

English 101, Section 011: Composition and Rhetoric

Fall 2013: Monday, Wednesday, Friday 10:30-11:20

Clark Hall 404, 206

Instructor: Gregory Tolliver

Office: Colson Hall 330	Email: gitolliver@mix.wvu.edu
Office Hours: M/W/F: 8:30-9:30	Also available by appointment.
Phone: 304.293.3107 (English Dept.)	Phone is for messages only.

Required Texts

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

ISBN: 978-0-7380-5268-7

Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

ISBN: 978-0-312-63821-4

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 types 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 Conduct Policy

As students of a rhetoric and composition course you will be sharing much of your writing with your peers. It is my belief that learning happens best under conditions in which you feel comfortable and respected. Therefore, the most important policy in my classroom is kindness. Many of you have moved away from home for the first time to attend university. You are going through major changes in your personal and academic lives; it is important for you to realize that this transition is sometimes trying. Be kind and gracious to yourself. Give yourself plenty of time to complete coursework, to learn, to rest, to get some exercise, to call home, and to hang out with your new / old friends.

You must also be kind to your classmates. Since you will be sharing much of your own work, think of the way you would like to be addressed with feedback. In discussions, prompt responses, all classroom activities, and peer-review exercises it is necessary that you show attentiveness and respect to your peers. It is unacceptable to minimize or destructively criticize the ideas and opinions of others. As a student it is your job to discuss what your peers' arguments do well, how they are strong, and how logic and ideas are developed and supported. But you will also provide constructive feedback regarding weak spots in your peers' writings. In these times, it is imperative that you respond kindly and you help that person restructure their argument without admonishing anyone for ideas that are divergent from your own or for grammatical or logical mistakes. Persuasion, like teaching, is not browbeating.

I often return to a New Year's Eve wish from writer Neil Gaiman's online journal when I need courage to start something new. I hope these words help you, too, as you begin life as a university student, assuming all the stress, thinking, diligence, hard work, and merit that are inherently part of being at university.

"I hope that you will have a wonderful year, that you'll dream dangerously and outrageously, that you'll make something that didn't exist before you made it, that you will be loved and that you will be liked, and that you

will have people to love and to like in return. And, most importantly (because I think there should be more kindness and more wisdom in the world right now) that you will, when you need to be, be wise, and that you will always be kind.” <http://journal.neilgaiman.com/2011/12/my-new-year-wish.html>

Course Goals

By the end of the semester each student will meet the four major goals of English 101:

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 & Procedures

In order to have a successful English 101 experience, you must adhere to the following guidelines set forth by WVU and the Department of English.

- *Computers and Cell Phones*

You are welcome to bring laptop computers, tablets, and other electronic devices that support your educational endeavors into the classroom. However, if, at any time, these devices become a distraction to the members of the class or your instructor you will be asked to put them away.

All mobile phones should be turned off or set to a silence 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 the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd. (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/>.

- *Social Justice at WVU*

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.

- *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. You are strongly encouraged to seek out the support of the Writing Center during the semester. For more information about the Writing Center please see p. 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 please refer to p. xxiv in *WiP*.

- *Attendance*
For information regarding the attendance policy for English 101 at WVU please refer to pp. xxi-xxii in *Work in Progress*.
- *Lateness*
Please refer to p. xx of *WiP*.
- *Attending Conferences*
Please see p. xxii of *WiP*.
- *Cheating / Plagiarism*
For information regarding academic honesty and the student code of conduct at WVU please refer to p. xxiii in *WiP*.

Office Hours & Email

Office hours are an excellent opportunity for a one-on-one conference about your writing, to ask questions, and to get feedback on your work. You can also use the email address on this syllabus to ask quick questions or to notify me of any urgent matter that need attention. I will typically respond within 24 hours. I will not review papers, missed class periods, or discuss grades via email. You must come to my office for these matters.

Response and Evaluation

English 101 is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial formative feedback on each final-for-now draft. At midterm and the end of term you will receive substantial feedback and an overall letter grade based on the following percentages:

- Portfolio (based on major assignments and reflective writing) – 70%
- Informal writing assignments / homework – 20%
- Participation / adherence to course & university policies – 10%

See pp. xix-xxi in *WiP* for information about 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 to discuss questions or discrepancies.

Schedule of Work

This schedule of work is subject to minor changes according to our progress during the semester. You will receive updates for the schedule as they occur.

Multi-Angle Personal Narrative

Week One—Meet in 404

Monday, August 19—Late Registration Fee in effect

Class Activities: Course Introduction; Review Course Policies; Diagnostic writing; First-year Advice

Homework: Assign Informal Writing 1: Diagnostic Writing Sample

Reading: *EW* pp. 12-25. Quiz on Friday.

Wednesday, August 21

Class Activities: Introduce the MAPN

Homework: reading for Friday & Informal 1 for Monday

Friday, August 23—Last day to register, add, or change courses/ sections

Class Activities: Reading quiz

Homework: Begin drafting your MAPN

Reading: For Monday: “A Brief Guide to Writing a Narrative” (online)

Week Two—Meet in 206

Monday, August 26

Due Today: Informal Writing 1

Homework: Informal Writing 2

Reading: “In Case You Ever Want to Go Home Again” (online), “The Sanctuary of School” (online)

Tuesday, August 27

Conferences at Eliza’s, continue drafting

Wednesday, August 28

No class, conferences at Eliza’s, continue drafting

Thursday, August 29

Conferences at Eliza’s, continue drafting

Friday, August 30

Due Today: Informal Writing 2

Class Activities: Reading quiz

Homework: Email your draft to your Peer Group, write reviews, continue drafting

Reading: “The Miss Dennis School of Writing” (online)

Week Three—Meet in 404

Monday, September 2—Labor Day Recess

No Class

Homework: Continue drafting

Wednesday, September 4

Class Activities: Peer Reviews

Homework: Wrap up your Final-for-Now draft

Friday, September 6

Due Today: MAPN

Class Activities: Intro to the Feature Article

Reading: *WiP* “Behind the PRT” (pp. 125-9), “A Night of Expression at the Blue Moose” (pp. 130-2)

Feature Article

Week Four—Meet in 206

Monday, September 9

Homework: Informal Writing 3

Reading: *The Rolling Stone* article on Tsarnaev (online)

Wednesday, September 11

Homework: Identify a topic and interviewees, continue reading and writing for Friday

Friday, September 13

Due Today: Informal Writing 3

Class Activities: Reading quiz

Homework: Contact interviewees

Week Five—Meet in 404

Monday, September 16

Homework: Informal Writing 4, Interview and draft

Reading: *EW* pp. 142-155

Tuesday, September 17

Conferences at Eliza’s, interview, read, continue drafting

Wednesday, September 18

No class, conferences at Eliza’s, interview, read, continue drafting

Thursday, September 19

Conferences at Eliza’s, read, continue drafting

Friday, September 20

Due Today: Informal Writing 4

Class Activities: Reading quiz, introduce midterm reflection

Homework: Email your draft to your Peer Group, write reviews, begin midterm reflection, continue drafting

Week Six—Meet in 206

Monday, September 23

Class Activities: Peer reviews

Homework: Continue drafting

Reading: TBD

Wednesday, September 25

Homework: Wrap up Final-for-now draft

Friday, September 27

Due Today: Feature Article

Due Today: Midterm Reflection

Class Activities: discuss Midterm Portfolio

Homework: Revise your Final-for-now drafts, begin reflections

Midterm Portfolio

Week Seven—Meet in 404

Monday, September 30

Class Activities: Portfolio Workshop

Homework: Revise, revise, revise

Wednesday, October 2

Class Activities: Portfolio Workshop

Homework: Revise, revise, revise

Friday, October 4—Mid-semester

Due Today: Midterm Portfolio

Class Activities: Introduce Text Analysis

Homework: Bring two questions from the *WiP* essay

Reading: *WiP* “What Have You Discovered?” (135-9)

Text Analysis

Week Eight—Meet in 206

Monday, October 7

Class Activities: Invention Activities; Thesis Statements; Introduction

Homework: Informal Writing 6

Reading: *WiP*, “Text in Context Essay” pp. 140-8; *EW* pp. 17-8 (2-2b), 29-33 (3d-3e)

Wednesday, October 9

Homework: Continue reading and writing for Friday

Friday, October 11

Class Activities: Quiz on *WiP* essays

Due Today: Informal Writing 6

Homework: Identify a text for analysis and begin drafting, Informal Writing 7

Reading: For next Friday: TBD

Week Nine—Meet in 404

Monday, October 14—Fall Break

No class, continue reading and writing

Wednesday, October 16

Class Activities: Bring your thesis statement and introduction for workshop

Friday, October 18

Due Today: Informal Writing 7

Class Activities: Reading quiz

Homework: Work your draft, email your draft to your peer group, write reviews

Week Ten—Meet in 206

Monday, October 21

Class Activities: Peer Reviews

Homework: Work your draft

Tuesday, October 22

Conferences at Eliza's, continue to work your draft

Wednesday, October 23

No Class, conferences at Eliza's, wrap up Final-for-now draft

Thursday, October 24

Conferences at Eliza's, wrap up Final-for-now draft

Friday, October 25—*Last day to drop a class*

Due Today: Text Analysis

Class Activities: Introduce the SRP

Stakeholder Research Paper

Week Eleven—Meet in 404

Monday, October 28

Homework: Informal Writing 8

Reading: *EW* pp. 176-197 (38-39d)

Wednesday, October 30

Class Activities: Identifying sources, Lib Guide workshop

Homework: Continue reading and writing for Friday

Friday, November 1

Due Today: Informal Writing 8

Class Activities: Reading Quiz

Homework: Begin reading and writing for the SRP

Week Twelve—Meet in 206

Monday, November 4

Class Activities: Stakeholders workshop

Homework: Informal Writing 9

Tuesday, November 5

Conferences at Eliza's, continue reading and drafting

Wednesday, November 6

No class, conferences at Eliza's, continue reading and drafting

Thursday, November 7

Conferences at Eliza's, continue reading and drafting

Friday, November 8

Due Today: Informal Writing 9

Homework: Continue drafting, email your draft to your Peer Group, write reviews

Week Thirteen—Meet in 404

Monday, November 11

Class Activities: Peer Reviews

Homework: Informal Writing 10

Reading: *EW* pp. 206-13 (42-42b), pp. 245-52 (42c)

Wednesday, November 13

Class Activities: MLA refresher

Homework: Works Cited page (ref. *EW* pp. 214-245 [42d])

Friday, November 15

Due Today: Informal Writing 10

Homework: Continue drafting, email draft to Peer Group, write reviews

Week Fourteen—Meet in 206

Monday, November 18

Class Activities: Peer Reviews

Homework: Continue drafting

Reading: TBD

Wednesday, November 20

Homework: Wrap up Final-for-now draft, continue reading

Friday, November 22

Due Today: FFN Draft of Stakeholder Research Paper

Class Activities: Reading quiz, introduce Final Portfolio

Homework: Write Final portfolio reflection, revise, revise, revise

Thanksgiving Week

Monday-Friday, November 25-29

No class. Enjoy holiday, and work on your revisions.

Final Portfolio

Week Fifteen—Meet in 404

Monday, December 2

Due Today: Final Portfolio Reflection

Class Activities: Reflective Memo Workshop

Homework: Write reflective memos, continue with revisions

Wednesday, December 4

Homework: Continue working on the Final Portfolio

Friday, December 6

Class Activities: Final Portfolio workshop

Homework: Wrap up the Final Portfolio for Monday

Week Sixteen—Meet in 206

Monday, December 9—Last day to withdraw from university

Due Today: Final Portfolio

Class Activities: Wrapping up, last day of class

Portfolios can be picked up on Thursday, December 17 within the window of 11:00-5:00.