

English 101: Composition and Rhetoric, Section <u>044 (CRN: 12162)</u>	
Spring Semester, 2013 – Tuesday/Thursday in <u>Clark 212/Clark 410 (2:30-3:45)</u>	
Instructor: <u>Shane Stricker</u>	
Email: sstricke@mix.wvu.edu	Phone: 304-293-3107 (Messages Only)
Office: Colson 228	Office Hours: 1:00-2:00 (Monday/Wednesday)

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

One folder that can be turned in to me, your instructor, and will act as your portfolio. This folder must be able to be out of your hands for extended periods of time.

One folder that can be used exclusively for your in-class handouts and writing. These will be materials that will not be required to be in your mid-term and end of the semester portfolios (Different than previous folder).

One notebook for notes and in-class writings.

MUST have access to a computer, your MIX e-mail account, and ecampus. There are computers on the Evansdale campus in the library as well as in the library on the downtown campus and scattered throughout several other locations on the various campuses. Because of the wide availability of computers across the WVU network, not having a computer will be considered unacceptable as an excuse for any assignment missed, for not checking your MIX account, and/or not receiving materials through ecampus.

Course Requirements:

For Grading Criteria/Rubric, please refer to *WiP* (pgs xix-xxi)

Informal Writing (20%): These may be written in or out of the classroom and may include but are not limited to: quizzes, free writes, short writes, outlines, reflections, rewrites, and responses to questions asked in class. Really, this is a pretty easy way to get points in this class. Most are opinion related and require nothing more than one page of writing. Please type any of these that are not started AND finished in class. **No informal writing will be considered if turned in late.**

Participation (10%): A portion of this grade is your attendance because in order to be a valuable, participating member of the continuing classroom dialogue, you must be present. However, it's not just about coming to class but when you are here, ENGAGE! Don't be afraid to comment and participate. You all have valuable perspectives that need to be expressed. Be confident! As well, the quality and quantity of your participation could bump a borderline grade up and lack of participation may cause that same borderline grade to drop down. This is probably an easier way to gain points in this class than the informal writing portion of the overall grade. Having said that, do not come to class and sleep, listen to

your MP3 players, play with your cell phone, read the *Wall Street Journal*, or any other distracting thing that might take your or your classmate's attention away from the discussion or activity of the day. Also, if we are in the computer lab, stay focused. Don't play around on e-mail, blogs, discussion boards, etc. Stay on task and participate and you'll get almost-free, easy points in this course. Any of these distracting behaviors, consistently occurring, could result in being asked to leave for the day with that day being counted as an absence and/or a reduction in your end of the year participation grade.

Formal Writing (70%): Let's be honest; the portfolio portion of your grade will be the most difficult to earn. You will really have to work in and out of this class. I understand that this may be a disappointment but in order to really better yourself at anything, you have to practice. You will write 4 essays over the course of the semester. We will discuss your essays in conferences, mini conferences, and in my office hours which I hope you will attend regularly. As well, the class will peer review and **you will revise your papers a number of times over the semester.** As a college student, it is understood that you have a grasp over the basic mechanics of writing such as proper grammar, syntax, and punctuation. I will be willing to answer questions in my office hours about these issues but I will not edit your papers. The Writing Center is also a good resource, but like me, they will not edit your papers. *The Easy Writer* is a great resource for rules ranging from period usage to in-text citations and everything in between. It is a required text for this course and you or your parents spent or will spend hard-earned dollars purchasing it. USE IT! *Work in Progress* addresses some frequently asked questions about this course on pgs xv-xxiv. Also, departmental policy requires that your final portfolio contain at least 20 pgs of formal, polished writing.

Course Description:

“Find out just how tall I am by jumping in the middle of the river.” –Widespread Panic

This is exactly the way in which you will approach your writing in this section of English 101. Even experienced writers find it difficult to sit down and just write. However, this quote from the song “Proving Ground” will be your starting point and ultimately lead to the betterment of your writing and your knowledge of the craft of writing by taking the previously held restrictions and inhibitions and tossing them off. BE FEARLESS! In this class, we will encompass a number of different processes, including but not limited to: brainstorming, writing informally and formally, peer reviewing, work shopping, revising, and refining.

Policies and Procedures:

Attendance: Because of the discussion oriented nature of this class, as well as 101's function as a workshop for helping each other to revise and refine written works, your attendance is necessary to the success of the class as a whole and to your success in the course. Because of this, the English

department has detailed a strict absentee policy which can be found in your *Work in Progress* textbook on the bottom of page xxi and the top of xxii. This entails that each student, from a Tuesday/Thursday class will be allowed **two** absences without reflection in the student's grade. Remember that there is no such thing as an excused absence. For each additional absence, **FOR ANY REASON**, your final grade will be lowered by ONE letter grade per absence. Thus, in a Tuesday/Thursday class, **after missing 5 or more classes**, your resulting grade will be an F. As well, if you have reached the two absence maximum before the midterm portfolio is due (February 28th) your grade will be reduced by AT LEAST one letter grade as a deterrent not to miss any more classes for the rest of the semester (Remember that student conferences ARE considered classes since we will be cancelling class the days that we hold conferences). Also, excessive tardiness, active disengagement, and/or consistently coming to class unprepared may affect your final grade in a negative manner---A side note to this is that if asked to leave because of active nonparticipation, this day, even though in attendance for part of the class, will count as an absence as well (*WiP* xxi-xxii).

Academic Integrity Policy: This course is meant to help you gain a deeper understanding of the art of reading and writing as an academic. With this said, there's no reason to turn in anyone else's work. Be confident in your skills and in what you have to say. I'd much rather read your opinions and commentary on a subject than hear a regurgitated version of some old windbag's discoveries that he or she has made over a lifetime devoted to the study of a subject. There is ZERO tolerance for plagiarism (ACCIDENTAL OR WITH INTENT) and cheating at WVU. If you are caught doing so, you may receive an unforgivable F in the class and appropriate disciplinary actions will follow. **Remember that not including a works cited page and in-text citations for work you've gathered from secondary or primary sources outside of your own head falls under plagiarism as well.** For a more detailed account of this policy, please see pg xxiii in your *Work in Progress* as well as the Student Conduct code at <http://studentlife.wvu.edu/studentconductcode.html>

Late Formal Paper Policy: Please talk to me about any problems you're having with any assignment. After a deadline has passed, I can't do anything to help you. If you speak with me before an assignment is due, hopefully I will be able to clear up any confusion and help you to meet the deadline. If the deadline is missed, you have one week to turn the paper in. However, this late paper will receive an automatic grade deduction. This deduction will be based on the quality of the work and the amount of time passed between the deadline and when the paper is finally brought in. Any papers more than a week late will not be considered or graded and will result in a 0 on the final portfolio portion of your grade. **As well, late final portfolios will count for nothing. If you go this route, you will have come to class and done all the work the entire semester for absolutely no reason.** (A more generalized view on late work can be found in *Work in Progress*, pg xxiii).

Cell Phone Policy: I won't suggest that you not bring your cell phone to class. I understand that in today's way of life; cell phones are viewed as essential by most. However, I do advise you either turn off or silence your phone BEFORE you enter the classroom. If your cell phone disturbs your classmate or me, the final participation portion of your grade will be lowered. If this happens time and again, you may be asked to leave the classroom for the day and this will also be reflected in the participation

portion of your grade and may result in an absence. If there is an extreme situation in which you will need to answer your cell phone, please speak to me before class and we may be able to arrange for you to sit close to the door so that you may step out, for just a moment, and come back in with as little disturbance to the class as possible.

Social Justice: English 101 supports WVU's commitment to social justice. The classroom community will work to create a positive learning environment based on open communication and mutual respect. Your instructor welcomes your suggestions to help meet this commitment (This statement can also be found on page xxiv in your *WiP* textbook). Just a personal note to this statement: I don't want to hear or see any racist, sexist, or discriminating remarks or writings of any kind. I personally have a zero tolerance for these types of statements and will more than likely be personally offended. They make everyone uncomfortable and you show your ignorance when you make remarks such as these. If anyone has a concern about something said in class or individually by a student or by me, please talk to me as soon as possible. If there is a problem, I want to try and fix it quickly and move forward.

Accommodations: WVU encourages students with disabilities, documented problems and/or special needs to participate in its programs and activities. If you have questions or concerns about anticipated accommodations please talk to me as soon as possible (There is a more detailed statement that can be found in *Work In Progress*, pg xxiii-xxiv).

West Virginia University Office of Disability Services

G-30 Mountainlair | P. O. Box 6423
Morgantown, WV 26506-6423
Phone: (304) 293-6700 Voice/TDD: (304) 293-7740
FAX: (304) 293-3861
Email: access2@mail.wvu.edu
Alternative formats are available on request

Writing Center: The WVU Writing Center is an excellent source for tutoring aimed at helping you to become a better writer. They take both walk-ins and scheduled appointments on a first come, first serve basis. I would highly recommend meeting with one of their tutors at least once during this semester. Their offices can be found in Colson Hall, G02.

Approximate Hours of Operation:

Monday, 10:00 a.m. – 5:00 p.m.
Tuesday, 10:00 a.m. – 5:00 p.m.
Wednesday, 10:00 a.m. – 5:00 p.m.
Thursday, 10:00 a.m. – 5:00 p.m.
Friday, 10:00 a.m. – 3:00 p.m.

Web Address: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

For Appointments, Call: 304-293-5788

January	
Tuesday	Thursday
<p>15 Meet Clark 212 (Late Registration Fee in Effect after Jan 14)</p> <p>Class Activities: Introduction to Class; Review of syllabus; Defining a “page”</p> <p>-----</p> <p>Homework: Short Write #1 (A Time When You Communicated Effectively, 1-2 pages double-spaced, typed); Purchase books; Reread syllabus</p>	<p>17 Meet Clark 212 UNIT 1: Multi-Genre Personal Narrative (Last day to register and add new courses is Jan 18)</p> <p>Class Activities: Syllabus Quiz; Assign MGPN; My story, sign up for conferences</p> <p>Due Today: Short Write #1</p> <p>-----</p> <p>Homework: Read “Swimming to Heaven” (pgs. 116-122, <i>WiP</i>); Sign Plagiarism Contract (Pg. XXV, <i>WiP</i>); Print Vonnegut/Dufresne’s rules to writing from ecampus and bring to class</p>
<p>22 Meet Clark 212</p> <p>Class Activities: Writing into the Day (Obituary), Discuss readings</p> <p>Due Today: Have read pgs. 116-122, <i>WiP</i>; Signed plagiarism contract, Bring printed Vonnegut/Dufresne’s rules to writing</p> <p>-----</p> <p>Homework: ATTEND CONFERENCES at assigned time (Colson 228); Short Write #2 (Bring 3 topics and at least two paragraphs explaining why you should write the MGPN on your first choice, .5-1 page double-spaced, typed)</p>	<p>24 Meet Colson 228</p> <p>Class Activities: NO CLASS (Make sure to attend your scheduled conferences) CONFERENCES IN COLSON 228</p> <p>Due Today: Short Write #2</p> <p>-----</p> <p>Homework: Read Handout from ecampus (“Red Skies at Morning”)/bring printed to class; Begin/Continue Writing MGPN</p>
<p>29 Meet Clark 410</p> <p>Class Activities: Discuss Peer Review, Sample Peer Review of “Red Skies at Morning,” Pre-introduction to Feature Article (Second Formal Paper)</p> <p>Due Today: Have read “Red Skies at Morning” from ecampus (bring printed to class)</p> <p>-----</p> <p>Homework: Short Write #3 (Full rough draft of MGPN for Peer Review on Thursday, Printed and e-mailed to yourself)</p>	<p>31 Meet Clark 410</p> <p>Class Activities: Writing into the Day (Difficulties of MGPN); Peer Review</p> <p>Due Today: Short Write #3</p> <p>-----</p> <p>Homework: Revised “Final for Now” draft of MGPN turned into me on Tuesday</p>

February	
Tuesday	Thursday
<p>5 Meet Clark 212 UNIT 2: Feature Article</p> <p>Class Activities: Turn in MGN; Assign FA; discuss how to ask for an interview (handout)</p> <p>Due Today: <u>Due Today: Multi-Genre Personal Narrative</u> <u>"Final For Now"</u></p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Read "Behind the PRT," pgs. 125-129, <i>WiP</i>; Short Write #4 (Bring in list of at least 3 events happening in the area between 02/07/13 and 02/18/13, Typed and Printed)</p>	<p>7 Meet Clark 212</p> <p>Class Activities: Discuss reading and events you've found; What are/How to Write leads (Handout)</p> <p>Due Today: Have read pgs. 125-129, <i>WiP</i>; Short Write #4</p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Short Write #5 (Imagine your FA will be about the difficulties of time management for graduate teaching assistants, Come up with 5 questions to ask me that might go along with your paper choice, Typed/Printed)</p>
<p>12 Meet Clark 410</p> <p>Class Activities: Writing into the day (What event are you considering attending and why?); Sample Interview (class with me); Writing out of the day (What questions do you still have about the Feature Article?); Sign up for conferences</p> <p>Due Today: Short Write #5</p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Read/Print "Going Greek" from e-campus; Short Write #6 (answer questions on handout entitled "Analyzing a Feature Article")</p>	<p>14 Meet Clark 410</p> <p>Class Activities: Discuss questions written at the end of class on Tuesday; Discuss Reading</p> <p>Due Today: Have Read "Going Greek" and Short Write #6</p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Conduct interview; Short Write #7 (bring typed transcript to Conferences)</p>
<p>19 Meet Colson 228</p> <p>Class Activities: NO CLASS (Make sure to attend your scheduled conferences) CONFERENCES IN COLSON 228</p> <p>Due Today: Short Write #7</p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Write your Feature Article</p>	<p>21 Meet Clark 212</p> <p>Class Activities: Passive vs. Active voice; Discuss <i>Easy Writer/Works</i> Cited pages; Begin composing midterm memo</p> <hr style="border-top: 1px dashed black;"/> <p>Homework: Short Write #8 (Full rough draft of FA for Peer Review on Tuesday, Printed and e-mailed to yourself); Midterm Portfolio due Thursday, 2/28</p>

<p>26 Meet Clark 410</p> <p>Class Activities: Peer Review, begin drafting Midterm Memo in class (Short Write #9)</p> <p>Due Today: Short Write #8</p> <hr/> <p>Homework: Revised "Final for Now" draft of FA turned into me on Tuesday; Midterm Portfolio</p>	<p>28 (Mid-Semester is Mar 1) Meet Clark 410</p> <p>Class Activities: Discuss transitions/Topic sentences; Discuss grading and where the class goes from here</p> <p>Due Today: <u>MIDTERM PORTFOLIO (Including FA "Final for Now," MGPN with my notes, and Short Write #9 (Midterm Memo))</u></p> <hr/> <p>Homework: None</p>
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March	
Tuesday	Thursday
<p>5 Meet Clark 212 UNIT 3 - Text Analysis</p> <p>Class Activities: Assign TA; Discus ethos, pathos, logos</p> <p>Due Today: N/A</p> <hr/> <p>Homework: Short Write #10 (Choose one of the two bullet points on page 47, <i>WiP</i>, under the subheading "Analyzing Historical Relevance" and answer the questions completely. Use one of the music videos under this subheading as your video, 1 page double-spaced, Typed)</p>	<p>7 (Mid-Semester Grades are Due) Meet Clark 212</p> <p>Class Activities: Discuss music videos from assignment and the spheres of influence</p> <p>Due Today: Short Write #10</p> <hr/> <p>Homework: Read "What Have You Discovered," pgs. 135-139, <i>WiP</i>; Short Write #11 (Answer questions on page 53, <i>WiP</i> on sheet in book)</p>
<p>12 Meet Clark 410</p> <p>Class Activities: Discuss thesis statements; Discuss reading, sign up for conferences</p> <p>Due Today: Have Read "What Have You Discovered," Short Write #11</p> <hr/> <p>Homework: Short Write #12 (Bring in 3 topics with research demonstrated)</p>	<p>14 Meet Clark 410</p> <p>Class Activities: Group "mini" TA paper</p> <p>Due Today: Short Write #12</p> <hr/> <p>Homework: Short Write #13 (Outline of TA Paper, structured based on handout)</p>

<p>19 Meet Colson 228</p> <p>Class Activities: NO CLASS (Make sure to attend your scheduled conferences) CONFERENCES IN COLSON 228</p> <p>Due Today: Short Write #13</p> <p>-----</p> <p>Homework: Bring in your thesis statement and the text which constitutes the topic of your paper</p>	<p>21 (Mar 22 is the Last Day to Drop)</p> <p>Meet Clark 212</p> <p>Class Activities: Thesis statement peer workshop</p> <p>Due Today: Thesis statement; your text</p> <p>-----</p> <p>Homework: Short Write #14 (Full rough draft of FA for Peer Review on Tuesday after spring break, Printed and e-mailed to yourself)</p>
<p>26 NO CLASS - Spring Break!</p>	<p>28 NO CLASS - Spring Break!</p>

April	
Tuesday	Thursday
<p>2 Meet Clark 410</p> <p>Class Activities: Peer Review</p> <p>Due Today: Short Write #14</p> <p>-----</p> <p>Homework: Revised "Final for Now" draft of TA turned into me on Tuesday; Midterm Portfolio</p>	<p>4 Meet Clark 410</p> <p>Unit 4: Stakeholder Research Paper</p> <p>Class Activities: Writing into the day (What issues are you passionate about? Which, of these, affect you directly?); Assign SRP; Sign up for conferences</p> <p>Due Today: <u>Text Analysis Essay "Final For Now"</u></p> <p>-----</p> <p>Homework: Read "More Pay for the Price," pgs. 151-157, <i>WiP</i>; Short Write #15 (Answer questions on pg. 79 in <i>WiP</i>, 1-1.5 pgs. double-spaced, typed)</p>

<p>9 Meet Clark 212</p> <p>Class Activities: Discuss reading; Zombie activity</p> <p>Due Today: Short Write #15; Have read 151-157, <i>WiP</i></p> <p>-----</p> <p>Homework: Short Write #16 (Bring in three topics with research demonstrated)</p>	<p>11 Meet Colson 228</p> <p>Class Activities: NO CLASS (Make sure to attend your scheduled conferences)</p> <p>CONFERENCES IN COLSON 228</p> <p>Due Today: Short Write #16</p> <p>-----</p> <p>Homework: Short Write #17 (Full rough draft of SRP for Peer Review on Tuesday, Printed and e-mailed to yourself)</p>
<p>16 Meet Clark 410</p> <p>Class Activities: Writing into the day (Difficulties with writing this paper); Peer Review</p> <p>Due Today: Short Write #17</p> <p>-----</p> <p>Homework: Revised "Final for Now" draft of SRP turned into me on Thursday</p>	<p>18 Meet Clark 410</p> <p>Class Activities: Discussion of rest of semester; revision discussion</p> <p>Due Today: <u>Stakeholder Research Paper "Final For Now"</u></p> <p>-----</p> <p>Homework: Short Write #18 (Bring in REVISED draft of one of four papers from semester)</p>
<p>23 Meet Clark 212</p> <p>Class Activities: Peer Review</p> <p>Due Today: Short Write #18</p> <p>-----</p> <p>Homework: Short Write #19 (Bring in another REVISED paper from semester)</p>	<p>25 Meet Clark 212</p> <p>Class Activities: Peer Review</p> <p>Due Today: Short Write #19</p> <p>-----</p> <p>Homework: Short Write #20 (Bring in another REVISED paper from semester)</p>

April/May

<p>Apr 30 (May 2 is the Last Day to Withdraw from the University)</p> <p>Meet Clark 410</p> <p>Class Activities: Peer Review, begin drafting final memo in class</p> <p>Due Today: Short Write #20</p> <p>-----</p> <p>Homework: Finish up Final Portfolio [Including all papers with my notes on them, at least three revised papers, and Short Write #21 (Final Memo)]</p>	<p>2 (May 3 is Last Day of Classes for Spring semester)</p> <p>Class Activities: Joyous and depressing, tear-inducing final goodbyes</p> <p><u>Due Today: FINAL PORTFOLIO [Including all papers with my notes on them, at least three revised papers, and Short Write #21 (Final memo)]</u></p> <p>Have a wonderful break!</p>
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***Portfolios Returned By Final Exam Time Slot**