

English 101: Composition and Rhetoric, Sections 202	
Fall Semester, 2012 – Tuesday/Thursday in Clark 410, 1:00-2:15	
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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.

INTRODUCTION:

Welcome to English 101! This course focuses on developing your knowledge of writing in several areas beyond mere 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 not to convert you all into English majors. Instead, it 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.

COURSE GOALS: This course fulfills objective one of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 101 accomplishes this through four course-specific 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 (including policy on lateness and conference attendance)** You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. For more information on the attendance policy please see pages xxi and xxii in *WiP*.
- **Cheating/Plagiarism:** The English 101 community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. For more

information about academic honesty and the student code of conduct at West Virginia University refer to page xxiii in *WiP*.

- **Computers and Cell Phones:** You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away.

All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency please quietly excuse yourself from the room.

- **Students with Disabilities:** If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. Their phone number is 304-293-6700, their email is access2@mail.wvu.edu. Their website is <http://disabilityservices.wvu.edu/>.
- **Writing Center:** The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Writing Center refer to page xxiv in *WiP*.
- **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 page xxiv in *WiP*.

OVERVIEW OF REQUIRED WORK: This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of 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:

Portfolio (base on major assignments and reflective writing) = 70%

- Multi-Angle Personal Narrative (5-6 pages)
- Feature Article (4-5 pages)
- Textual Analysis (5-6 pages)
- Stakeholder Research Paper (6 pages)

Short Writing Assignments & Homework = 20%

Participation = 10%

Please refer to ***Work in Progress*** for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

Schedule of Work

**Subject to change according to progress.

August	
Tuesday	Thursday
<p>21 (Late Registration Fee in Effect after Aug 20)</p> <p>Class Activities: Welcome Course Introduction Unit One Introduction (?)</p> <p>Homework: Read pgs. 1-4 in <i>Work in Progress</i> Read pgs. 3-5 in <i>easy Writer</i> 1-2 pages – Write about a time you communicated well.</p>	<p>23 UNIT 1: Multi-Angle Personal Narrative (Last day to register and add new courses is 8/24)</p> <p>Class Activities: Discussion - What Makes a Story Interesting? Find a Shell activity.</p> <p>Due: Write about a time you communicated well</p> <p>Homework: Letter to parent/letter to friend Read "To Do List" on eCampus Read Narrative Prompt in eCampus.</p>
<p>28</p> <p>Class Activities: Introductions Audience Vivid description & character development.</p> <p>Due Today: Letter to parent/Letter to friend</p> <p>Homework: page 9 in <i>Work in Progress</i> -use #1 and #3 to generate 2-3 Pages of your personal narrative. Due Thursday.</p>	<p>30</p> <p>Class Activities: Discuss reflection – why are you telling the story? <i>Sign up for conference time.</i></p> <p>Due Today: 2-3 pgs of personal narrative</p> <p>Homework: pg. 11 in <i>Work in Progress</i> Bring questions about personal narrative to conference.</p>

September	
Tuesday	Thursday
<p>4 CLASS CANCELED - CONFERENCES</p> <p>Homework: Finish full draft of personal narrative, bring a clean copy to class for peer Review.</p>	<p>6 Class Activities: Peer Editing – what is it? Peer Editing in pairs. Revision/Editing/Proofreading – What’s the difference?</p> <p>Homework: Polish Final-for-Now personal narrative Read pgs. 15-18 in <i>Work in Progress</i></p>
<p>11 UNIT 2: Feature Article</p> <p>Class Activities: What is the Feature Article? Small group activity</p> <p><u>Due Today: Multi-Genre Personal Narrative “Final For Now”</u></p> <p>Homework: Read Feature Article prompt on eCampus. Brainstorm 4 possible events to attend. Find one article (anything) and do Pg 21 in <i>WiP</i> on it. Bring to class.</p>	<p>13</p> <p>Class Activities: How to write a Feature Article What is a lead? (activity)</p> <p>Homework: 1.) Come up with 10 interview questions and interview someone you know. Due Tuesday. 2.) Pick one subject for your FA and do some background research. 3.) List three people you could interview and ask your first choice.</p>
<p>18</p> <p>Class Activities: Audience Integrating sources - Paraphrase/summary/quote Activity</p> <p>Due Today: Interview</p> <p>Homework: Read “Our Oceans are Turning to Plastic” on eCampus. Write 500 words of your FA.</p>	<p>20</p> <p>Class Activities: Introductions (pg. 25) In-class writing activity <i>Sign up for conference times.</i></p> <p>Due Today: 500 words of Feature Article</p> <p>Homework: Bring 3 pages of your Feature Article to conference.</p>
<p>25 CLASS CANCELED - CONFERENCES</p> <p>Homework: Bring a clean, finished draft of your Feature Article to class on Thursday.</p>	<p>27</p> <p>Class Activities: Grammar Lesson Midterm Assessment Peer Review Reflection - begin drafting in class Peer review</p> <p>Due Today: Complete draft of FA</p> <p>Homework: Short write #4 - peer review reflection, Midterm Portfolio due Thursday, 10/6 – Use pgs 33-37 in <i>Work in Progress</i> if needed.</p>

October	
Tuesday	Thursday
<p>2 UNIT 3 - Text Analysis</p> <p>Class Activities: Reflection (pgs 33-37 in <i>WiP</i>) What is a Text Analysis?</p> <p>Homework: Work on Midterm portfolio.</p>	<p>4 (Mid-Semester is Oct 7)</p> <p>Class Activities: What is Text Analysis (if needed) Context/tone Analysis class activity</p> <p>Due Today: <u>MIDTERM PORTFOLIO</u></p> <p>Homework: Read Text Analysis prompt on eCampus. Read pgs 41-44 in <i>Work in Progress</i></p>
<p>9</p> <p>Class Activities: Rhetoric – logos, pathos, ethos Small group activity Introduce the Notes page</p> <p>Homework: Choose one of the texts on eCampus for this unit. Read “Entertaining Feminism” on eCampus, Do a Notes page on it. Due next class.</p>	<p>11 (Mid-Semester Grades are Due)</p> <p>Class Activities: How to write a thesis. Research:</p> <p>Due Today: Notes page</p> <p>Homework: Find a source relevant to your topic. Write a Notes page for it, due Tuesday. Write 500 words of TA.</p>
<p>16</p> <p>Class Activities: LibGuides – how to use it. In class research and writing.</p> <p>Due Today: TA Source Notes page 500 words of TA</p> <p>Homework: Bring any questions you have about the TA to your conference!</p>	<p>18</p> <p>CLASS CANCELED - CONFERENCES</p> <p>Homework: Bring a completed draft of the Text Analysis for peer review on Tuesday.</p>
<p>23</p> <p>Class Activities: Peer review Organizing your Text Analysis -pg. 51 in <i>WiP</i></p> <p>Homework: Finish TA. For Thursday. Read pgs. 57-60 in <i>WiP</i></p>	<p>25 (October 26 is the Last Day to Drop) Unit 4</p> <p>Stakeholder Research Paper</p> <p>Class Activities: What is the SRP? -What is a stakeholder? Small group activity</p> <p>Due Today: <u>Text Analysis Essay “Final For Now”</u></p> <p>Homework: Read SRP prompt on eCampus. Brainstorm 3 possible topics, be prepared to discuss.</p>

October/November	
Tuesday	Thursday
<p>30 Class Activities: In class research – which of your topics is the most accessible? Identifying the stakeholders.</p> <p>Homework: Find a source and do a Notes page. Read “Using CQ Researcher” on eCampus. Read pgs. 63-70 in <i>WiP</i>.</p>	<p>1 Class Activities: Thesis and synthesis Integrating sources Counterarguments</p> <p>Due Today: Notes page.</p> <p>Homework: 3 pages of Stakeholder Research Paper.</p>
<p>6 NO CLASS – ELECTION DAY</p>	<p>10 Class Activities: Citation review Ethics of representation</p> <p>Due Today: 3 pages of SRP</p> <p>Homework: Continue working on SRP – use pg 71 and/or pg 77 in <i>WiP</i> if helpful.</p>
<p>13 CLASS CANCELED - CONFERENCES</p> <p>Homework: Work on Stakeholder Research Paper</p>	<p>15 Class Activities: Peer review Specific issues</p> <p>Due Today: <u>Stakeholder Research Paper</u> <u>”Final For Now”</u></p> <p>Homework: Begin working on revising four major assignments based on teacher and peer feedback.</p>
<p>20 NO CLASS - Thanksgiving Break!</p>	<p>22 NO CLASS - Thanksgiving Break!</p>
<p>27 Class Activities: What to include in the Portfolio. Reflection Unit 1 review</p> <p>Homework: Work on portfolio.</p>	<p>29 Class Activities: Unit 2 review</p> <p>Homework: Work on portfolio.</p>

December	
<p>4 (Dec 7 is the Last Day to Withdraw from the University)</p> <p>Class Activities: Unit 3 and 4 review</p> <p>Homework: Work on Final Portfolio.</p>	<p>6 (December 8 is Last Day of Classes for Fall semester)</p> <p>Conclusion</p> <p><u>Due Today: FINAL PORTFOLIO</u></p> <p>Have a wonderful break!</p>

***Portfolios Returned By Final Exam Time Slot**