

**English 103 Syllabus—Spring 2013**  
**Accelerated Academic Writing**

<b>Instructor:</b> Mary Angel Blount	<b>Class times:</b> Section (1) 10:00-11:15 TR G10 Colson 12990 (Diamond) Section (2) 11:30-12:45 TR G10 Colson 12991 (Wright)
<b>Office hours:</b> Monday-Thursday: 2:00-3:00 & by appointment	<b>Office:</b> 346 Colson Hall <b>Mailbox:</b> 120 Colson Hall
<b>E-mail:</b> mablount@mix.wvu.edu	<b>Office phone:</b> (304) 293-3547

**Course Texts**

Your original written work—composed, polished, and due as indicated on the schedule.

English 103 faculty. *English 103: Accelerated Academic Writing*. Fourth Edition. Plymouth, MI: Hayden McNeil, 2012.

- abbreviated as *AAW* on the schedule and in assignments
- **DO NOT BUY USED COPIES OF THIS BOOK!** It is a workbook and could have pages removed.

Lunsford, Andrea A. *Easy Writer (for WVU)*. Fourth Edition. Boston: Bedford/St. Martins, 2010.

- abbreviated as *EZ* on the schedule and in assignments

**Additional Materials and Resources**

In addition to your texts and computer, you will need a folder or binder to keep all of your writing organized and together, a notebook for taking notes, a two-pocket folder for essay submissions, and an activated MIX account. NOTE: You may e-mail me from any address you wish; however, if I need to contact you individually or the class as a whole, I will rely on the Mix system. You are responsible for setting up and regularly checking your Mix e-mail. For help with Mix, contact OIT Help Desk at 293-4444, extension 1. Lastly, you will also need access to WVU's eCampus page for this class.

**Welcome to English 103: Overview and Objectives**

This course is part of WVU's General Education Curriculum Writing Program, which recognizes that effective writing skills are essential to success in every field of study and work. Most WVU students are required to take a sequence of two introductory composition courses—English 101 and English 102. This course, English 103, is an accelerated introduction to academic writing; successful completion *with the grade of C or better* in this 3-credit course will satisfy the introductory composition requirement. Since 103 is an accelerated 3-credit hour composition course, it is specifically designed for students who have already demonstrated a certain level of writing proficiency, and it emphasizes a more rigorous approach to both research and writing—one based on your ability to work more quickly and more independently than students who take the traditional two-course sequence.

Students enrolled in this course may already have composed award-winning fiction and poetry; others in the class may have contributed to their high school newspapers or regional magazines; still others have simply always done well on high school essay assignments. You've probably all had some—perhaps considerable—experience in stating your opinion clearly, and you should all have control of your writing style and mechanics. In other words, you are already strong writers. Building on your existing strengths, English 103 will provide you with opportunities to write:

- as a means of discovery and learning;
- as an integral part of inquiry about the material, social, and cultural contexts we share with others; and
- as a means of exploring, understanding, evaluating, and formulating ideas in academic disciplines.

As you polish your abilities to develop academic arguments, you will also become more articulate about your own knowledge of writing. By the end of English 103, you should be able to:

- know how to choose various kinds of writing (i.e., genres) to match the purpose and audience of a writing situation;
- evaluate multiple audiences and varied rhetorical contexts for writing, particularly for researched, persuasive writing;
- formulate strategies for civic and academic arguments;
- find and evaluate resource material appropriately;

- use academic citation systems to document work while understanding the need for and logic of such systems.

**Assignment Overview**

To learn more about the work you will be doing in this course, read pages xiii – xiv in AAW. We will review detailed assignment hand-outs as we begin each of the four major essays; likewise, informal writing assignments called writer’s notebook entries will supplement your reading and writing with each essay. NOTE: In addition to the four major essays, reflections on them, and the writer’s notebook entries that you will complete, you will also attend four information literacy instructional sessions at the library that will require conscientious preparation as well as feedback in three extended research notebook assignments. For more information about these assignments, consult the evaluation criteria described below. Finally, you should save all of your papers this semester because this course utilizes a portfolio approach to emphasize ongoing writing and revision. For more information about what may be a new approach to you, consult page xiv of AAW. I will refer to these four essays as the **Braided Narrative, Speech Analysis, Vetting a Documentary, and Researched Argument**. *Every student must complete every essay in full in order to pass the course.*

**Evaluation Criteria and Grade Descriptions**

Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, and to take risks. Your final grade will be based on the following percentages:

Writer’s Notebook Entries (abbreviated as WN) – 6 short, informal writing assignments	20%
Participation – in class and online	10%
Research Notebooks (abbreviated as RN) – 2 assignments assigned in conjunction with your library visits	10%
Midterm Memo	5%
Final Portfolio – polished and revised versions of all major essays and reflective writing	55%

The full grade descriptions for each aspect of your grade, listed above, can be found on pages xv – xvi of AAW.

**Policies and Procedures**

As you can see, this class relies on your direct engagement with the processes of reading and writing. For more information on course policies and procedures, please read pages xvii – xix in AAW. These policies guide my expectations for English 103 students regarding absences, participation, late work, cheating/plagiarism, classroom courtesy, social justice, and special needs. Additionally, please note the following policy reminders:

- **Absence Policy** – Students are allowed up to 2 absences in this class; a third absence will compromise your grade as much as one full letter; each additional absence will lower your final grade by an additional letter. Five or more absences will result in a failing grade. This is a policy established by the Center for Writing Excellence, which I must support. Also, a missed conference counts as two absences, and *three tardies equal one absence*. There are no excused absences. Save your allotted absences for personal situations and university events. If you have an emergency, please get in touch with me and contact the Dean of Student Life, E. Moore Hall, 293-5611, who will provide me with appropriate documentation to consider how to best help you catch up.
- **Late Work Policy** – Late work is unacceptable. If you ever have a problem with an assignment, please talk with me (*in person and in advance*) for extra help or an extension, but you must adhere to your extended deadline. Deadlines are not negotiable after you’ve missed them. **I will not print an emailed essay; you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero.** Remember, missing class does not mean that the assignment is not still due; you are still responsible for missed class and homework. **However, if circumstances force you to turn in late work, you have one week after the due date to turn it in, and you will receive a penalty of 10 points. After that, your grade will become a zero.**
- **Plagiarism Policy** – Because they undermine education, plagiarism and cheating will result in an immediate F for the course and academic discipline. The WVU undergraduate catalog defines plagiarism as “[s]ubmitting, without appropriate acknowledgement, . . . material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual’s academic composition, compilation, or other product, or commercially prepared paper” (47). The catalog defines cheating in part as “doing academic work for another student or providing one’s own work for another student to copy and submit as his or her own” (47).

### Useful Resources

**WVU Writing Center:** Located in Room G02 of Colson Hall, you may come to the center for tutoring, or schedule an appointment (a 30 or 50 minute session) by calling 293-5788. For more information or links to useful information regarding MLA citation and writing development: <[http://english.wvu.edu/centers\\_and\\_projects/wcenter](http://english.wvu.edu/centers_and_projects/wcenter)>. You are required to visit the Writing Center at least once during the semester.

**WVU Term Paper Clinic:** Located in the Downtown Library Study Room 1028, staff at the Term Paper Clinic can assist you in gathering, sorting through, and incorporating research. Hours are Monday – Friday, 1:30 – 3:30; appointments are necessary.

### Office Hours

If you ever have any questions, please feel free to stop by during my office hours, which are listed at the top of this document. If these times are not convenient, you may make an appointment with me. For immediate help, I suggest that we talk in person, but you may also use e-mail: [mablount@mix.wvu.edu](mailto:mablount@mix.wvu.edu). In ***special and urgent circumstances only***, you may leave a message for me at the English Department: 293-3107.

**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.

**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, phone: 304-293-6700, email: [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu), and website: <http://disabilityservices.wvu.edu/>.

### **Final Grade Distribution**

Type of essay/ assignment	Value	Due Date
Writer's Notebooks (6 short, informal writing assignments—2 pages each)	20% (or 3.3% each)	WN #1 due 1/22 WN #2 due 1/24 WN #3 due 2/7 WN #4 due 2/14 WN #5 due 3/12 WN #6 due 4/9
Participation (in class)	10%	Ongoing
Information Literacy (2 research notebook assignments –2-3 pages each)	10%	RN #1 due 2/12 RN #2 due 3/5
Midterm Memo	5%	February 26
Portfolio (4 major papers and reflective writing)	55%	May 2

Assignment	Due Date
Braided Narrative	Thursday, 1/31
Speech Analysis	Thursday, 2/21
Midterm Memo	Tuesday, 2/26
Vetting a Documentary	Thursday, 3/21
Researched Argument	Thursday, 4/18
Final Portfolio	Thursday, 5/2

**103 SCHEDULE OF WORK DUE** (subject to slight changes announced in class). Every underlined item represents a handout you should download from eCampus before the day it is assigned. *Italicized items represent those I will provide for the class.* To get to our ecampus page, go to [ecampus.wvu.edu](http://ecampus.wvu.edu) & click on English 103.

Date	Day	Classwork	Homework
<b>Wk. 1 T</b> 1/15	1	Intro to course + <i>Syllabus</i> . What is rhetoric? Poll for laptops. Do <i>Research Background Survey</i> in class.  Assign <u>Writer's Profile</u> .  <b>Class Activity:</b> <i>Fact, Opinion, Belief</i>	Purchase books.  <b>Read:</b> In AAW read pages xi – xix, 3-4 (“Reading like a Writer”), 35 (“General Advice”), 7-15 (selections from <i>Bird by Bird</i> ).  <b>Write:</b> Complete Writer's Profile.
R 1/17	2	<b>Due: Writer's Profile.</b> Assign Braided Narrative (AAW 65+) & Writer's Notebook #1 (AAW 68). Assign “Me” Bags.  Review <i>Bird by Bird</i> .  <b>Class Activity:</b> Using Showing Writing (AAW 71- 72).	<b>Read:</b> Alice Walker's “Beauty: When the Other Dancer is the Self” (found on eCampus: Unit 1, Selected Readings)—read it, take notes, print it out & bring it in; write a 2-¶ synopsis/critique of it. <i>EZ</i> ch. 1 (pp. 12-17) “A Writer's Choices.” <b>Write:</b> Complete WN #1. <b>Activity:</b> “Me” Bags. Gather 4-6 items (no I-pods, phones, or other electronics please) that reveal something about your identity and place them in a bag. Bring them to class and be prepared to discuss them aloud in class on Monday. <i>Print out underlined items for next class.</i>
<b>Wk. 2 T</b> 1/22	3	<b>Due: Writer's Notebook #1 and 2 paragraphs on Alice Walker's “Beauty.”</b> Discuss <u>Alice Walker's “Beauty: Braids</u> . Assign WN #2: write a mini history of your self-esteem à la “Beauty.” (#3 on p. 68 AAW). This exercise should follow the conventions of a <b>braided</b> ; that is, it should use <b>showing language, present tense and first person</b> . Either WN #1 or #2 can serve as the first draft of your BN. Students do “Me” bags. <b>Class Activity:</b> <u>Generating Interest</u> .	<b>Write:</b> Writer's Notebook #2. Choose whether WN #1 or WN #2 will be the first draft of your BN. Complete last exercise in <u>Generating Interest</u> .  <i>Print out underlined items for next class.</i>
R 1/24	4	<b>Due: Due: WN #2 which will become Draft #1</b> of your BN for peer crit + <b>Using Showing Writing exercises + I&amp; the last exercise in <u>Generating Interest</u>.</b>  BN Peer Crit (73-74). <u>Tracking Changes</u> . <b>Class Activity:</b> Rewrite a section of your BN using showing writing. Remind them about <u>Grammar Gremlins</u> .  <b>Discussion:</b> Elements of narrative.	<b>Write:</b> Turn Draft #1 of BN into Draft #2. Bring in a copy of your BN #2. Bring in 2 copies of your BN #2 and 3 copies of the <u>BN Peer Crit</u> . Print out <u>Grammar Gremlins</u> and use <i>EZ</i> “Find it, Fix it” pp 2-10 to correct errors. <b>Read:</b> AAW 37 (“Successful Peer Groups”), 19 (“Revision & Response Strategies”).
<b>Wk. 3 T</b> 1/29	5	<b>Due: Draft #2 of Braided Narrative</b> with 3 copies of <u>BN Peer Crit</u> for in-class conferences and peer crit. Discussion: Rhetorical Situation ( <i>EZ</i> ch. 1). Review <u>Grammar Gremlins</u> in class.	Complete “Final for Now” draft of Braided Narrative
R 1/31	6	<b>Due: “Final for Now” draft of Braided Narrative</b> ; essay reflection (AAW 75-76); I	Visit <a href="http://www.americanrhetoric.com/speechbank.htm">www.americanrhetoric.com/speechbank.htm</a> . Read over several

		<p>assign Speech Analysis (AAW 79-83).  <b>Class discussion:</b> <i>What is argument?</i> (EZ 29-31).  Assign Writer's WN #3 = timeline (#2 on AAW 83) &amp; WN #4.  Discuss possible speeches to analyze.  Review logos/pathos/ethos (EZ 28-34).  Show a portion of <i>Eyes on the Prize</i>.</p>	speeches and choose 3 potential speeches.
<b>Wk. 4 T</b> 2/5	7	<p><b>*Info Lit Instructional Session. Meet in Room 136 in basement of Downtown Library.*</b></p>	Choose your speech, print it out, and bring in to class on Thursday. Write a one-page synopsis of it for class. Complete WN #3 (timeline).
R 2/7	8	<p><b>Due: WN #3.</b> Assign WN #4. Show MLK's "I have a dream" speech and do a rhetorical analysis of it as a class.</p> <p><u>Top 10 Rhetorical Devices</u>. Rhetorical <i>devices</i> v. rhetorical <i>strategies</i>.  <b>Class Activity:</b> Search for rhetorical <i>devices</i> in MLK's "Mountaintop" speech.</p> <p>I will go around &amp; check student synopses.</p>	Complete RN #1 + Student Reflection Survey #1. Work on WN #4.
<b>Wk. 5 T</b> 2/12	9	<p><b>Due at midnight: RN#1 + Student Reflection Survey #1</b>  I remind about WN #4.  <b>Class Activity:</b> <u>MLA Worksheet</u>.  <u>3-Step Quotation Analysis</u>. <i>Handling Quotations</i>.  <b>Activity for Writers:</b> Workshopping the TS, Intro, &amp; Outline (AAW 89-92). I give details about your intros.</p>	<p><b>Read:</b> EZ pp. 206-207, sample student essay 246-253. Familiarize yourselves with MLA format.</p> <p>Complete "Workshopping the TS, Intro, &amp; Outline" (AAW 89-92). Print out 1 copy of <u>SA Peer Crit for Read Aloud</u>. Bring in your Intro for peer crit.  Complete WN #4.</p>
R 2/14	10	<p><b>Due: WN #4.</b>  Peer crit of intros. <u>SA Peer Crit for Read aloud</u>.</p>	Convert Draft #1 into Draft #2. Make sure your draft #2 has a works cited page.
<b>Wk. 6 T</b> 2/19	11	<p><b>Due: Draft #2 of Speech Analysis.</b>  In-class Conferences/peer crit. <u>Transitions</u>.  Assign Midterm Memo (AAW 151).  Workshop Works Cited page MLA Checklist (AAW 55).</p>	Complete "final for now" draft of Speech Analysis.
R 2/21	12	<p><b>Due: "Final for now" draft of Speech Analysis;</b> essay reflection (AAW 97-98); assign V-Doc (AAW 101+) and WN #5.  <b>Discussion:</b> What is argument? (EZ 29-31).  I show a clip from a Michael Moore documentary. Summarize 4 films.  <b>Class Activity:</b> <u>How do you Know?: A Warrant Worksheet</u>.  I will place four Michael Moore films, <i>Bowling, Sicko, Capitalism, &amp; Fahrenheit</i>, are on reserve at the Downtown Library.</p>	Complete Midterm Memo + <b>p. 155 Anonymous survey</b> . <b>Read:</b> EZ ch. 2 "Exploring, Planning, Drafting"; review "V-Doc" AAW 101-105. Choose your film and some prospective claims to vet as your topic. Be ready to research a claim in the Info Lit Instructional Session on Tuesday by visiting <i>MichaelMoore.com</i> , "film footnotes."
<b>Wk. 7 T</b> 2/26	13	<p><b>*Info Lit Instructional Session. Both sections meet in Room 136 Downtown Library*</b></p>	Choose your claim & begin researching it.

		<b>Due: Midterm Memo + p. 155 Anonymous survey.</b>	
R 2/28	14	I assign Logical Fallacies (AAW 139-140). <i>Walter Annenberg.</i> <u>Permissible Claims to Vet in Capitalism.</u> <u>Emphasis Worksheet.</u> <b>Classwork:</b> Workshop topics.	Complete RN #2.  <b>Read:</b> EZ ch. 42, esp. sample student essay 246-253. Familiarize yourselves with MLA format.
<b>Wk.</b> 8 T 3/5	15	<b>Due at midnight: RN #2 + Student Reflection Survey #2 on ecampus.</b> *Bring in laptops for a workday* <b>Class Activity:</b> <u>Applying Rhetorical Proofs.</u>	<b>Read:</b> EZ ch. 3 “Critical Thinking and Argument.”
R 3/7	16	<b>Due: Logical Fallacy reports.</b> <u>Strategies for rebutting evidence.</u> <i>Conference signup sheet.</i> Assign & work on in class <u>V-Doc Worksheet for Draft #1.</u>	Complete WN #5. <b>Sign up for your library conference.</b> <b>Write:</b> Bring in a completed <u>V-Doc Worksheet for Draft #1</u> to your conference.
<b>Wk.</b> 9 T 3/12	17	<b>Due: WN #5.</b> Classes cancelled for <b>conferences.</b> (You may also meet with our librarian.) We will have no class in the classroom; instead you will come to my office in 346 Colson for a conference.	<b>Write:</b> Bring in a completed <u>V-Doc Worksheet for Draft #1</u> to your conference.
R 3/14	18	<b>Conferences.</b> We will have no class in the classroom; instead you will come to my office in 346 Colson for a conference.	Incorporate comments from conference and turn draft #1 into Draft #2 of Vetting a Documentary for workshop.
<b>Wk.</b> 10 T 3/19	19	<b>Draft #2 due for Peer Crit.</b> Peer Crit of Works Cited page; Review rubric on AAW 83. <u>Clarifications for Formatting V-Doc.</u> Review argument (EZ ch.3), MLA (EZ ch. 42).	Convert Draft #2 into your FFN copy of the V-Doc.
R 3/21	20	<b>Due: “Final for now” copy of V-doc.</b> Assign Researched Argument (AAW 115+). I assign WN #6; start planning your primary research (interview/survey/observation). <b>Discussion:</b> What current public issues interest you? <b>Activity for Writers:</b> Choosing and Narrowing Your Topic (AAW 119).	Read Bethany Full’s “Food Stamps and Sodas” (Unit 4, Selected Readings on eCampus). Work on WN #6. Do some preliminary research on your topic on <i>Wikipedia</i> , <i>Google</i> , or <i>CQ Researcher</i> because you’ll need a prospective RQ for class on Tuesday.
<b>Spring Break March 22-29, 2013</b>			
<b>Wk.</b> 11 T 4/2	21	Quiz on/discuss Bethany Full’s “Food Stamps and Sodas” <b>Discussion:</b> Students’ preliminary topics. We will go around the room; be prepared to discuss your topic. <b>Discussion:</b> Survey Monkey and what makes a good survey question.	Develop your research topic & question. Complete page 1 of your “Activity for Writers: Workshopping the RQ” (141-42).
R 4/4	22	<b>*Bring in laptops *</b> for <i>Research Day.</i> Bring your RQ & answer the questions on “Guided Proposal Workshop” (AAW 129). Workshop RQs. Do Workshopping the RQ” (141-42). <u>Specific Notes on the RA.</u>	Gather all your research and bring to class; conduct your primary research—interview, survey, observation. Write up your results: a transcript of an interview, a one-page report of your survey findings, etc. Complete WN #6.

<b>Wk.</b> <b>12 T</b> 4/9	23	<b>Due: WN #6.</b> I will go around and check your primary research.  <b>Class Activity:</b> Partnered Ways of Seeing (AAW 131)	Complete <u>RA Worksheet for Draft #1</u> .
R 4/11	24	<b>Due: Intro for RA for Peer Crit.</b> We will workshop intros (must be balanced, visual, and interest-getting). <u>Citing Primary Sources.</u>	Complete Draft #2 of Researched Argument for workshop. Make sure your draft includes a Works Cited page.
<b>Wk.</b> <b>13 T</b> 4/16	25	<b>Peer Crit Day 2.</b> Peer crit of your draft including your Works Cited page. <u>MLA Checklist.</u>	Complete “final for now” draft of Researched Argument; Print out <u>Final Reflective Essay prompt</u> and other handouts.
R 4/18	26	<b>“Final for now” draft of Researched Argument due;</b> Postwrite (AAW 147-48). Assign final portfolio. Discussion: Radical/substantive revision vs. editing. Bring in the following: <ul style="list-style-type: none"> <li>• <u>Final Reflective Essay prompt.</u></li> <li>• <u>Specific Guidelines for Revising Your Essays</u></li> <li>• <u>What’s due on the Last Day</u></li> <li>• <u>Revision Chart</u></li> <li>• Write <u>Revision Plan</u></li> </ul>	Gather & read “final for now” drafts of all essays; Bring in to class on Tuesday all of your essays with my comments written on them.  Portfolio revision: revise BN & SA for workshop.
<b>Wk.</b> <b>14 T</b> 4/23	27	<b>Due: New draft of Braided Narrative &amp; Speech Analysis</b> for peer crit. Bring in <i>Easy Writer</i> .	Portfolio revision: revise V-Doc & RA for workshop.
R 4/25	28	<b>Due: New draft of V-Doc &amp; Researched Argument</b> for peer crit. Bring in <i>Easy Writer</i> ; <i>Signup sheet for optional conferences.</i>	Portfolio revision. Complete Reflective Memo for peer crit.
<b>Wk.</b> <b>15 T</b> 4/30	29	Optional Conferences or Peer Crit for Reflective memo. Bring in <i>Easy Writer</i> ; <u>Reflective Memo Peer Crit</u> (3 copies)/ AAW 161). <i>Homegrown Evaluations.</i>	Complete Final Portfolio.
R 5/2	30	<b>FINAL PORTFOLIO DUE;</b> course evaluations. <i>Portfolio Pickup signup sheet.</i>	<b>Final Exam Week is May 6-10. I will be in my office on May 8-9 in order to return your final portfolios to you.</b>