

<b>English 101: Introduction to Composition and Rhetoric Section 412 (CRN 10897)</b>	
Spring 2017 Building: Lyon Tower Room G-06, G-07 9:30am-10:45 am TUESDAY/THURSDAY	
Instructor: Scott M. Marsh	
Email: smarsh1@mix.wvu.edu	Phone: 304-293-3107 (English Dept. Main Office)
Office: 317 Colson	Office Hours: 317 Colson, by appointment. Lyon Tower, 8:30am-9:30am G-06/G-07; 1:00pm-2:00pm.

### 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.

*I wasn't interested in reading and creative writing until a severe knee injury ended my athletic career in high school. (Not an unusual story, I know.) My teenaged dreams for the future were forced to change.*

*I was still limping around with a knee brace when my English teacher, Ms. Ciccarelli, selected me to be on the editorial board of our high school literary magazine. In a matter of weeks, I had gone from an almost mute jock to a purveyor of literature. I was shocked. Uncomfortable. (Learning is often an uncomfortable experience.) As a member of the editorial board, for the first time I had to read and critique other people's writing. I had no idea what I was doing. I liked it. I liked stepping into other people's worlds, thinking about their ideas, hearing their voices, and trying to improve what they were saying if I could.*

*My experience has taught me that there are many paths to successful writing. Yes, it is important to know why you are writing (Purpose), who you are writing to (Audience), what readers expect (Conventions), and how to fix your mistakes (Trouble). It is also important to know when to break the rules. In my opinion, the most important aspect to developing as a writer is putting in enough time and effort to discover your own voice, your own unique way of speaking to the world. That's the purpose of the portfolio system in English 101.*

*The portfolio system allows for change, improvement. Many pieces of writing, no matter the genre, are like dreams: they change over time. Sometimes it's better to follow your original dream to the Promised Land of a vision becoming reality. Other times, it's better to re-evaluate, change directions, and find yourself in new, unimagined places. Here's the best part: you get to choose what you write about. Your dreams are yours. Your essays are yours. The portfolio system allows you to decide how much time and effort you put into finding the right words and saying exactly what it is you want to say. My role is to guide you when you feel lost or uncertain. This might be when you're in the stage of generating ideas, or it may be when you're at the proofreading stage. (Many good stories and arguments can be damaged by mechanical errors. Presentation isn't everything, but it's a lot.) What your essays become is up to you. Own your words, ideas, visions, dreams. Own your essays.*

## 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 two days (1 week) of class without penalty.
- Students who miss more than two days (1 week) of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than six days (3 weeks) of class will be assigned a failing grade for the course.

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. 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).

[SPRING 2017: THE WRITING STUDIO WILL BE LOCATED IN HODGES 202 WHILE THE COLSON HALL LOCATION IS BEING REMODELED.]

### 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 meet in **LYON TOWER G-06/G-07** at **9:30AM**. The schedule of work below is subject to minor changes based on our progress.

<b>Weeks</b>	<b>Topics and Activities</b>	<b>Assignments and Readings</b>
<b>Week 1</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>Tuesday: INTRODUCTION TO CLASS</b>	*READ CHAPTER 1: WHAT TO EXPECT IN ENGLISH 101 (1-13 WIP/WORK IN PROGRESS)
	<b>Thursday:</b> *DISCUSS CHAPTER 1 *WRITING SAMPLE	<b>Due: Exploratory #1 (WRITING SAMPLE)</b>
<b>Week 2</b> January 16 – 20  *January 16 is Martin Luther King, Jr. Day – University Closed	<b>Tuesday:</b> *DISCUSS CHAPTER 2 (47-68 WIP)  *INTRODUCE PERSONAL NARRATIVE  *LISTEN TO NARRATIVES (MOTH RADIO, OTHERS)	*READ CHAPTER 2: WRITING TO TELL YOUR STORY (47-68 WIP) *FREEWRITE/GENERATE IDEAS FOR PERSONAL NARRATIVES
	<b>Thursday:</b> *IN-CLASS ACTIVITIES (52, 53, 54 WIP)	<b>Due: Exploratory #2 (FREEWRITE/DRAFT)</b>

	<b>*DRAFT PERSONAL NARRATIVE</b>	
<b>Week 3</b> January 23 – 27  *January 28 is the Chinese New Year (Day of Special Concern)	<b>Tuesday:</b> <b>*PEER REVIEW (57 WIP)</b>  <b>PAPER DRAFT OF NARRATIVE DUE IN CLASS.</b>	<b>*NARRATIVE PEER REVIEW (57 WIP)</b> <b>*PARTICIPATION POINTS: COME PREPARED WITH PAPER DRAFT AND PARTICIPATE IN THE CLASS ACTIVITY.</b>
	<b>Thursday:</b> <b>*REVISE NARRATIVES</b> <b>*MINI-CONFERENCES</b> <b>*ADDING COMPLEXITY WORKSHOP</b>	READ CHAPTER 3: WRITING TO TELL SOMEONE ELSE’S STORY (PROFILE) (69-88 WIP) “BEHIND THE PRT” (76-81 WIP)
<b>Week 4</b> January 30 – February 3	<b>Tuesday:</b> <b>*DISCUSS CHAPTER 3.</b>  <b>*INTRODUCE PROFILE ASSIGNMENT</b>  <b>*WORKSHOP/FIND EXAMPLES OF PROFILES</b>	<b>*DUE: NARRATIVE FINAL FOR NOW (FFN) DRAFT. SUBMIT ELECTRONIC COPY (WORD.DOC) THROUGH E-CAMPUS.</b>  <b>*DUE: NARRATIVE REFLECTIVE MEMO (67 WIP). PAPER COPY.</b>
	<b>Thursday:</b> <b>*CONTINUE DISCUSSION OF CHAPTER 3.</b>  <b>* WRITING A LEAD (72-3 WIP)</b>  <b>*PROJECT ME</b>	<b>Due: Exploratory #3 (WRITING A LEAD)</b>
<b>Week 5</b> February 6 – 10	<b>Tuesday: CONFERENCES</b>  <b>[MISSED CONFERENCES COUNT AS AN ABSENCE]</b>	<b>ATTEND INDIVIDUAL CONFERENCE TIMES. WE DO <u>NOT</u> MEET DURING REGULAR CLASS TIMES.</b>
	<b>Thursday:</b> <b>*PEER REVIEW/PROFILE (83 WIP)</b>  <b>PAPER COPY OF PROFILE DUE IN CLASS.</b>	<b>Due: Exploratory #4 (PEER REVIEW REFLECTION)</b>  <b>*PARTICIPATION POINTS FOR PEER REVIEW.</b>
<b>Week 6</b> February 13 – 17	<b>Tuesday:</b> <b>*REVISE PROFILES</b>	

	<p><b>Thursday:</b>  <b>*DUE: FFN PROFILE. SUBMIT ELECTRONIC COPY (WORD.DOC) THROUGH E-CAMPUS</b></p> <p><b>DUE: PROFILE REFLECTIVE MEMO (85 WIP). PAPER COPY.</b></p>	<p><b>DUE: FFN PROFILE</b></p> <p><b>DUE: PROFILE REFLECTIVE MEMO (85 WIP). PAPER COPY.</b></p>
<p><b>Week 7</b>  February 20 – 24</p> <p>*February 24 is the mid-semester point</p>	<p><b>Tuesday:</b>  <b>*REVISE MIDTERM PORTFOLIOS</b></p> <p><b>*MIDTERM REFLECTIVE MEMO (93-94 WIP)</b></p>	
	<p><b>Thursday:</b>  <b>*DUE: MIDTERM PORTFOLIO</b></p> <p><b>*DUE: MIDTERM REFLECTIVE MEMO (93-94 WIP) WORD DOC SUBMITTED THROUGH E-CAMPUS</b></p>	<p><b>READ CHAPTER 5: WRITING TO ANALYZE (95-115 WIP)</b></p>
<p><b>Week 8</b>  February 27 – March 3</p> <p>*Mid-semester reports due March 3 by noon</p>	<p><b>Tuesday:</b>  <b>*DISCUSS CHAPTER 5: (95-115 WIP)</b></p> <p><b>*INTRODUCE ANALYSIS ASSIGNMENT</b></p> <p><b>*FREEWRITE/GENERATE IDEAS</b></p>	<p><b>Due: Exploratory #5</b>  “WHAT HAVE YOU DISCOVERED” (110-115 WIP)</p>
	<p><b>Thursday:</b>  <b>*WORKSHOP: ANALYZING A PAINTING</b></p>	<p><b>Due: Exploratory #6 (PAINTING ANALYSIS/GROUP)</b></p>
<p><b>Week 9</b>  March 6 – 10</p> <p>*March 4 – 12 is Spring Recess University Closed</p>	<p><b>Spring Recess – No classes</b></p>	
<p><b>Week 10</b>  March 13 – 17</p>	<p><b>Tuesday:</b>  <b>*DRAFT ANALYSIS ASSIGNMENT</b></p>	
	<p><b>Thursday:</b>  <b>*ANALYSIS PEER REVIEW</b></p>	<p><b>*PARTICIPATION POINTS FOR PEER REVIEW</b></p>

	<b>PAPER COPY OF ANALYSIS DUE IN CLASS</b>	
<b>Week 11</b> March 20 – 24  *March 24 is the last day to drop a class	<b>Tuesday:</b> * <b>REVISE ANALYSIS ASSIGNMENT</b>  * <b>MLA WORKSHOP/EASY WRITER</b>	
	<b>Thursday:</b> * <b>DUE: FFN ANALYSIS. SUBMIT ELECTRONIC COPY (WORD.DOC) THROUGH E-CAMPUS.</b>  * <b>DUE: ANALYSIS REFLECTIVE MEMO (107 WIP)</b>	<b>DUE: FFN ANALYSIS DUE: ANALYSIS REFLECTIVE MEMO (107 WIP) PAPER COPY (Exploratory #7)</b>  <b>READ CHAPTER 6: WRITING TO DESCRIBE PERSPECTIVES (EXPLORATORY ESSAY) (117-145 WIP)</b>
<b>Week 12</b> March 27 – 31	<b>Tuesday:</b> * <b>DISCUSS CHAPTER 6 (117-145 WIP)</b>  * <b>INTRODUCE EXPLORATORY ESSAY</b>	
	<b>Thursday:</b> * <b>IN-CLASS ACTIVITIES/RESEARCH (124-129 WIP)</b>	<b>Due: Exploratory #8 (RESEARCH)</b>
<b>Week 13</b> April 3 – 7	<b>Tuesday:</b> * <b>INTEGRATING SOURCES</b>  * <b>WORKS CITED PAGE</b>	<i>EASY WRITER</i>
	<b>Thursday:</b> * <b>EXPLORATORY ESSAY <u>PEER REVIEW</u></b>  <b>PAPER COPY OF EXPLORATORY ESSAY DUE IN CLASS.</b>	* <b>PARTICIPATION POINTS FOR PEER REVIEW.</b>

<p><b>Week 14</b> 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>Tuesday:</b> <b>*REVISE EXPLORATORY ESSAYS</b></p>	
<p><b>Week 15</b> April 17 – 21</p> <p>*April 19 is the Feast of Rivdan (Day of Special Concern)</p>	<p><b>Thursday:</b> <b>*DUE: FFN EXPLORATORY ESSAY. SUBMIT ELECTRONIC COPY (WORD.DOC) THROUGH E-CAMPUS.</b></p> <p><b>*DUE: EXPLORATORY ESSAY REFLECTIVE MEMO (131 WIP).</b></p>	<p><b>DUE: FFN EXPLORATORY ESSAY.</b> <b>DUE: EXPLORATORY REFLECTIVE MEMO (131 WIP). PAPER COPY.</b></p>
<p><b>Week 16</b> April 24 – 28</p> <p>*April 27 is the last day to withdraw from the University *April 28 is the last day of classes</p>	<p><b>Tuesday:</b> <b>* DISCUSS CHAPTER 7: WRITING TO SHOW WHAT YOU KNOW (147-181 WIP).</b></p> <p><b>*INTRODUCE FINAL REFLECTIVE MEMO</b></p>	
	<p><b>Thursday:</b> <b>*DISCUSS MAKING A REVISION PLAN (150-151 WIP).</b></p>	
	<p><b>Tuesday:</b> <b>*REVISE FINAL PORTFOLIOS</b></p>	
	<p><b>Thursday: LAST DAY OF CLASS</b></p> <p><b>DUE: FINAL PORTFOLIOS</b></p> <p><b>DUE: FINAL REFLECTIVE MEMOS (WORD DOC)</b></p>	