

**English 101 Section 039**

Time: T/R 1 pm to 2:15 pm

Location: 404 Clark

**Jay Kirby**

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Office hours: T/W/R 10:30 am to 12 pm and  
by appointment

Office: 242 Colson

**Required Texts**

*Work in Progress, 6<sup>th</sup> Edition*

*Easy Writer, 4<sup>th</sup> Edition*

**About This Course**

English 101 is designed to introduce you to the process of writing. Every major—and every career—will require writing of some sort. This course will provide you with the confidence and expertise to tackle many writing challenges.

**Course Goals**

WVU's Undergraduate Writing Program has designed this course with four big-picture goals. These are detailed on pp. xvi-xvii in *Work in Progress*.

1. Know the Context: Effective writing requires that you understand concepts of “audience, purpose and timeliness” (*WiP*, xvi).
2. Think Critically: Writing is a way to think more deeply about yourself.
3. Learn Processes: Writers do not go from assignment to finished project in one quick step. We will develop methods for managing the process of writing.
4. Know the Rules: Writing effectively means applying the rules of English effectively.

**The Portfolio**

The grading system of English 101 is a “portfolio” system. During the course of the semester, you will turn in multiple drafts of our four major projects. You will receive no grade for these drafts. Instead, you'll receive feedback about how to improve the papers. After revising the drafts, you will turn them in as a final portfolio. Your grade for these assignments will be based on the versions in your final portfolio.

This strategy allows you to receive a grade only for your best work. This also means I expect multiple revisions of your papers. The portfolio should represent a professional quality of work.

**Grading**

The portfolio comprises 70 percent of your final grade. Class participation will make up 10 percent of your grade. The remaining 20 percent will come from short writing assignments throughout the semester.

**Policies and Procedures**

You can find detailed information about course policies and procedures in the introduction to *Work in Progress*. I recommend reading through the policies and letting me know if you have any questions.

### *Office Hours and Email*

Office hours are an opportunity to talk one-on-one about your writing, ask questions and get feedback on your work. You can also 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. Similarly, I expect you to check your email at least once a day.

### *eCampus*

This is the Web page for our course. The page will include documents on assignments, examples of papers, and reading assignments. We will also submit work via eCampus and some of our peer editing will take place on eCampus.

### *Attendance*

You are expected to attend every class. That said, Situations might arise that will require you to miss class. Let me know at least one week in advance if you know you will miss class. Further, if you do miss class, you must contact me to ensure you can make up work. You may miss up to **two** class periods without affecting your grade. Every absence after two will result in lowering your grade by up to one letter. Therefore, if you miss five or more class sessions, you will fail the class. All absences, **including excused absences**, will count toward your total.

### *Habitual Lateness*

Arriving late to class on more than four occasions will count as one absence.

### *Plagiarism*

We assume academic honesty at WVU. Submitting work that is not your own will result in a failing grade for the assignment, a failing grade for the course or more serious consequences. We will talk about what constitutes plagiarism in class. But if you are ever in doubt, ask me.

### *Late Work*

Late work is unacceptable and will be given a zero. Late drafts for the four major projects will not be counted in your final portfolio.

### *Disability Accommodations*

For disability accommodations, you must register with Disability Services. You can find the office in room G30 of the Mountainlair. You can reach Disability Services at 304-293-6700 or [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu).

### *Social Justice*

This writing classroom will be a place of free exchange of ideas. This requires that everybody feel comfortable participating in class. To ensure that everyone feels comfortable language or actions discriminating on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions to further promote an open atmosphere are appreciated.

### **Semester Schedule (subject to change)**

January	
<p>15</p> <p><b>Unit 1: Personal Narrative</b></p> <p><u>Class:</u>            Introductions            Topics for personal narrative</p> <p><u>Homework:</u>            Write: finish developing topics for personal narrative            Read: Genre readings</p>	<p>17</p> <p><u>Class:</u>            Understanding genre</p> <p><u>Due:</u>            Readings and topics for personal narrative</p> <p><u>Homework:</u>            Write: Three shells            Read: Narrative readings</p>
<p>22</p> <p><u>Class:</u>            Narrative</p> <p><u>Due:</u>            Three shells</p> <p><u>Homework:</u>            Email: Three questions about your personal narrative            Read: “Shitty First Drafts,” “The Ultimate Guide to Writing Better than you Normally Do”</p>	<p>24</p> <p><b>No class, conferences</b></p> <p><u>Due:</u>            Readings and three questions</p> <p><u>Homework:</u>            Write: Three questions for your peer review partner            Email: What worries you about peer reviewing?            Read: “Responding—Really Responding—to Other Students’ Work”</p>
<p>29</p> <p><u>Class:</u>            Peer reviewing</p> <p><u>Due:</u>  <b>Draft of personal narrative</b>, readings, questions</p> <p><u>Homework:</u>            Read: Peer responses            Write: What changes did you make?            Email: Follow-up or thank you</p>	<p>31</p> <p><b>Unit 2: Feature Article</b></p> <p><u>Class:</u>            Google and database research</p> <p><u>Due:</u>            Email(s)</p> <p><u>Homework:</u>            Research: Possible topics            Email: Three possible topics with descriptions</p> <p style="background-color: yellow; text-align: center;"><b>Personal narrative complete draft due Friday Feb. 1 by 11:59 pm</b></p>

February	
<p>5</p> <p><u>Class:</u> Interviewing</p> <p><u>Due:</u> Topics</p> <p><u>Homework:</u> Write: Background research on two topics Read: Feature article examples</p>	<p>7</p> <p><u>Class:</u> Conventions of features</p> <p><u>Due:</u> Feature article examples</p> <p><u>Homework:</u> Research: Interviews Email: Names and contacts for three possible interviews</p>
<p>12</p> <p><u>Class:</u> Grammar and punctuation</p> <p><u>Due:</u> Background research and contact information</p> <p><u>Homework:</u> Write: Feature pitch</p>	<p>14</p> <p><u>Class:</u> Peer reviewing</p> <p><u>Due:</u> <b>Draft of feature article</b>, feature pitch</p> <p><u>Homework:</u> Read: Peer responses Write: What changes did you make? Email: Follow-up or thank you</p>
<p>19</p> <p><u>Class:</u> Using description</p> <p><u>Due:</u> Peer review responses</p> <p><u>Homework:</u> Write: Description of people and places</p>	<p>21</p> <p><u>Class:</u> Organizing feature articles</p> <p><u>Due:</u> Descriptions</p> <p><u>Homework:</u> Email: Revision goals for feature article and personal narrative</p> <p style="background-color: yellow;"><b>Feature article complete draft due Friday Feb. 22 by 11:59 pm</b></p>

February	
<p>26</p> <p><b>No class, conferences</b></p> <p><u>Due:</u> Revision goals for feature article and personal narrative</p>	<p>28</p> <p><u>Class:</u> Reflections</p> <p><u>Homework:</u> Read: Analytic readings</p> <p style="background-color: yellow;"><b>Midterm portfolio due Friday March 1 by 11:59 pm</b></p>
March	
<p>5</p> <p><b>Unit 3: Text Analysis</b></p> <p><u>Class:</u> Rhetorical terms</p> <p><u>Due:</u> Analytic readings</p> <p><u>Homework:</u> Read: Opinion article Write: Rhetorical analysis of opinion</p>	<p>7</p> <p><u>Class:</u> Analysis</p> <p><u>Due:</u> Opinion article analysis</p> <p><u>Homework:</u> Research: Music videos for analysis Write: Describe the video will you analyze</p>
<p>12</p> <p><u>Class:</u> Creating a thesis Citing sources</p> <p><u>Due:</u> Video description</p> <p><u>Homework:</u> Write: Video background</p>	<p>14</p> <p><b>No class, conferences</b></p> <p><u>Due:</u> Music video background</p> <p><u>Homework:</u> Research: additional information on your video Prepare: Presentation on video</p>

March	
<p>19</p> <p><u>Class:</u> Citing sources Presentations</p> <p><u>Due:</u> Presentations</p> <p><u>Homework:</u> Write: Respond to partner's presentation</p>	<p>22</p> <p><u>Class:</u> Presentations</p> <p><u>Due:</u> Presentations <b>Draft of text analysis by Friday March 22 by 11:49 pm</b></p> <p><u>Homework:</u> Write: Respond to partner's presentation Write: Peer response</p>
<p>27</p> <p><b>No class, Spring Break</b></p>	<p>29</p> <p><b>No class, Spring Break</b></p>
April	
<p>2</p> <p><b>Unit 4: Stakeholder Research Paper</b></p> <p><u>Class:</u> Identifying issues and stakeholders</p> <p><u>Due:</u> Peer reviews for text analysis</p> <p><u>Homework:</u> Research: Three potential issues Write: Background information on issues. Who has a stake?</p>	<p>4</p> <p><u>Class:</u> Presenting points of view</p> <p><u>Homework:</u> Read: Reporting on issues</p> <p style="background-color: #FFFF00;"><b>Text analysis complete draft due Friday March 5 by 11:59 pm</b></p>

April	
<p>9</p> <p><u>Class:</u> Supporting research</p> <p><u>Due:</u> Three issues with stakeholders</p> <p><u>Homework:</u> Research: Find relevant information to support your position Write: How does the research inform your opinion</p>	<p>11</p> <p><u>Class:</u> Sourcing research</p> <p><u>Homework:</u> Write: Background on your sources</p>
<p>16</p> <p><u>Class:</u> Organization</p> <p><u>Due:</u> Background on issue and sources</p>	<p>18</p> <p><u>Class:</u> Peer reviewing</p> <p><u>Due:</u> <b>Draft of stakeholder research paper</b></p> <p><u>Homework:</u> Email: Follow-up or thank you</p> <p><b>Stakeholder research paper complete draft due Friday April 19 by 11:59 pm</b></p>
<p>23</p> <p><u>Class:</u> Grammar</p> <p><u>Homework:</u> Read: Drafts and comments from the whole semester Write: Goals for final revisions</p>	<p>25</p> <p><b>No class, conferences</b></p> <p><u>Due:</u> Goals for revising papers</p>

April	May
<p data-bbox="183 289 224 321">30</p> <p data-bbox="183 363 380 432"><u>Class:</u> Final revisions</p>	<p data-bbox="773 289 797 321">2</p> <p data-bbox="773 363 906 432"><u>Class:</u> Work day</p> <p data-bbox="773 468 1321 541"><b>Final portfolio due Sunday May 5 by 10 am</b></p> <p data-bbox="773 579 1052 615"><b>Have a great break!</b></p>