

English 101: Composition and Rhetoric, Section 22
Spring 2013– MWF 1:30-2:20 in Clark 212 (blue weeks in Clark 410)

Instructor: Ms. Casey

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Office Hours: Mondays 11:20-12:20, Wednesdays
11:20-12:20 and by appointment

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! In this course we will learn how writing can be more than just summarizing others' ideas, more than just 5 paragraph essays, and more than just grammar and punctuation. We will look at writing as a means of communicating personal stories, of investigating what interests us, of critically evaluating the world, and of exploring complex issues and navigating our positions within them. Maybe none of you will decide to have a career in literary writing, but hopefully we will all learn something new about how writing affects our critical thinking strategies, the development of our thoughts, and our abilities to express ourselves. Furthermore, we will work with each other and learn how to see our own work with self-awareness. These, undoubtedly, are important lessons beyond the limits of an English class. Let us look for new ways to make writing a vital part of our lives.

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*. If you must miss class for a religious observation, athletic engagement, or other commitment (these absences still “count”), I need written notification at least one week in advance. If you believe you have extenuating circumstances that deserve consideration, you must write me a formal letter explaining your absences and how you intend to compensate for them before I can consider making an exception.
- **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*. If you have any questions about plagiarism or citation, contact me **before** submitting your paper; I'm here to help you.

- **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 are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). I will be happy to discuss ways I can help you succeed in this course after you bring me documentation from Disability Services.
- **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 free 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*.
- **Social Justice:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

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)

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.

All assignments on eCampus are to be submitted **before** class starts on the due day, unless otherwise specified.

AN IMPORTANT EXPECTATION:

- In this class, we will learn from each other. We will not demean or insult each other's' writings or ideas in our critiques, because each of us offers a unique perspective which will be valued as part of our learning experience. We might not always agree with each other, but we will always be nice to each other.

JANUARY

Schedule subject to revision

<p><i>1/14 Monday</i></p> <p>In class: Course introduction, introducing ourselves</p> <p>Homework: Read pp iv-4 in <i>WIP</i>, read and sign plagiarism contract Do introductory writing assignment (WA-Intro) on eCampus.</p>	<p><i>1/16 Wednesday</i></p> <p>UNIT 1: Multi-Angle Personal Narrative</p> <p>In class: Introduction to MAPN</p> <p>Due today: Electronically submit introductory WA-Intro on eCampus. Turn in plagiarism contract.</p> <p>Homework: Read Sarah Freligh story, writing assignment on eCampus: "Reading like a Writer" (WA1).</p>	<p><i>1/18 Friday</i></p> <p>In class: Writing for an audience Introduction to writing in drafts</p> <p>Due Today: Electronically submit WA1 on eCampus. Bring copy of Sarah Freligh reading to class.</p> <p>Homework: Brainstorming assignment (WA2) on eCampus. Start drafting.</p>
<p>1/21</p>	<p>1/23</p>	<p>1/25</p>
<p>Martin Luther King, Jr. Day:</p> <p>Do something to promote social justice and peace.</p>	<p>In class: Topic choices MLA formatting: creating a template.</p> <p>Due today: Electronically submit WA2 on eCampus.</p> <p>Homework: Continue drafting MAPN, read detailed assignment sheet, read p 11 in <i>WIP</i>.</p>	<p>In class: Peer Review</p> <p>Due today: Have at least 3 good pages of your MAPN in class today for peer review.</p> <p>Homework: Continue Drafting MAPN, read Tarn Wilson essay.</p>
<p><i>1/28</i></p>	<p><i>1/31</i></p>	
<p>In class: Writing with perspective Parts of a story Full characters</p> <p>Due today: Read Tarn Wilson essay before class.</p> <p>Homework: continue drafting MAPN.</p>	<p>Group Conferences</p> <p>Due today: Bring a hard copy of your MAPN to conference.</p> <p>Homework: Continue drafting MAPN.</p>	

FEBRUARY

		2/1 In class: Reflection in the MAPN Reflective Memo Moving into Unit 2 Homework: Complete "Final for now" draft of MAPN, complete reflective memo.
2/4 UNIT 2: Feature Article In class: Intro to feature article Due Today: Multi-Angle Personal Narrative "Final For Now" Homework: read pp 15-19 in <i>WIP</i> .	2/6 In class: Purpose, comparing feature articles in different contexts Homework: Read p 23 in <i>WIP</i> , Start to research possible events and possible interview subjects.	2/8 In class: Research and Source integration Due Today: Bring in list of possible topics Homework: Writing assignment (WA3) on eCampus. Pitch your feature article. Due Sunday at noon.
2/11 Conferences Due Sunday at noon: WA3 Due today: bring your pitch to the conference. Homework: Start drafting and continue researching your FA. Read detailed assignment sheet.	2/13 In class: Interviewing Letters to possible interview subjects Citing an interview Homework: read pp 29-30 in <i>WIP</i> Continue drafting FA. Start contacting interview subjects.	2/15 In class: context, audience, and voice in FA, ledes Homework: Continue drafting FA. Read p 27 in <i>WIP</i> .
2/18 In class: Representing another person-ethics and intro to ethos Summarizing, paraphrasing, quoting Homework: Continue drafting FA. Read p 29 in <i>WIP</i> .	2/20 In class: Peer Review Looking ahead to Midterm Due Today: Have electronic access to your draft of FA in class for peer reviews. Homework: Revise your FA, taking Peer Review into account.	2/22 In class: FA reflective cover memo Midterm requirements Additional research & the notes page Homework: Complete the Electronic Notes Page for a source pertaining to your FA (WA4). Continue drafting FA.
2/25 In class: Writing a reflection for midterm. What makes a portfolio superior? Due today: Electronically submit WA4 to eCampus. Homework: Assemble midterm portfolio, including revisions. Read pp 34-35 in <i>WIP</i> .	2/27 In class: The MAPN and FA in relation to the course goals. Due today: Midterm Portfolio! ("Final for Now" FA included) Homework: Complete Midterm Assessment of English 101 (WA5) on eCampus.	2/29 In class: The MAPN and FA in relation to the course goals. Due Today: <u>MIDTERM PORTFOLIO</u> WA5 Homework: Read pp 41-44 in <i>WIP</i> .

MARCH

		3/1 Unit 3: Text Analysis In class: Intro to Text Analysis Paper Intro to Rhetorical Strategies Homework: Read p 45 in <i>WIP</i> .
3/4	3/6	3/8
In class: Employing Rhetorical Strategies Homework: Read pp 49-50 in <i>WIP</i> . Complete WA5 on eCampus: Old Spice commercial vs Vintage ad analysis & comparison	Midterm grades due 3/7 In Class: Lib Guides & research Due Today: Electronically submit WA5 on eCampus Homework: Research & Brainstorm- what art raises significant and interesting questions?	Individual Conferences: Midterm feedback
3/11	3/13	3/15
In class: Close Reading and Critical thinking- Thesis invention Due Today: Bring list of ideas for TA subjects and questions raised to class. Homework: Read p 51 in <i>WIP</i> .	In class: Arranging a thesis-driven paper Review rhetorical strategies Homework: Start drafting TA essay using p 51 from <i>WIP</i> .	In class: Considering context Homework: WA6 on eCampus—electronic notes page. Continue drafting TA essay. Have “discussion” draft by Monday’s peer review. Read p 53 of <i>WIP</i> .
3/18	3/20	3/22
In class: Peer Review Due Today: Electronically submit WA6 to eCampus. Have “discussion draft” of TA essay in class for peer review. Homework: Continue to draft TA essay, taking peer critique into consideration.	In Class: Reflective Memo for TA essay. Using library resources thoughtfully. Homework: Complete “Final for Now” draft of TA and reflective memo.	Conferences- turning in TA, how are we meeting our goals?
3/25	3/27	3/29
Spring Break- Revise for your final portfolio. Read something for fun!		

APRIL

4/1	4/3	4/5
<p>Unit 4: Stakeholder Research Paper</p> <p>In class: Intro to SRP What is a stakeholder?</p> <p>Homework: WA7 on eCampus: Marijam Rahmani essay and response to questions</p>	<p>In class: Perspectives and Stakes Review of Homework Mapping stakes together</p> <p>Due Today: Electronically Submit WA7 on eCampus. Bring copy of reading with you to class.</p> <p>Homework: Begin thinking about topics for your SRP.</p>	<p>In class: Thesis Driven Arguments Counter-arguments Details of assignment</p> <p>Homework: Submit proposal for SRP topic to eCampus by Sunday at noon. All topics subject to my approval. Read pp 63-70 in <i>WIP</i>.</p>
4/8	4/10	4/12
<p>In class: Resources and Context Libguides II</p> <p>Homework: WA8—Working from the activity on p 71 of <i>WIP</i>, create a brainstorming draft outlining your stakeholders. Develop tentative theses. Read p 79 of <i>WIP</i>.</p>	<p>In class: Peer Review: Help each other identify other perspectives, work together to create research plans.</p> <p>Due Today: Electronically submit WA8 to eCampus.</p> <p>Homework: Begin drafting your SRP, read p77 of <i>WIP</i>.</p>	<p>In class: Organization and Editing Troubleshooting</p> <p>Homework: Continue drafting your SRP.</p>
4/15	4/17	4/19
<p>In class: Ethos Review Reflective Memo for SRP</p> <p>Homework: Have a fairly polished draft for the conference.</p>	<p>Conferences</p> <p>Due Today: Bring draft of SRP to conference</p> <p>Homework: Complete the “Final for Now” Draft of the SRP.</p>	<p>In class: Looking forward Review of class goals in terms of TA and SRP Course Evaluations</p> <p>Due Today: Stakeholder Research Paper “Final For Now”</p> <p>Homework: Revise for your portfolio.</p>
4/22	4/24	4/26
<p>In class: Assignment specifications of final portfolio Reflective letter for portfolio Thinking about our writing critically</p> <p>Homework: Begin revisions and portfolio assembly.</p>	<p>In class: Looking back at the MAPN and the FA</p> <p>Homework: Post to eCampus discussion about revising the MAPN and FA in terms of Unit Goals (Participation in this discussion is WA9). Continue portfolio revisions.</p>	<p>Conferences: SRP feedback and portfolio Q&A.</p>
4/29		
<p>In class: Looking back at TA and SRP Revisiting portfolio requirements</p> <p>Due Today: Participate in eCampus discussion</p> <p>Homework: Post to eCampus discussion about revising the TA and SRP in terms of Unit Goals (WA10), continue portfolio revisions and letter.</p>		

MAY

5/1	5/3
In class: Editing day Troubleshooting the portfolio Due Today: Be sure to have contributed meaningfully to eCampus discussion before class Homework: PORTFOLIO! Do it!	In class: Reflection Due Today: FINAL PORTFOLIO!!!!!!

Final portfolios will be returned Friday, May 10 from 3:00 to 3:30.