

English 101 - Composition and Rhetoric 1, Spring Semester 2012.
Section 31: TR 8:30-9:45. Clark Hall 404 & 206 (alternates each week)
Section 32: TR 10:00-11:15. Clark Hall 404 & 206 (alternates each week)

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Office Hours
Tuesdays & Thursdays: 12:00-2:00 PM
and by appointment.

Course Goals: Welcome to English 101, a learning community designed to help you write effectively within the university community. In this course, you will learn to demonstrate critical reading, thinking, researching, and writing, skills crucial to any academic discipline. Because academic writing often builds upon ideas from the work of others, this class will focus on both creative writing and writing that integrates and responds to sources we read. While English 101 does not focus on how to write for a particular discipline, it can help you learn some of the most common strategies for producing effective academic writing at the collegiate level. In addition, this course will give you the tools necessary to properly analyze the different discourses you may encounter while completing your degree and to prepare you for the next phase of writing study in English 102.

Course Description:

English 101: Writing and Rhetoric focuses on writing, reading, and thinking processes and also includes rhetorical study of language and writing. You gain practice in composing and revising your own essays of various kinds. You engage in informal writing, formal writing, peer critique, revision processes, active reading, and group work as means to becoming a successful writer and thinker. The course assumes, at the outset, that students who have been accepted to college can already write. Therefore, this is not a course dedicated exclusively to basic mechanics, but rather attempts to develop current critical thinking skills. The course will also provide an effective and proven methodology so that students will write more competently, more successfully, and more confidently throughout their careers.

This is not a course about grammar, the sentence, or unified paragraphs in any isolated sense. Although we will seek to develop these skills periodically as needed, English 101 is mainly concerned with the intellectual process necessary to succeed in learning critical thinking, a skill necessary not only for writing but also for being well-informed, independent citizens who make informed decisions within their communities. The key skill I will teach will be writing as a process as students seek to continually improve the written products they produce through revision. The final product will be the portfolio, a culmination of all revised work throughout the semester.

As adult learners, you can expect me to treat you with respect. In return, I require regular class attendance along with civil discussion and participation. While I hope these

discussions will be both fun and enlightening, we engage in them for the process of learning together. Therefore, as scholars in the process of learning together, please always respect the ideas of others. Disagreement is essential, but the key is to do so in a positive, civil manner.

Texts: 1) *Work in Progress: A Guide to English 101 at West Virginia University*. 6th ed.
2) Andrea Lunsford, *Easy Writer*. 4th ed.
3) Additional readings available through eCampus.

Materials: All essays will be submitted electronically through eCampus. If your computer does not have Microsoft Office, please convert documents to .Doc or .RTF. (this especially applies to .Pages users.) Also, I require loose notebook paper (8 1/2 by 11") or composition books for in-class writing assignments, and, most importantly, flash drives or memory sticks for saving and backing up work.

Course Requirements

Grading: The final grade will be based on the following: Students will write four major essays and these will be worth 70% of the grade. These assignments will initially be returned with only comments to guide revision without a grade. Students will be required to not only revise all of the major assignments but also reflect on the skills they have learned and apply the said skills to the revisions they have undertaken. See *Work in Progress*, page xxi, for more information on the portfolio system.

In addition, 20% of the final grade will consist of required informal assignments, including focused logs, process requirements for each major essay, group work, responses to readings, and other activities. Students will receive a check plus, check, check minus grade on these low-stakes assignments designed to help build your ideas going into major essays.

Below are the major essays in this course. They will be assigned at least two weeks in advance. At least a week before these papers are due, I will hold individual conferences with students rather than holding a full class. In addition, the day before essays are due, students must bring in a draft for peer review. Failure to do so will result in a loss of class participation points.

Major Assignments

1. Multi-Angle Personal Narrative—final for now due February 1st, 5 PM
2. Feature Article—final for now due Feb 19th, class time
3. Midterm Portfolio: Due March 1st, 5 PM
4. Text Analysis: Due April 9th, class time
5. Stakeholder Research Paper—final for now due April 25th, 5 PM
6. Final portfolios: Due on Saturday, May 4th, by 5 PM. I will attach final portfolios on eCampus during exam week.

This course is graded A (Superior), B (strong), C (satisfactory), D

(weak), F (unacceptable). **Grades of A/B are considered Honor grades.**

In order to receive a passing grade (A to D-), you must complete all FOUR major essay assignments, attend class regularly, and have drafts ready for peer review. Students will receive a grade report at both midterm and after finals. Below is the grading scale:

- A: 90%-100%
- B: 80%-90%
- C: 70%-80%
- D: 60%-70%
- F: Below 60%

Policies

Formatting Formal Essays: All papers must be produced on a word processor and follow MLA format; specifically, essays must have a works cited page, one inch margins on all sides, and be double-spaced (that's 2.0 spacing, not 2.5) in 12 point Times New Roman font. Any essay that does not comply with these formatting guidelines will be returned to its author for correction and be counted against participation. Because a variety of computers are available across campus, I am reluctant to accept "computer excuses"; please become familiar with campus computer centers and keep copies of all your work for English 101 on a specific memory stick.

Attendance: **Regular attendance is required.** Because the formal essays that you complete in the course depend on your in-class writing, collaboration with classmates, peer feedback, and discussion, **if you miss more than two classes**, your grade will be affected in that your final grade may be lowered by up to one letter grade for any further absences. Missing more than 5 classes will result in automatic failure of the course. Excused absences due to illness still count as missed classes; however, if you provide documentation for illnesses or university events, you may submit a written request for a special arrangement (See pg. xxiii in *Work in Progress*). Most important, if you have to miss class, please email me and keep me up to date on your situation. You are responsible for what you missed and are expected to return to class prepared and with work completed. I will post all assignments due for the next class meeting on our eCampus page.

Class begins at the time listed in the time schedule; **please do not be late.** Excessive tardiness will be counted as an absence.

Late Essays: Part of the purpose for the portfolio system is revision. So, please do not turn in your assignments late. Doing so will result in a lower mark on your final portfolio grade.

Revising. I strongly recommend conferencing with me with a draft before a final for now essay is due. In addition to me, other resources are at your disposal for improving writing, including other classmates' feedback on drafts and the peer tutors available in the Writing Center, which is located straight across the hall from my office. My comments

on student essays should be used as a dialogue for potential improvement. Once an essay is turned in, you must revise that same essay. You cannot write a new Textual Analysis after the first one has already been graded, for example.

University Community Discourse, Diversity, and Personal Responsibilities:

In our readings, class discussions, and writings throughout this semester, we will examine ideas from and about diverse perspectives, and this examination will remind us how integral and how important language and communication is to us, as humans. At this university, students and faculty are afforded an academic environment that allows for a broad range of intellectual expression, in speech and in writing. Challenging issues and ideas may arise in our conversations and readings, including ideas that you may find personally offensive or difficult to address, but education is about challenge, growth, and self-reflection.

We will need to remember that one of the major goals of a university's environment is to push each of us to think about what we know and believe, and to examine that knowledge and those beliefs in relation to what other people know and believe. These ideas and goals demand that we all share responsibility for creating and maintaining a civil learning environment in our classroom and in the larger university community. We all need to be conscious of and accept responsibility for what we say and do, and how our words and actions have consequences that may affect others. As part of this awareness we will avoid sexist, racist, and heterosexist language in our discussions and writing. Anyone may express her or his opinion openly as long as the expression is civil, mature, and does not intend, in any way, to harm any other person or group in the classroom.

Also, in order to maintain an effective learning environment, distractions must be avoided. This means that all cell phones and laptops must be turned off and placed inside backpacks or under class desks--no exceptions, please! Also, iPods should be turned off and placed in backpacks before class begins. **I do not allow texting in class: doing so will result in a loss on class participation. If you feel the overwhelming need to text, please do not take this section of English 101; it is disrespectful not only to the instructor but also the other students trying to learn.**

In addition, when someone is speaking, we must respect this person's words and ideas; thus, everyone must avoid talking out of turn or interrupting class activities in other ways.

Academic Dishonesty: Plagiarism is defined in the University Student Conduct Code, Policy Bulletin 31, which is online at <http://studentlife.wvu.edu/studentconductcode.html>.

From my definition, plagiarism not only includes borrowing others' work as your own whether in the form of buying a paper or copying words from another but also the act of using a near complete essay from another class. Different degrees of plagiarism exist in severity; some come with overt cheating and others usually come with inexperience or

not paying attention. The more serious cases can result in an unforgivable F for the course, meaning it will always affect GPA. Plagiarism will be clearly explained throughout the course, so if you ever have any questions, please see me. **The argument of ignorance is not an excuse!**

****NOTE:** Please let me know as soon as possible if you need any special accommodations in order to work successfully in this class. Bring any materials you have received from the Office of Disability Services to document your particular needs.

Finally, I look forward to working with everyone this semester. We are responsible for adhering to the policies described in the syllabus. If you have any questions regarding these policies, please don't hesitate to raise them during class, during my office hours, or via email. Thank you. I sincerely look forward to working and learning from you this semester, and together, I hope we will all become better writers.

Schedule of Work: To Midterm

**More to come later, and subject to change according to progress

January	
Tuesday	Thursday
<p>15 (Late Registration Fee in Effect after Jan 14)</p> <p>Class Activities: Syllabus Icebreaker E-mail etiquette Begin Assignment: "Letter of Introduction as a person and as a writer: 1-2 full pages.</p> <p>Homework: Type the letter of introduction and print a hard copy to submit for Thursday.</p>	<p>17</p> <p>Class Activities: Introduction to Rhetoric: Logos, Ethos, & Pathos</p> <p>Due Today: Letter of Intro</p> <p>Homework: Read Steinbeck "On Fishing" and Abbey, "The Serpents of Paradise" from eCampus. Also read the MAPN unit in <i>Work in Progress</i></p>
<p>22</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion: stories Lecture: Parts of a story for MAPN Group work: Questions about story structure</p> <p>Due Today: Readings: be sure to be ready to discuss and write on them.</p> <p>Homework: Begin brainstorming or sketching your own ideas for a story.</p> <p>Read: Example MAPNs from other students on eCampus</p>	<p>24</p> <p>MEET: Clark 206</p> <p>Class Activities: Figurative language activity Discussion: other MAPN assignments</p> <p>Due Today: Readings and brainstorming MAPN</p> <p>Homework: Complete a rough draft of your MAPN for conferencing.</p>

<p>29</p> <p>MEET: My office, Colson G3, for an individual meeting on either Tuesday or Wednesday. No class meeting!</p> <p>Due Today: Draft</p> <p>Homework: Revise the draft based on comments I give. Be sure to have a full draft ready for Peer Review on Friday.</p> <p>Also, begin to think about who you may want to interview in the Feature Article project.</p>	<p>31:</p> <p>MEET: Clark 404</p> <p>Class Activities: Peer Review</p> <p>Due Today: A printed draft for in-class</p> <p>Homework: MAPN Final for now due Friday, February 1, by 5 PM. Read Feature Article unit in Work in Progress for next Tuesday.</p>
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February	
Tuesday	Thursday
<p>5</p> <p><u>MEET: Clark 206</u></p> <p>Class Activities: Lecture: Feature Article Lecture: Interview decorum Group: Interview practice</p> <p>Due Today: Readings</p> <p>Homework: Read sample feature articles on eCampus. Conduct an interview this week!</p>	<p>7</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion & In-Class Writing: Readings</p> <p>Due Today: Readings</p> <p>Homework: Begin draft of Feature Article</p>

<p>12</p> <p>MEET: My office, Colson G3, either today or Wednesday.</p> <p>Class Activities: Feature Article draft conferencing</p> <p>Due today: Feature Article draft</p> <p>Homework: Revise Feature Article based off conference feedback. Have full draft ready for Peer Review on Thursday.</p>	<p>14</p> <p>MEET: Clark 404</p> <p>Class Activities: Peer Review</p> <p>Due Today: Full Draft of Feature Article</p> <p>Homework: Submit Feature Article Final for now by next Tuesday’s class time.</p> <p>Read: “Reflection,” Pgs. 35-40, in <i>Work in Progress</i>.</p> <p>Read: Sample student memos</p>
<p>19</p> <p>MEET: Clark 206</p> <p>Class Activities: Lecture: Midterm Memos Discussion: Previous student memos</p> <p>Due Today: Feature Article final for now</p> <p>Homework: Read August, “Real-Men Don’t” and Tannen, “There Are No Unmarked Women,” on eCampus, and be ready to write and discuss in class.</p>	<p>21</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion: August/Tannen</p> <p>Due Today: Reading</p> <p>Homework: Read Text Analysis unit in “Work in Progress.”</p> <p>Read Thesis writing chapter on eCampus.</p> <p>Read: Corrigan: Writing on Film</p>

<p>26</p> <p>MEET: Clark 404</p> <p>Class Activities: Lecture: The Fundamentals of Textual Analysis</p> <p>Due Today: Readings</p> <p>Homework: Work on the Midterm Portfolio</p>	<p>28 (Mid-Semester is Mar 1)</p> <p>MEET: Clark 404</p> <p>Lecture: Last minute revision strategies before the final portfolio submission: editing, paragraphing, reflection building, specific details</p> <p>Due: Midterm Portfolio by Friday, March 1, by 5 PM.</p> <p>READ: Hemingway, “A Big-Two Hearted River.”</p>
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March	
Tuesday	Thursday
<p>5 UNIT 3 - Text Analysis</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion: A Big Two-Hearted River</p> <p>Due Today: Reading</p> <p>Homework: N/A</p>	<p>7 (Mid-Semester Grades are Due)</p> <p>MEET: Clark 206</p> <p>Class Activities: Film: <i>The Thing</i></p> <p>Due Today:</p> <p>Homework:</p>
<p>12</p> <p>MEET: Clark 404</p> <p>Class Activities: <i>The Thing</i> (cont): Discussion</p> <p>Due Today: Be prepared to write on the film</p> <p>Homework: Read Lovecraft, “The Call of Cthulhu”</p>	<p>14</p> <p>MEET: Clark 404</p> <p>Class Activities: Discussion, “The Call of Cthulhu”</p> <p>Due Today: Reading</p> <p>Homework: Poetry: Read Milton, <i>Paradise Lost</i>, Books 1 & 2</p>

<p>19</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion, <i>PL</i> Books 1 &2</p> <p>Due Today: Reading</p> <p>Homework: Start honing in on a text analysis topic</p>	<p>21 (Mar 22 is the Last Day to Drop)</p> <p>MEET: Clark 206</p> <p>Class Activities: Review: Text Analysis of Prose, Film, or Poetry</p> <p>Due Today:</p> <p>Homework: A draft of your essay the week after break</p>
<p>26 NO CLASS - Spring Break!</p>	<p>28 NO CLASS - Spring Break!</p>

April	
Tuesday	Thursday
<p>2</p> <p>MEET: Colson G3, conferences</p> <p>Class Activities: Conferencing, Tuesday, Wednesday, Thursday</p> <p>Due Today: A draft of your paper</p> <p>Homework: Complete a full draft of your paper for Peer Review</p>	<p>4</p> <p>MEET: Clark 404</p> <p>Class Activities: Peer Review</p> <p>Due: Text Analysis, Friday, April 5, 5 PM</p> <p>Homework: Read Nelson, "The Scandalous Research Paper"</p>

<p>9</p> <p>MEET: Clark 206</p> <p>Class Activities: Discussion, “The Scandalous Research Paper.”</p> <p>Due Today: Reading</p> <p>Homework: Read SRP unit in <i>Work in Progress</i></p>	<p>11</p> <p>MEET: Clark 206</p> <p>Class Activities: Lecture: SRP</p> <p>Due Today: Reading</p> <p>Homework: Start thinking about a research topic for your SRP</p>
<p>16</p> <p>MEET: Clark 404</p> <p>Class Activities: Research tutorial, guided research time</p> <p>Homework: A 1 page summary of your research topic and the direction/thesis that you want to take it.</p> <p>Read: Sample student SRPs</p>	<p>18</p> <p>MEET: Clark 404</p> <p>Class Activities: Thesis-Writing Workshop Discussion: Sample SRPs</p> <p>Homework: Complete your draft of your SRP</p>
<p>23</p> <p>MEET: Conferencing in Colson G3</p> <p>Class Activities: No class: conferences</p> <p>Due Today: Full draft</p> <p>Homework: Complete paper by Thursday</p>	<p>25</p> <p>MEET: Clark 206</p> <p>Class Activities: Evaluations, Course Review, Final Memos</p> <p>Due Today: SRP</p> <p>Homework: Undertake vast revisions: begin drafting the final memo</p>

April/May

<p>Apr 30 (May 2 is the Last Day to Withdraw from the University)</p> <p>MEET: Clark 404</p> <p>Class Activities: Revision strategies</p> <p>Due Today: Bring in your previous essays</p>	<p>2 (May 3 is Last Day of Classes for Spring semester)</p> <p>MEET: Clark 404</p> <p>Class Activities: Revision</p> <p>Due: Final Portfolio, by May 3rd, by 5 PM.</p> <p>Have a wonderful break!</p>
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