

English 101: Composition and Rhetoric Section 025

Fall Semester, 2014 Monday – Wednesday – Friday 1:30-2:20 Clark Hall 206/404

Instructor: Kelsey Liebenson-Morse

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Phone: 304-293-3107* message only Office: Colson G19

Office Hours:

M: 12:00-1:00 W: 3:30-4:30, & by appointment

Required Textbooks:

1. English 101 Faculty. *Work In Progress*. (WiP.) 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.

2. Lunsford, Andrea A. *Easy Writer*, 5th Ed. Boston: Bedford/St. Martin's, 2014. ISBN: 978-1-4576-4046-9

INTRODUCTION

Welcome to English 101! This semester, we will embark on a course focused on developing your knowledge and execution of writing in a variety of areas that will go beyond grammar and punctuation. We will examine how we use writing to express personal ideas. We will learn how to show something, rather than tell it. We will analyze, we will research— we will learn new things about ourselves as writers and communicators. We will come to know, identify, create, and analyze several different types of genres such as personal narratives, essays, news articles and research papers. The goal is not to convert you into English majors, but instead provide you with a sense of all that language can do for you. During this semester, you will learn how writing will influence your academic, personal, and professional lives.

COURSE GOALS

Through our course goals, each student can expect to:

1. Develop a personal learning process for effective writing
2. Recognize contexts that shape writing and research
3. Think critically to understand texts, contexts, and writing strategies
4. Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations

POLICIES AND PROCEDURES

ATTENDANCE

You must be present for class. We know that personal situations and required University events may, on rare occasion, make it impossible for you to be in class. For these reasons, you are allotted a few number of absences; please reserve these absences for emergencies. For our Monday/Wednesday/Friday schedule, each student is allowed 3

absences. The fourth absence will compromise your grade as much as one full letter. Each subsequent absence will result in the further loss of up to one letter grade. Students who miss 6 classes will fail the course. For further clarification of the attendance policy, refer to pages xxi and xxii in *Work in Progress*.

LATENESS

You are expected to be on time for class. Being on time for class is a large factor of your participation grade and prevents the class from being interrupted or disturbed. You will be penalized one percentage point every two times you are late. If you are late more than five times, it will be recorded as a full absence. For further clarification on lateness, refer to pages xx and xxii in *Work in Progress*.

CONFERENCES

We will meet in small groups four times during the semester where we discuss progress and personal questions and concerns. You must attend conferences or you will be marked absent. For further clarification on conferences, refer to page xxii in *Work in Progress*.

CHEATING AND PLAGARISM

The English 101 community assumes your honesty. Turning in anything other than original work will result in a failing grade for the paper, a failing grade for the course, or a more serious penalty. For further clarification on academic honesty and the student code of conduct at West Virginia University, refer to page xxiii in *Work in Progress*.

<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagerism>

ELECTRONICS: IN THE CLASSROOM

You are welcome to bring tablets to class if they are specifically used to take notes or enhance your educational endeavors. Every other week of classes, we will meet in the computer lab on the fourth floor of Clark Hall. While in the lab, you will also be able to use the computers to take notes or complete in-class activities. If at any point these devices become a distraction to me or your classmates, or if they are misused during class time, you will be asked to shut down the device and/or put it away. All cell phones are expected to be turned off or silenced during class. If you must take an emergency phone call, please quietly excuse yourself from the room.

STUDENTS WITH DISABILITIES

If you have a documented learning disability, a serious hearing or visual problem or any other special need that might affect your performance and participation in class, please be sure to speak with me. Also, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Road. The phone number is 304-293-700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

WRITING CENTER

The WVU Writing Center is a resource that can help you throughout your writing process. It is located G02 Colson Hall. For more information return to page xxiv in *Work in Progress*.

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 hours, services, and location see page xxiv in *Work In Progress*.

OFFICE HOURS AND EMAIL

Office hours are a great opportunity to have a one-on-one session to discuss your writing and progress in the class, ask questions, and receive personal feedback. You can also email me, using the email on this syllabus, to ask a brief question or notify me of something that might be urgent or time sensitive. I will typically respond within 24 hours. If you expect you will need more time to discuss any aspect of your writing process, please schedule an appointment, or notify me personally.

RESPONSE AND EVALUATION

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment. However, you will receive substantial feedback along with an overall letter grade at the midterm and then again at the end of the semester. Your midterm and final grades are based on the following percentages:

Formal writing i.e. Portfolio— major assignments/reflective writing: **70%**
Informal Writing/Homework: **20%**
Participation: **10%**

For further clarification of grading criteria, refer to pages xix-xxi in *Work in Progress*. We will go over this in class in further detail throughout the semester. If you have any questions regarding your progress or performance in the class, please see me during office hours or by appointment.

Schedule of Work: *The syllabus is subject to minor changes based on the instructor's discretion and progress of the class*

WEEK ONE:

Monday, August 18th

Topics: Introduction/Syllabus/Icebreakers
Reading # 1: Sandra Cisneros "My Name"
Writing # 1: "My Name" (1 pg.)

Wednesday, August 20th

Unit One: Personal Narratives
Topics: Exploring the narrative, how to get started

Friday, August 22 last day to register/add new courses/section changes

Topics: Narrowing focus – Audience
Due: "My Name"
Homework: From top ten list using *Work in Progress*, (pg. 10) generate two pages of your working personal narrative for Monday

WEEK TWO: Computer Lab Room 404

Monday, August 25th

Topics: Peer review
Due: Two pages of personal narrative
Reading # 2: Jamaica Kincaid "Girl"

Wednesday, August 27th

CONFERENCES

Friday, August 29th

Topics: Vivid description

WEEK THREE:

Monday September 1st

NO CLASS – LABOR DAY

Wednesday September 3rd

Topics: Conclusions, discussing identity in your work

Friday September 5th

Unit Two: Feature Article
Topics: Introduction to the Feature Article
Due: **Personal Narrative Final For Now**
Homework: Reading # 3: Read one *Huffington Post* or *New York Times* feature article
Writing # 2: Write reflection (1 pg.)

WEEK FOUR: Computer Lab

Monday September 8th

Topics: Conducting interviews
Due: Reflection on *Huffington Post*/*New York Times* feature

Homework: Writing #3: Pick topic for your Feature Article – write short proposal (1 pg.)

Wednesday September 10th

Topics: Lead

Due: Proposal for Feature Article

Friday, September 12th

Topics: Angle

Homework: Work On Feature Article!

WEEK FIVE:

Monday, September 15th

Topics: Ethos

Homework: Reading # 4: Laura Bolin Carroll: *Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis* writingspaces.org

Writing # 4: Ethos Reflection (1 pg.)

Wednesday, September 17th

Topics: Writing Process

Due: Reflection on Ethos

Friday, September 19th

Topics: Peer Review

Homework: Writing # 5: Reflective cover memo for Feature Article

Work in Progress, pg. 31 (1 pg.) Bring to conference *

WEEK SIX: Computer lab

Monday, September 22

CONFERENCES

Wednesday, September 24th

Topics: Revision

Due: Feature Article Final For Now

Friday, September 26th

Topics: Reflection, putting together a portfolio

WEEK SEVEN:

Monday September 29th

Topics: Grammar, proofreading

Reading # 5: Kyle D. Stedman: *Annoying Ways People Use Sources* writingspaces.org

Wednesday, October 1

Unit Three: Text Analysis

Homework: Work on Portfolio!

Friday, October 3

Topics: Close reading

Due: Midterm Portfolio

Homework: Writing # 6: Proposal for Text Analysis (1 pg.)

WEEK EIGHT: Computer lab

Monday October 6th

Topics: Thesis writing

Due: Proposal for Text Analysis

Wednesday, October 8th

Topics: MLA Formatting

Homework: Reading # 6: Roahl Dahl “Man from the South”

Writing # 7: Reflection on “Man from the South” (1 pg.)

Friday, October 10th

Topics: Metaphor, imagery

Due: Reflection on “Man from the South”

WEEK NINE:

Monday, October 13th

NO CLASS MID-TERM BREAK

Wednesday, October 15th

Topics: Summary vs. commentary

Homework: Draft of text analysis (1 pg.) minimum*!

Friday, October 17th

Topics: Peer review

Due Today: Draft of text analysis

WEEK TEN: Computer lab

Monday, October 20th

CONFERENCES

Wednesday, October 22

Topics: Using Evidence/Quoting

Homework: Work on Text Analysis!

Friday, October 24th (last day to drop a class)

Topics: *Unit Four: Stakeholder’s Research Project*

Due Today: **Text Analysis Final For Now**

WEEK ELEVEN:

Monday October 27th

Topics: Purpose, audience

Homework: Writing # 8: Proposal for Stakeholder’s Research Project (1 pg.)

Wednesday, October 29th

Topics: Research

Due: Proposal for Stakeholder’s Research Project

Friday, October 31st

Topics: Thesis/Angle

Reading # 7: Rachel Carson “A Fable For Tomorrow”

WEEK TWELVE: Computer lab

Monday, November 3rd

Topics: Bias/Perspective

Homework: Draft of Stakeholder's Research Paper (1 pg.) minimum*

Wednesday, November 5th

Topics: Organization/Structure

Due: Draft Stakeholder's Research Paper

Friday, November 7th

CONFERENCES

WEEK THIRTEEN:

Monday, November 10th

Topics: Citations

Wednesday, November 12th

Topics: Peer Review

Homework: Writing # 9: Peer Review Letter (1 pg.)

Friday, November 14th

Topics: Professional Presentation

Due: Peer Review Letter

Homework: Work on Stakeholder's Research Project!

WEEK FOURTEEN: Computer lab

Monday, November 17th

Topics: Context/Why it matters

Due: Stakeholder's Research Project Final For Now

Wednesday, November 19th

Topics: Revision/Editing/Proofreading

Friday, November 21

Topics: Processing Research/Credible Sources/Titles

WEEK FIFTEEN: FALL BREAK NO CLASS

WEEK SIXTEEN: Computer lab

Monday, December 1st

Topics: Reflection

Reading # 8: Joan Didion "On Keeping A Notebook"

Writing # 10: "Best piece" reflection (1 pg.)

Wednesday, December 3rd

Topics: Presentation/Revisions

Due: Best piece reflection

Friday, December 5th

Topics: Conclusion

Monday, December 8th last day to withdraw from a class

LAST DAY OF CLASS! FINAL PORTFOLIO DUE TODAY!

List of Assigned Writings:

Writing #1 My Name

Writing #2 Feature Article Reflection

Writing #3 Feature Article Proposal

Writing #4 Ethos Reflection

Writing #5 Reflective Cover for Feature Article

Writing #6 Proposal for Text Analysis

Writing #7 Reflection on “Man From The South”

Writing # 8 Proposal for Stakeholder’s Research

Writing #9 Peer Letter

Writing #10 “Best Piece” Reflection

List of Assigned Readings:

Reading # 1 Sandra Cisneros: “My Name Is”

Reading # 2 Jamaica Kincaid: “Girl”

Reading # 3 *Huffington Post/New York Times*

Reading # 4 Laura Bolin Carroll: *Backpacks vs. Briefcases: Steps for Rhetorical Analysis*

Reading # 5 Kyle D. Stedman: *Annoying Ways People Use Sources*

Reading # 6 Roahl Dahl: “The Man From The South”

Reading # 7 Rachel Carson: “A Fable for Tomorrow”

Reading # 8 Joan Didion: “On Keeping A Notebook”