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| English 101: Composition and Rhetoric Section 1 (CRN 81210) | |
| Fall Semester, 2015 Building: Clark Hall Room 206/404 | |
| Instructor: Marjorie McAtee | |
| Email: mmmcatee@mix.wvu.edu | Phone: 304-293-3107 |
| Office: Colson Hall 242 | Office Hours: Monday & Wednesday 10:30 a.m. to 11:30 a.m. or by appointment |

REQUIRED TEXTS

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

INTRODUCTION

Welcome to English 101. This course focuses on developing your knowledge of writing in several areas beyond just grammar and punctuation. We will examine how we use writing to express personal ideas. We will practice using writing to learn new things. We will explore how writing can change depending who you write to. 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 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.

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 critical thinking. By the end of English 101, students should be able to do the following:

- Understand the roles of context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Use appropriate, relevant, and compelling content to explore and develop ideas for an audience.
- Use appropriate genre and grammatical conventions for varying communication situations.
- Integrate credible, relevant sources into writing to support ideas.
- Draw conclusions about topics or issues based on a wide range of information, viewpoints, and related outcomes

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 in all sections may miss one week of class without penalty. (That means you can miss 3 class meetings for this section because we meet on MWF.)
- Students who miss more than one week of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than three 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 serviceperson** 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 page 2 of *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 page 3 of *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 page 4 of *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>.

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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 Go2 Colson Hall. For more information about the Eberly Writing Studio look at page 7 in *Work in Progress* or visit speakwrite.wvu.edu/writing-studio.

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. For more information about their programs, see their ad at the beginning of *Work in Progress*.

SCHEDULE OF WORK

This course will meet regularly meet in Clark Hall 206 at 8:30 a.m. to 9:20 a.m. M-W-F. All sections of English 101 spend 50% of their time in computer classrooms. Therefore we will also meet in Clark Hall 404 on the days I have specified below. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress. **All writing assignments will be submitted electronically via eCampus and will be due at 11:59 p.m. on the Friday of the relevant week, unless otherwise instructed.** Final Portfolios will be returned during our course's scheduled final exam time. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals/fall-2015

| Weeks | Topics and Activities | Assignments and Readings |
|--|---|---|
| Week 1 Aug 17 – 21 * Aug 21 is the last day to register, add new courses, make section changes. | Course Introduction Narrative Project Writing Process Rhetoric | <u>Readings:</u> <i>Work in Progress</i> Chapter 1 (pp 1-13); <i>Easy Writer</i> , Chapter 2 <u>Due:</u> Writing Exercise #1 |
| Week 2 Aug 24 – 28 LAB (Last day to register and add new courses is 8/21) | Vivid description Tension and turn Conferences | <u>Readings:</u> Ramsdell (see bibliography) <u>Due:</u> Writing Exercise #2 |

| Weeks | Topics and Activities | Assignments and Readings |
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| Week 3 Aug 31 – Sep 4 | Ethos Academic Integrity Revision, Editing, and Proofreading | <u>Readings:</u> pp. 59-66 in <i>Work in Progress</i> <u>Due:</u> Narrative Project |
| Week 4 Sep 7 – 11 LAB *Sep 7 is Labor Day. No class meetings. | Profile Project Brainstorming Intro to Research and Integrating Sources | <u>Readings:</u> "Brainstorming" from UNC Writing Center (see bibliography) <u>Due:</u> Writing Exercise #3 |
| Week 5 Sep 14 – 18 * Sep 14 is Rosh Hashanah (Day of Special Concern) | Finding an Angle Interviewing and Using Quotes Conferences | <u>Readings:</u> Glazer (see bibliography) <u>Due:</u> Writing Exercise #4 |
| Week 6 Sep 21 – 25 LAB * Sep 23 is Yom Kippur (Day of Special Concern) | Integrating Sources Managing Writing Tasks Revision, Editing, and Proofreading | <u>Readings:</u> pp. 76-81 of <i>Work in Progress</i> <u>Due:</u> Profile Project |
| Week 7 Sep 28 – Oct 2 *Oct 2 is the mid-semester point | Midterm Portfolio Reflection Revision, Editing, and Proofreading | <u>Readings:</u> Giles (see bibliography) <u>Due:</u> Midterm Portfolio |
| Week 8 Oct 5 – 9 LAB *Mid-Semester Reports due by noon | Analysis Project Pathos Rhetorical Situation | <u>Readings:</u> Carroll (see bibliography) <u>Due:</u> Writing Exercise #5 |
| Week 9 Oct 12 – 16 *Oct 12 and 13 is Fall Break Recess. No class meetings. | In-Class Rhetorical Analysis Methods for Analysis | <u>Readings:</u> Doctorow, Jensen (see bibliography); pp. 110-115 of <i>Work in Progress</i> <u>Due:</u> Writing Exercise #6 |
| Week 10 Oct 19 – 23 LAB *Oct 23 is the last day to drop a class. | Conducting Research and Finding Sources MLA Formatting Revision, Editing and Proofreading Conferences | <u>Readings:</u> Stedman (see bibliography) <u>Due:</u> Analysis Project |
| Week 11 Oct 26 – 30 | Research Project Using the Library as a Resource Identifying Bias in Sources Identifying Stakeholders | <u>Readings:</u> Bunn (see bibliography) <u>Due:</u> Writing Exercise #7 |
| Week 12 Nov 2 – 6 LAB | Finding Credible Sources Evaluating Sources MLA Formatting Conferences | <u>Readings:</u> pp. 138-144 in <i>Work in Progress</i> <u>Due:</u> Writing Exercise #8 |

| Weeks | Topics and Activities | Assignments and Readings |
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| Week 13 Nov 9 – 13 *Nov 11 is Veterans Day (Day of Special Concern) *Nov 12 is Birth of Baha'u'llah (Day of Special Concern) | Processing Research and Developing a Thesis Avoiding Bias in Your Own Writing Revision, Editing, and Proofreading | <u>Readings:</u> Savini (see bibliography) <u>Due:</u> Research Project |
| Week 14 Nov 16 – 20 LAB *Fall Recess begins on November 21. | Final Portfolio Reflection and Review Revision, Editing, and Proofreading | <u>Readings:</u> Irvin (see bibliography) <u>Due:</u> Writing Exercise #9 |
| Week 15 Nov 23 – 27 *Nov 23-27 is Fall Recess. No class meetings. | | |
| Week 16 Nov 30 – Dec 4 | Reflection and Review Revision, Editing, and Proofreading | <u>Readings:</u> |
| Week 17 Dec 7 – 11 LAB *Dec 7 is the last day to withdraw from the university *Dec 8 is the last day of classes *Dec 9 is a prep day for finals | Course Conclusion | <u>Due:</u> Final Portfolio |

Bibliography

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