

SYLLABUS FOR FALL SEMESTER, 2014

English 101: Composition and Rhetoric Section 005 and Section 006

Meeting Times:

Section 005: 8:30-9:20 a.m.

Section 006: 9:30-10:20 a.m.

Classroom:

Clark Hall D212/D410

Instructor:

Ms. Audra Cormack

Email: aocormack@mix.wvu.edu	Phone: 304-293-3107 (for messages only)
Office: Colson Hall 300	Office Hours: M/W 11:00 a.m.-Noon

Required Texts

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed., WVU ed. Boston: Bedford/St. Martin's, 2014.

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 advertisements 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 and writing can positively impact those spheres.

Course Goals

Our class has four major goals. Each student can expect to:

- * Develop a personal learning process for effective writing.
- * Recognize contexts that shape writing and research.
- * Think critically to understand texts, contexts, and writing strategies.
- * 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

Academic Integrity

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.

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 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.

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 the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Road (beside Applebee's and across from the Mountaineer Station Transportation Center). The phone number is 304-293-6700, 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 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 *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 their hours, services, and location, see page xxiv in *WiP*.

Office Hours and Email

Office: Colson Hall 300

Times: Monday and Wednesday, 11:00 a.m. to Noon

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can visit my office in person, or you can 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. You must schedule an appointment for that.

Response and Evaluation

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 mid-term 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, feature article, text analysis, and research paper), as well as reflective writing.
- Informal Writing = 20%
Informal writing assignments are short activities and homework that are typically about 1 page in length.
- Participation = 10%
Participation will consist of class discussion and activity involvement, adherence to appropriate and respectful classroom behavior, and meeting all deadlines.

See pages xix through xxi in *Work in Progress* for information about grading criteria. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment.

Social Justice

West Virginia University is committed to social justice. We actively support that commitment and 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. Please make suggestions about how to further such a positive and open environment in this class.

Schedule of Work

This schedule of work is subject to change according to progress and class dynamics.

MONDAY	WEDNESDAY	FRIDAY
Aug 18	Aug 20	Aug 22
Class Introduction Syllabus Discussion eCampus Homework: Diagnostic (post to eCampus by 11:59 p.m. Friday, 8/22) Read <i>Work in Progress</i> Introduction (p.xv-xxx) and Unit One (p.1-4)	Introduce Unit 1: Narrative Writing Process Homework: “People Watch” Observations	Description (Place/People) DUE: In class: “People Watch” Observations Out of class: Diagnostic Homework: Bring narrative ideas on Mon. (8/25) Read “Confessions of a Freshman in a Foreign Land” on eCampus <i>Short Write 1:</i> Discuss where and how description is used in reading (1 page)
Aug 25	Aug 27	Aug 29
Conference sign-up Plot Reading Discussion Pitch Narrative DUE: <i>Short Write 1</i> (post to eCampus before today’s class) Homework: <i>Short Write 2:</i> Bring outline of narrative to conferences	CONFERENCES Meet on 4 th floor of library: “Eliza’s” café DUE: <i>Short Write 2</i> (bring with you – print or electronic)	Rhetoric: Pathos Revision, Editing, and Proofreading Homework: Read “Responding – Really Responding – to Other Students’ Writing” by Richard Straub (p.95-102 in <i>Work in Progress</i>); bring feedback on Wed., 9/03 Bring draft to class (print)
Sept 01	Sept 03	Sept 05
NO CLASS Labor Day Holiday	The Critique Process Peer Review Homework: <i>Short Write 3:</i> Peer Review Letter (submit via email to partner and Ms. Cormack before Friday’s class (9/5)) <i>Narrative FFN</i>	Plagiarism Discussion Final Polish DUE: <i>Narrative FFN</i> (by 11:59 p.m.)
Sept 08	Sept 10	Sept 12
Introduce Unit 2: Feature Article Homework: Read “Neurosurgeon’s Speeches Have Conservatives Dreaming of 2016” on eCampus <i>Short Write 4:</i> Restructure article into Q&A interview (1 page)	Ethos Reading Discussion Asking for interviews DUE: <i>Short Write 4:</i> Q&A Interview (post to eCampus before today’s class) Homework: Read <i>Work in Progress</i> Unit Two (p.15-19) Bring feature article ideas on Fri. (9/12)	Pitch Feature Article Leads/Angle Conference sign-up Homework: Contact interview subjects and set up interviews

Sept 15	Sept 17	Sept 19
Interview Techniques Drafting Workshop Homework: <i>Short Write 5</i> : Bring proposed questions for interview subjects to conferences	CONFERENCES Meet on 4 th floor of library: “Eliza’s” café DUE: <i>Short Write 5</i> (bring with you – print or electronic) Homework: Bring draft to class (print)	Peer Review Homework: <i>Short Write 6</i> : Peer Review Letter (submit via email to partner and Ms. Cormack before Monday’s class (9/22))
Sept 22	Sept 24	Sept 26
Dialogue and Voice Homework: <i>FAFFN</i>	Arrangement Using feedback DUE: <i>FAFFN</i> (by 11:59 p.m.)	Introduce Midterm Portfolio Homework: Read <i>Work in Progress</i> (p.35-37)
Sept 29	Oct 01	Oct 03
Interpreting Feedback Reflection <i>Work in Progress</i> Activity (p.39)	Revision, Editing, & Proofreading DUE: Activity tear-out Homework: <i>Midterm Portfolio</i>	Introduce Unit 3: Text Analysis DUE: <i>Midterm Portfolio</i> (11:59 p.m.)
Oct 06	Oct 08	Oct 10
Logos Rhetorical Triangle Homework: Read <i>Work in Progress</i> Unit Three (p.41-45) Bring text analysis ideas on Wed. (10/08)	Pitch Text Analysis Methods for analysis Conference sign-up Homework: Watch YouTube video on eCampus (link) Read “Julia Roberts...” article on eCampus <i>Short Write 7</i> : Discuss effectiveness of rhetorical strategies to video ad and thoughts on article (1 page)	Context Video/Reading Discussion DUE: <i>Short Write 7</i> (post to eCampus before today’s class) Homework: <i>Short Write 8</i> : Bring outline of text analysis to conferences
Oct 13	Oct 15	Oct 17
NO CLASS Mid-Term Break	CONFERENCES Meet on 4 th floor of library: “Eliza’s” café DUE: <i>Short Write 8</i> (bring with you – print or electronic)	Research and Sources Audience Homework: Read <i>Work in Progress</i> student examples (p.135-148)
Oct 20	Oct 22	Oct 24
Imagery and Metaphor Homework: <i>Easy Writer</i> (p.208-221) Bring MLA questions	Style MLA Citation DUE: MLA questions Homework: Bring draft to class (print)	Peer Review Homework: <i>Short Write 9</i> : Peer Review Letter (submit via email to partner and Ms. Cormack before Monday’s class (10/27))

Oct 27	Oct 29	Oct 31
Introduce Unit 4: Stakeholder's Research Project Homework: Read <i>Work in Progress</i> Unit Four (p.57-70) TA FFN	Source Credibility Navigating the Library DUE: TA FFN (11:59 p.m.)	LIBRARY DAY* *Meet in Library Classroom <u>TBA</u> Homework: Bring narrative ideas on Mon. (11/03) Read New York Times <i>Room for Debate</i> over cursive handwriting on eCampus <i>Short Write 10:</i> Describe all stakeholders involved and highlight claims (1 page)
Nov 03	Nov 05	Nov 07
Conference sign-up Audience/Viewpoints Reading Discussion Pitch Research Project DUE: <i>Short Write 10</i> (post to eCampus before today's class) Homework: <i>Short Write 11:</i> Bring outline of SRP to conferences	CONFERENCES Meet on 4 th floor of library: "Eliza's" café DUE: <i>Short Write 11</i> (bring with you – print or electronic)	Integrating Sources and Research Homework: Read <i>Work in Progress</i> student examples (p.151-162) Bring draft to class (print)
Nov 10	Nov 12	Nov 14
Examples Discussion Peer Review Homework: <i>Short Write 12:</i> Peer Review Letter (submit via email to partner and Ms. Cormack before Wednesday's class (11/12))	Organization, Structure, & Formatting Homework: Bring draft and peer review letter to class (print) SRP FFN	Revision, Editing, & Proofreading DUE: SRP FFN (11:59 p.m.)
Nov 17	Nov 19	Nov 20
Introduce Final Portfolio	Reflection Homework: Read "Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott (p.87-94 in <i>Work in Progress</i>); bring thoughts on Fri., 11/20	Understanding Feedback Homework: Work on portfolios, <i>but</i> ENJOY YOUR THANKSGIVING!!
Nov 24	Nov 26	Nov 28
NO CLASS Fall Break	NO CLASS Fall Break	NO CLASS Fall Break
Dec 01	Dec 03	Dec 05
Revision Editing Proofreading Homework: Bring problem areas of work to class	Revision Editing Proofreading	Final Thoughts Homework: Final Portfolio
Dec 08		
DUE: Final Portfolio (11:59 p.m.)		