW)</li> </ol>

<p>18</p> <p>Class Activities:          Conference sign-ups          MLA/Grammar Lesson          Works Cited Workshop (EW)          Incorporate Historical Research</p> <p><b>Due Today: Two Outlines (Short Write # 7) and 3-Source Works Cited</b></p> <p>Homework:          1. Bring 2-3 written questions, Two Outlines (and draft, if finished), Works Cited to Conferences</p>	<p>20</p> <p><b>No Class Meeting—Conferences in 344 Colson Hall Wednesday 10/19 and Thursday 10/20</b></p> <p><b>Due Today: 2-3 written questions, Two Outlines (and draft, if finished), Works Cited</b></p> <p>Homework:          1. Complete rough draft of Text Analysis (on a flash drive and e-mailed to yourself as a .doc)</p>
<p>25</p> <p>Class Activities:          Peer Review (2-3 readers)</p> <p><b>Due Today: Complete rough draft of Text Analysis (on a flash drive and e-mailed to yourself as a .doc)</b></p> <p>Homework:          1. Text Analysis Essay “Final for Now”          2. All Peer Reviews</p>	<p><b>27 (October 28 is the Last Day to Drop)</b></p> <p>Class Activities:          Final for Now Memo          Introduce Unit (Short Write #8 Apartment Topics Assignment)          Wearing a Head Scarf Reading          MLA/Grammar Lesson          Show and Tell Exercise</p> <p><b><u>Due Today: Text Analysis Essay “Final For Now” + Peer Reviews</u></b></p> <p>Homework:          1. Apartment Topics Assignment</p>

<b>November</b>	
Tuesday	Thursday
<p>1</p> <p>Class Activities:          Review Research: PoV and One-Step          Discuss Assignment          Topic Generator/Brainstorm          Freewrite: Personal Stake          MLA/Definitions Lesson</p> <p><b>Due Today: Apartment Topics Assignment</b></p> <p>Homework:          1. Read and bring “I Don’t” on campus          2. Short Write #9: Complete Research Proposal (p. 73 in WiP)</p>	<p>3</p> <p>Class Activities:          Return Text Analyses          Where I Stand: “I Don’t”          Read student essay like a Writer (p. 75) in WiP          Present/approve topics</p> <p><b>Due Today: Short Write #9: Research Proposal</b></p> <p>Homework:          1. Short Write #10: Annotated Bibliography (Summary and Analysis)          2. Outline of 3 Stakeholders</p>



<p>8</p> <p>Class Activities:  Conference sign-ups  Organize Stakeholders' Viewpoints (p. 71 of WiP)  Apply Stakeholder Argument Outline  Share and Review Research Processes  Begin Drafts</p> <p><b>Due Today: Short Write #10: Annotated Bibliography and 3 Stakeholders</b></p> <p>Homework:  1. Rough Draft and 2-3 thoughtful questions</p>	<p>10</p> <p><b>No Class Meeting—Conferences in 344 Colson Hall Wednesday 11/9 and Thursday 11/10</b></p> <p><b>Due Today: Rough Draft and 2-3 thoughtful questions</b></p> <p>Homework:  1. Complete rough draft of Text Analysis (on a flash drive and e-mailed to yourself as a .doc)</p>
<p>15</p> <p>Class Activities:  Peer Review (2-3 readers)</p> <p><b>Due Today: Complete rough draft of Text Analysis (on a flash drive and e-mailed to yourself as a .doc)</b></p> <p>Homework:  1. Stakeholder Research Paper “Final for Now”</p>	<p>17</p> <p>Class Activities:  Final for Now Memo  Final Portfolio Schedule; Rubric  Revision Vs. Editing Lesson</p> <p><b><u>Due Today: Stakeholder Research Paper “Final For Now” + Peer Reviews</u></b></p> <p>Homework:  1. Bring all Text Analysis materials  2. Relax</p>
<p>22</p> <p><b>NO CLASS - Thanksgiving Break!</b></p>	<p>24</p> <p><b>NO CLASS - Thanksgiving Break!</b></p>
<p>29</p> <p>Class Activities: <b>Text Analysis Revision</b>  Return Research Papers  Revision Vs. Editing Lesson (continued)  Focus: Context, Thesis, Citations  Stereotypes Exercise and Video  Answer Stereotypes (author, text, audience) Questions and Apply to Essays</p> <p><b>Due Today: Text Analysis Materials</b></p> <p>Homework:  1. Revise and Edit  2. Bring Feature Article Materials</p>	<p>1</p> <p>Class Activities: <b>Feature Article Revision</b>  Mr. Smith Sentence  Focus: Quotations, Show Don't Tell  Passive to Active Verbs  Highlight What Works and What Doesn't  Short Write #11: Draft Memo (Focus on strengths and weaknesses)</p> <p><b>Due Today: Feature Article Materials</b></p> <p>Homework:  1. Short Write #11: Draft of Memo (ecampus)  2. Revise and Edit  3. Bring SRP, MAPN, or “weakest” essay materials</p>

## December

**6 (Dec 8 is the Last Day to Withdraw from the University)**

Class Activities: **SRP and MAPN Revision**

Titles: Life in Movie Titles

Reverse Reading with Partners

Review Rubric and Grading

Exchange Memos with Peers

Apply Four Goals to Drafts of Memos

**Due Today: Bring Draft of Memo and Essay Materials**

Homework:

1. Final Portfolio

**8 (December 9 is Last Day of Classes for Fall semester)**

Class Activities:

Course Evaluations

Exquisite Corpse Activity (Line by Line Story) with focus on writing in Morgantown

Course Conclusion

**Due Today: FINAL PORTFOLIO**

**Have a wonderful break!**

**\*Pick up your Final Portfolios in the first hour of our Final Exam slots (come to either slot):**

**Section 35: Thursday 12/15, 3pm to 4pm**

**Section 36: Wednesday 12/14, 3pm to 4pm**