

Insiders & Outsiders

English 101*008: Composition and Rhetoric
Spring 2013
Instructor: Andrew L. Raker
alraker@mix.wvu.edu (preferred method)
Phone: 304-293-3017 (messages only)

Clark Hall, Room 410 & 212
Class Time: MWF 9:30-10:20 a.m.
Office: 345 Colson Hall
Office Hours: T 9:00-10:00 a.m.
F 10:30-11:30 a.m.
and by appt.

"Successful writers are not the ones who write the best sentences. They are the ones who keep writing. They are the ones who discover what is most important and strangest and most pleasurable in themselves, and keep believing in the value of their work, despite the difficulties."
--Bonnie Friedman, *Writing Past Dark*

Course Description:

Throughout this semester of English 101, we shall explore the interconnectedness of reading, writing, and critical thinking. In completing the four major assignments of this course, you, as the young academic, will play the role of memoirist and reflective writer (paper #1), interviewer and journalist (paper #2), analytical writer (paper #3), and researcher and argumentative writer (paper #4) in order to expand your skills as an effective communicator of a message that you wish to communicate to your audience. Each of the four major assignments will require you to reflect upon (1) who your audience is, (2) your organizational structure, (3) your purpose, (4) your theme, and (5) the finer points of grammar and styling. Collectively, the four major assignments will require you to focus on writing as a **process** by which revision is *essential* to your successful completion of a well-written final portfolio.

In class, we shall examine various texts and contexts to learn how writers go about the process of composition for different purposes and for different audiences. We will read a variety of essays submitted for past intonations of the course and, at times, you, as budding academics, will comment on what you feel made a paper particularly strong as well as point out areas in which the paper might have been improved. You will also have time in class to peer review the work of your colleagues in order to point out places in which you feel your colleagues' essays were particularly strong AND ALSO places in which you feel their work could be improved (Remember: Since writing is a process – a journey to becoming a better writer – please do not feel the need to commence the course with a final product. *There will be plenty of time to edit and revise based upon the feedback you receive from me and from your classmates.* However, be prepared to work diligently and to learn!)

Finally, because the theme of this section of English 101 is insiders and outsiders (broadly the issue of belonging and societal acceptance), a number of our readings and much classroom conversation apart from the composition and rhetoric aspects of our course will focus on: "Who has a voice in American society and whose voice is left out?" "What does it mean to be an insider/an outsider?" "How has rhetoric and text been used to create insiders/outside?" and "How can we (and how have others) used texts to tear down the insider/outsider dichotomy that has been created within U.S. society?" If this theme is particularly repugnant to you, it might be best to switch to a different section of English 101.

Required Texts:

Lunsford, Andrea A. *Easy Writer, WVU Edition*. 4th ed. Boston: Bedford/St. Martins, 2010.
ISBN-10: 0-312-63821-3 ISBN-13: 978-0-312-63821-4

Undergraduate Writing Committee: *Work in Progress*, 6th ed. Detroit, MI: Hayden-McNeil, 2013.
ISBN-13: 978-073805268-7

Note: The Lunsford text will also be used for English 102. Therefore, you might not want to sell back your Lunsford text to the bookstore.

Course Policies & Procedures: Please see *Work in Progress* for more in-depth departmental policies and procedures.

Attendance: Because of the importance of discussion, editing, and revision in this class, attendance is **mandatory**. The expectation is that you are present *for each and every class period*. (Note: I look favorably upon perfect attendance because it shows strong initiative.) However, because unforeseen accidents, illnesses, family emergencies, and so forth can occur, you are allowed **3** absences in the course without grade penalty. If you miss **6 or more** class meetings, you will fail the class, in accordance to the policy stated on the bottom right of page xxi of *Work in Progress 6th ed.*, which states that those “who miss six or more M-W-F classes will fail the course.”

Cell Phones/Electronics: Personally, I do not have a problem with cellular phones. However, I would appreciate if you would turn them to silent during class so as not to cause disruptions. Furthermore, if you are text messaging during class rather than paying attention, please do not complain about not understanding the material or about a low class participation grade.

Cheating/Plagiarism: Plagiarism (submitting someone else’s work as though it were your own) is unacceptable since it is both unfair to others who have worked diligently and cheats you out of having to learn the material yourself. Clear evidence of plagiarism will result in an unforgivable F for the course. In addition, *I do NOT allow you to submit assignments you completed for previous classes or will submit/ have submitted for concurrent classes*. For more information, refer to *Work in Progress*, pp. xxii.

Conferences: Conferences are opportunities to discuss your papers in progress and consider ways in you might improve them as well as ask any other questions you may have about your work in progress. Conferences are scheduled for 10 minutes. (Conferences scheduled during class time will take place in the classroom. Other conferences may take place in my office.)

Disability Accommodations: If you need any accommodations for this course, please seek accommodations through the Office of Disability Services at 304-293-6700. For more information, refer to *Work in Progress*, pp. xxiii-xxiv.

Email: I will likely send you a large amount of information including links and attachments via email. Please check your WVU MIX account email *at least once every day*. If you email me, I will try to respond to your emails in a timely fashion, although I do not own any hand held devices and do not have Internet in my apartment so emails sent late in the evening may not be responded to until the next day.

Extensions: I am usually pretty lenient about granting extensions for major papers so long as you request them *before* the day the paper is due. In your application for an extension, I would like to know (1) the unexpected circumstance that arose, (2) the proposed date to submit your paper to me – usually not more than 3 days later than the original deadline, and (3) how you will use this extra time to improve the quality of your written product. Of course, I expect applications for extensions to be professionally written. In respect to informal writing assignments, I do not grant extensions.

FFN Drafts: Final-for-now drafts are due by 11:59 p.m. on the date specified. Please email your draft in .doc format (or .rtf if you don’t have .doc). If these formats do not work for you, please talk with me about other arrangements. While FFN drafts are not assigned a binding grade, *it is to your advantage to spend serious time formulating your FFN draft*. If you submit a draft that still requires a lot of work, I will have to focus my comments on the most important places for revision. I would prefer to spend the time assisting you in polishing your FFN drafts into portfolio-quality work.

Food and Drink: No food or beverages (exception: you may bring a capped bottle filled with water) are allowed in the computer classroom since accidental spills could result. Coffee and soda, regardless of the container, are prohibited in the computer lab. Beverages and small snacks may be brought into the non-computer classroom (Clark 212) so long as you take responsibility for cleaning up any spills that result.

Late Work: Late work is not acceptable. The best way to harm your grade substantially is not to submit anything at all. Maybe your schedule has been really busy but at least submit something!!! Even submitting 2 or 3 pages for a

first draft will provide something upon which to give feedback. Not submitting anything totally locks you out of the important process of writing and revising. Your colleagues cannot critique your work if you have no work for them to peer review. In the event that you must miss class because of illness, try to email me an electronic version of your draft before class, which will still allow you to receive feedback either from one of your colleagues or from me. For more information, refer to *Work in Progress*, p. xxiii.

Office Hours: My scheduled office hours are listed at the top right-hand side of page 1 of the syllabus. I will also usually be available after my 9:30 class (that is, at 10:20 a.m.) on Monday and Wednesday. If you wish to stop by my classroom in Clark after class (circa 10:20) to chat about a paper topic, a progressing draft, etc., please feel free to do so. Also, if the previous times do not work for you, email me or talk with me before or after class about other possible meeting times that might fit both our schedules. Finally, if you want to stop by my office in Colson and you see I'm there, feel free to ask if I have time to chat about your progress. I may say, "No," but asking can't hurt.

Peer Reviews: Peer reviews count toward your class participation grade and perhaps, at times, toward your informal writing grade. For each paper, choose a **different person** with whom to partner. (Outside of class, you may, of course, have other students in your 101 class further peer review, so long as you peer edit in person, and you include the peer-edited copy in your portfolio.) Be sure to print and sign your name to any colleague's paper for which you peer reviewed so that I know whose papers you peer edited so that I can give you credit while assessing portfolios. Although I prefer you focus peer editing among your 101 classmates, you may also have a roommate or another fellow student read your work and offer feedback for improvement. As always, you may visit the Writing Center for help [see *Writing Center*].

Prompts: I will distribute a prompt for each of the 4 major papers as well as a Mid-Term and Final memo prompts. Follow the procedures and requirements of the prompt. Also, if you wish to obtain brainstorming help from someone in the Writing Center [see *Writing Center*], please bring your prompt as different 101 instructors sometimes have slightly different expectations for the major papers.

Quality Writing: For your final portfolio (and hopefully before that point), proper grammar, syntax, capitalization, punctuation, and spelling are required if you wish to receive an A. Information pertaining to quality of writing can be found in *Easy Writer*. Please read the required selections in *Easy Writer*!!! If I indicate on your final-for-now (FFN) draft that your grammar, syntax, etc. need improvement, *please visit me during office hours to discuss the matter.* (You might also visit the Writing Center [see *Writing Center*].) Proper grammar is fundamentally important to all successful college writing, whether you are writing formal scientific theses, history research papers, or applying for jobs after graduation.

Student Presentations: You will present a short presentation (5-7 minutes) on your stakeholder research paper near the end of the semester. In this presentation, you should discuss how you chose your topic, briefly discuss the research you engaged in while writing the paper, discuss the competing arguments (or stakes) of the issue, and provide your classmates and me with your conclusion (take) as to which argument you feel is the strongest and how you arrived at it.

Supplementary Peer Editing: Refer to *Time Commitment*

Time Commitment: Ideally, you should see yourself spending an average of 6 hours per week outside of class working on material related to this class. This time commitment may include visiting the Writing Center (or visiting me) for grammar assistance, reading supplementary articles, interviewing for your second paper, researching for your third and especially fourth papers, and, of course, editing and revising your work up to this point. (You might also consider meeting with other class members outside of class to receive feedback on your writing. However, if you do choose this option, please include the draft for which you received help in your portfolio and note the name of the classmate who assisted you in supplementary peer editing.)

University Counseling Services: The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about

their hours, services, and location see *WiP* p. xxiv.

Writing Center: If you find coming up with an idea for a paper topic challenging (and you do not want to visit me personally), you might take advance of WVU's Writing Center located in G02 Colson Hall (the lower level). You can schedule an appointment by calling 304-293-5788 or drop in to see if a tutor is available. The Writing Center is also a great place to visit for assistance in organizing your papers and improving your grammar and styling. For more information, refer to *Work in Progress*, p. xxiv.

Responses and Evaluation:

The standard grade breakdown for English 101 is the following:

Participation	10%
Informal Writing/Homework	20%
Final Portfolio	70%

Please review *Work in Progress* pp. xix-xxi for more information about the specific grade breakdowns.

Social Justice Statement: English 101 supports WVU's commitment to social justice. All sections expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of 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.



COURSE OUTLINE

(subject to slight change according to progress – however, all major paper dates are fixed)

*Due refers to the class period at which a particular assignment is due. Thus, a reading due 8-31 would require a student to read the material BEFORE class on 8-31 so that the assignment could be discussed during class. (Exception: Electronically submitted writing assignments are due before the end of the day in question unless otherwise specified. Thus, an electronic writing activity due 1-18 is due anytime before 1-19 begins rather than before class on 1-18 although the earlier submitted the better.)

Also, because I am unsure of your specific strengths and weaknesses in respect to grammar, grammar exercises may be assigned throughout the semester. Completing them will count toward your class participation grade (and occasionally to your informal writing grade).

DATE	CLASS FOCUS/ACTIVITIES	READING ASSIGNMENT DUE	WRITING ASSIGNMENT DUE
1-14 M Lab	Course Introduction - Writing as a process Meeting ENG 101 colleagues	N/A	N/A
1-16 W Lab	Plagiarism (sign contract) <i>WiP</i> p. xxv Introduction to MAPN - What is genre? Using genre - What makes a narrative interesting? - How to choose a good topic? - Who is your audience? - What tone do you wish to convey? -	Reread Syllabus (*If some part of the syllabus seems unclear, ask questions at the beginning of class.) Read <i>WiP</i> xv-xxix	

1-18 F Lab	Discuss <i>WiP</i> 1-4 Basic MLA paper formatting Using Microsoft Word and technology Essay Organization How do I peer review constructively? Mention Unit #2 Interview (start thinking about topics/people to interview)	<i>WiP</i> 95-102	Writing Activity Due
1-21 M	No Class: Martin Luther King Jr. Day	N/A	N/A
1-23 W Classroom	Assessing Sample MAPNs (Recall what we discussed 1-16&1-18)	Read sample MAPNs keeping in mind material covered on 1-16 & 1-18 [<i>WiP</i> 109-122]	Markup essays in <i>WiP</i> 109-122 (Be prepared to talk about these essays in class 1-23 in respect to how well they fulfill the requirements of the assignment and where they might be improved and why.) Finalize your topic for MAPN
1-25 F Classroom	Grammar Introduction Why does grammar matter? (<i>Ethos</i>) Addressing common grammar errors (Schedule MAPN conferences)		Writing Activity Due *Email me approximately 2 pages of your MAPN in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll try to have these back to you Monday with comments/suggestions.
1-28 M Lab	Assessing Sample Personal Narratives	I will have emailed you some sample narratives to read and critique over the weekend.	Be prepared to discuss these sample narratives in class 1-28 to comment upon their strengths and weaknesses and mention how/where they could be improved and why. (I'll give you my own notes in respect to these MAPNs in class as well as emailing them to you after class on 1-28.)
1-30 W Lab	No Class: Conferences on your MAPN in progress.		
2-1 F Lab	MAPN Peer-Review (1) Read colleague's MAPN (2) Give feedback on MAPN evaluation form and give the form to the colleague whose MAPN you have read. (3) Make some notes/comments on hard copy of colleague's MAPN (4) Be sure to have written YOUR name on both your colleague's evaluation form and hard copy MAPN *Note: This evaluative criterion will be used for <u>every</u> peer review session.		Paper #1 draft one due (print hard copy for peer review editing)
2-4 M Classroom	Research Overview for FA Interviewing Protocol Ethics of representation		Paper #1 FFN copy due Reflection on Paper #1 due

2-6	W	Begin Unit #2 Introduction to Feature Article - What is a (strong) feature article? - Leads - Vivid descriptions -		*Know your topic and whom you are interviewing by Friday!
2-8	F	Integrating Sources - Paraphrase - Quotation - MLA citations (more later on)		
2-11	M	Discuss <i>WiP</i> 15-20, 23, 27 Assessing Sample FAs	<i>WiP</i> 15-20, 23, 27 Over the weekend, I will have emailed you some sample feature articles to read and critique for class Monday.	Be prepared to discuss these sample feature articles in class 2-11 to comment upon their strengths and weaknesses and mention how/where they could be improved and why. (I'll give you my own notes in respect to these FAs.)
2-13	W	Assessing Sample FAs -		Writing Activity Due *Email me approximately 2 pages of your FA in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll try to have these back to you Saturday with comments/suggestions.
2-15	F	Grammar & Styling Workshop (Expansion from 1-18) (Schedule FA conferences)	Read the sample poorly written paper I will have electronically submitted to you and make the necessary grammatical/stylistic alterations.	Be prepared to discuss in class 2-15 the grammatical and stylistic changes you made and why you made them.
2-18	M	No Class: Conferences on your FA in progress.		
2-20	W	FA Peer-Review [see date 2-1 for instructions]		Paper #2 draft one due (print hard copy for peer review editing)
2-22	F	Discussion of Midterm Memos Discussion of Midterm Portfolio		
2-25	M	Begin Unit #3 Introduction to Text Analysis - What is text? - Review of context - Finding Good Internet Resources	Read my sample Midterm Memo that I will have emailed you. *While not required, consider peer reviewing your colleague's midterm memos or even revising copies of your MAPN during this time.	Paper #2 FFN copy due Reflection on Paper #2 due

2-27	W	<p>Answer questions about TA unit (ex: from <i>WiP</i> 41-44)</p> <p>Rhetoric and rhetorical strategies (emotional appeals, logical appeals, and appeals to the speaker)</p> <p>Close Reading/ Analysis *I'll have electronic examples (Ex: from <i>Yes Minister</i>, TV ads, etc.)</p>	<p><i>EW</i> 206-252 (browse) <i>WiP</i> 41-44</p>	Craft Midterm Memos
3-1	F	<p>Discuss <i>WiP</i> 41-44</p> <p>Decide student topics with students</p> <p>CAP → ANALYSIS organizational format</p>	<p>(I will have emailed you my sample essay about Dally's character in <i>The Outsiders</i> for you to print, read, and be prepared to discuss in class 3-1.) *I may also have emailed you other sample essays to read.</p>	<p>Midterm Portfolios Due Midterm Memo Due (include in portfolio)</p> <p>*These are due at beginning of class 3-1</p>
3-4	M	<p>MLA citation style</p> <ul style="list-style-type: none"> - In-text citations - Works cited page <p>Summary/analysis workshop</p>		<p>Get to know your text (music video or film) for TA paper.</p> <p>*Be sure to select a text that is serious enough to warrant analysis of the rhetorical appeals used to convey a specific theme within the text.</p>
3-6	W	<p>Assessing Sample TAs</p>	<p><i>WiP</i> 140-148</p> <p>I will have emailed you some sample text analysis papers to print, read, and mark up before 3-6.</p>	<p>Markup essay in <i>WiP</i> 140-148</p> <p>Markup the sample text analysis papers I emailed you. (Be prepared to talk about these essays in class 3-6- in respect to how well they fulfill the requirements of the assignment and where they might be improved, how, and why.)</p>
3-8	F	<p>Create Your Own Advertisements → Work in pairs</p> <p>Present your ads to class</p>		<p>Writing Activity Due (Ex: What is your text that you plan to analyze and what theme within the text will you analyze? How is your research progressing for CAP?) (circa 1 page)</p>
3-11	M	<p>Present & Discuss Advertisement</p> <p>*Even if you present on Monday, your paper is still due Wednesday although you may submit early.</p>	<p>Find your own advertisement (see writing assignment)</p>	<p>[See date 3-13 for requirements of assignment]</p>
3-13	W	<p>Present & Discuss Advertisement</p>	<p>Find your own advertisement (see writing assignment)</p>	<p>Writing Activity Due (Find your own TV advertisement to share with the class (ex: from Youtube) – Be prepared to give short 1-2 minute presentation in clip chosen; write an approximately 2 page paper on who the target audience is (and why you think so), what rhetorical appeal(s) ad employs, and how effective ad is in conveying those appeals to its audience. If ad is not successful, comment upon what could have made ad more successful.)</p>

3-15	F	TA Peer-Review #1 [see date 2-1 for instructions]		Paper #3 draft one due (print hard copy for peer review editing)
3-18	M	TA Peer-Review #2 [see date 2-1 for instructions]		Paper #3 draft two due (print hard copy for peer review editing)
3-20	W	Begin Unit #4 How to Choose Research Topic? - Of what are you passionate? - Stakeholders Developing a research plan (Schedule TA conferences for after Spring Break)		
3-22	F	Discuss Preliminary List (with class, consider strength of topic, possible difficulties of particular topic, etc.) Using Web Resources (ex: for research) Discuss synthesis (especially in respect to sample SRP on curfew)	<i>WiP</i> 57-61 Read sample SRP on curfew (which I will have electronically sent you).	Paper #3 FFN copy due Reflection on Paper #3 due
3-25	M	No Class: Spring Break		Spring Break is a great time to work seriously on revising your final portfolios, especially in respect to first 2 papers. It could also be helpful to research for your SRP over Spring Break.
3-27	W	No Class: Spring Break		Spring Break is a great time to work seriously on revising your final portfolios, especially in respect to first 2 papers. It could also be helpful to research for your SRP over Spring Break.
3-29	F	No Class: Spring Break		Spring Break is a great time to work seriously on revising your final portfolios, especially in respect to first 2 papers. It could also be helpful to research for your SRP over Spring Break.
4-1	M	Logical Fallacies		Write preliminary list of possible topics that interest you and why
4-3	W	No Class: Conferences * on TAs	Read Logical Fallacy handout I will have sent you.	
4-5	F	Counterarguments Assessing Sample Stakeholder Research Papers (weaker selections)	<i>WiP</i> 151-157 Read sample SRPs I will have submitted electronically to you for 4-5.	Writing Activity Due Choose Topic (write a formal proposal about the topic you have chosen for your SRP and why you have chosen it. List your stakeholders. – I'll try to have proposal back to you before Monday. Markup essay in <i>WiP</i> 151-157 Markup the sample SRP essays I emailed you. (Be prepared to talk about these essays in class 4-5 in respect to how well they fulfill the requirements of the assignment and where they might be improved, how, and why.)

4-8	M	Assessing Sample Stakeholder Research Papers (stronger selections)	Read sample SRPs I will have submitted electronically to you. Research for your SRP!	
4-10	W	No Class: Conferences * on progress of your SRPs	Research for your SRP!	
4-12	F	SRP Peer Review #1 [see date 2-1 for instructions]		Paper #4 draft one due (print hard copy for peer review editing) (This may mean engaging in additional research in order to make a stronger claim or further refute the claims of those on the other side of the issue.)
4-15	M	Work on Research Paper in Class Answer Student Questions on SRP		
4-17	W	SRP Peer Review #2 [see date 2-1 for instructions]		Paper #4 draft two due (print hard copy for peer review editing)
4-19	F	No Class: Research Day		Spend this time revising paper #4 based on peer's suggestions
4-22	M	Final Portfolios (include reviewing goals of course) Discuss the Final Memo (due 5-3)		Paper #4 FFN copy due (feel free to submit <i>before</i> due date) Reflection on Paper #4 due I'll try to respond to your SRPs by 4-29.
4-24	W	Revise MAPN FFN Draft		
4-26	F	Revise FA FFN Draft		
4-29	M	Revise TA FFN Draft (Complete SEIs)		
5-1	W	Revise SRP FFN Draft		
5-3	F	No Class, although you may certainly stop by Clark 410 to hand deliver your final portfolio to me or work on finishing up your final portfolio in a computer classroom environment.		Final Portfolios Due Final Memo Due *These are due at beginning of class 5-3 OR hand delivered to my office between 3:00 pm & 5:00 pm
5-6	M	Finals Week: No Classes		

We will discuss when you may pick up your final portfolios from my office on 5-3 when you submit them to me.