

English 101: Introduction to Composition and Rhetoric	
Spring 2017	
Building: <u>Clark Hall</u> Room <u>CKH 404</u>	
Instructor: Kanza Javed	
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Office: 332 Colson Hall	Office Hours: Tuesday 2:00pm-3:00pm (by appointment)

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2016. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

INTRODUCTION

Welcome to English 101. [Insert your own introduction here.]

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 three days of class without penalty.
- Students who miss more than three days of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than six days 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.

RESOURCESThe 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.

Well WVU: 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 CKH 404/206. The schedule of work below is subject to minor changes based on our progress.

Weeks	Topics and Activities	Assignments and Readings
Week 1 9-13 January Jan 13 th is the last day to register for classes	Wednesday: Course Introduction/ Syllabus Description Rhetorical Triangle ECampus Review Free Write Exercise	Read <i>Work in Progress</i> Introduction (p.xv-xxx) and Unit One pp. 1-4
	Friday: -Introduction to Unit 1: <i>Narrative Writing</i> (read work in progress section) Vivid Descriptions Showing/Telling Selection of details	-Bring Narrative ideas and outlines on Wednesday 8/24 Readings: <i>Work in Progress</i> pp. 59-65
Week 2 16-20 January No class on Monday Jan 16 th for MLK day	Wednesday: Continue <i>Narrative Writing</i> <i>The Essential Elements</i> <i>Active/passive description</i> Discuss Introduction to <i>Reflections</i> pg. 80-94 (Work in Progress)	Begin work on Narrative Writing and bring the first 500 words to class DUE: Exploratory Writing
	Friday: The Critique Process Peer Review of first drafts Conference sign-up sheet	Readings: <i>Work in Progress</i> pp. 168-181
Week 3 23-27 th January	Monday: Revision, Editing, and Proofreading Structure/conventions Peer Response	Due: Exploratory Writing (Pertaining Narrative)
	Wednesday: CONFERENCES: Meet in scheduled classroom	
	Friday: CONFERENCES: Meet in scheduled classroom	Due: Narrative Project submission due by Friday on e campus (11:59 pm)

Week 4 30 th January-3 rd February	Wednesday: Plagiarism Discussion Paper Formatting Narrative Final Questions	Readings: <i>EasyWriter</i> pp. 1-11 Continue polishing <i>Narrative Project</i>
	Friday: Introduce Profile Project Interviewing Strategies & Procedures Exploratory writing	Readings: <i>EasyWriter</i> pp. 125-128 & 186-198 Due: Bring to class a rough Project Proposal w/ 8-10 Questions
Week 5 6 th -10 th Feb	Monday: Continue Profile Writing Mock interview and written exercise	Exploratory Writing (Pertaining Profile Project): 300 words from Profile Project (due Wednesday by 11:59 pm) -Read <i>Work in Progress</i> Unit Two (p.15-31) -Bring feature article ideas on Fri. (9/16)
	Wednesday: Oral Presentation of Ideas Conference Sign up	Contact interview subjects and set up date
	Friday: Voice Recording Conversations on Paper Dialogue and Formatting	Bring rough draft of Feature to class (print) for conference
Week 6 13 th - 17 th Feb	Monday: Conference in Class (Group 1)	Due: Exploratory Writing (Writing pertaining to Project)
	Wednesday: Conference in Class (Group 2)	

	Friday: Introduce Midterm Portfolio Reflection Revision, Proofreading, and Editing	Due: Profile Project (due Friday by 11:59 pm Readings: <i>Work in Progress</i> pp. 89-94
Week 7 20-24 th Feb Feb 24th is mid semester point	Monday: Processes Peer Response	Readings: <i>Easy Writer</i> pp. 1-11
	Wednesday: Interpreting Sample Writing Reflection Memo Writing	Readings: Read <i>Work in Progress</i> (p.35-37)
	Friday: - Revision, Editing, & Proofreading Mini class conferences Writing Activity	Due: Midterm Portfolio due by Friday 11:59 p.m.
Week 8 27 th Feb-3 rd March	Monday: Introduce Unit 3: Text Analysis, new project analysis and rhetorical appeals	
	Wednesday: Class Activity: Advertisement Analysis	Exploratory writing
	Friday: -Analyzing scenes from a film -Group written response review	-Read <i>Work in Progress</i> Unit 3 (p.41-45) -Bring text analysis ideas on Wed., 3/4
Week 9 6th- 10th March Spring Break	No class Spring break	

Week 10 13 th -17 th March	Monday: Research and Sources Scholarly Searches Audience	Read <i>Work in Progress</i> student examples (p.135-148)
	Wednesday: Imagery and Metaphor Classroom activity	
	Monday: Style MLA Citation DUE: Informal MLA questions	Bring draft to class (print) on Monday
Week 11 20 th -24 th March	Monday: Peer Review	Exploratory Writing: Peer Review Summary (Summarize individual and group feedback and post to eCampus before class on Fri., 3/20)
	Wednesday: Introduce Unit 4: Research Project	Textual Analysis due by 11:59 p.m. -Read <i>Work in Progress</i> Unit 4 (p.57- 70) - Find research topics
	Friday: -Source Credibility -MLA Works Cited and In-text Citations -Navigating the Library	Bring top 3 research project ideas to class
Week 12 27 th - 31 st March	Monday: - Exploratory writing	Bring final topics on Wednesday
	Wednesday: Mini presentations on research topic and thesis	Exploratory Writing: Bring outline of Research Project to conferences

	Friday: Conference sign-up Audience/Viewpoints Reading Discussion Pitch Research Project	
Week 13 3-7 th April	Monday: Mini Conference	-Bring draft to class (print) on Fri.
	Wednesday: -Integrating Sources and Research	
	Friday: Peer Review Workshop	Exploratory Writing 9: Peer Review Summary (Summarize individual and group feedback and post to eCampus) -Bring draft to class for further revision on Wed. 11/9
Week 14 10 th - 14 th April No class on Friday April 14th Good Friday	Tuesday: Examples Discussion Organization, Structure, & Formatting Revision, Editing, & Proofreading Final Polishing	Continue to bring draft to class, (along with peer feedback), for further revision
	Thursday: Introduce Final Portfolio Final Conference sign up	-Research Project due by 11:59 p.m.
Week 15 17 th -21 st April	-Continue working on the portfolio	
Week 16 24 th -28 th April April 27th is the last day to withdraw from the university	Monday: Conference Writing Issues Workshop	
	Wednesday: Revision/Editing/Proofreading Portfolio workshop	

	Friday: Revision/Editing/Proofreading Portfolio Workshop LAST DAY OF CLASS	Final Portfolio due by 11:59 p.m.
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