

## ENGL 101 Spring 2013

Section 25: Monday/Wednesday/Friday 1:30pm-2.20pm in 206 Clark Hall

Section 26: Monday/Wednesday/Friday 2.30pm-3.20pm in 212 Clark Hall

From the second week of class onwards, we will meet in a computer classroom in every even week (M/W/F):

Section 25: 404 Clark Hall      Section 26: 410 Clark Hall

Instructor: Xin Tian Koh ([xikoh@mix.wvu.edu](mailto:xikoh@mix.wvu.edu)) Office: 230 Colson Hall

Tel.: (304) 293-3107 (English Dept. phone number, for messages only)

Office Hours: Tuesdays 2-4pm (or by appointment)

### REQUIRED TEXTS:

1. English 101 Faculty. *Work in Progress (WiP)*. **6th ed.** Plymouth, MI: Hayden-McNeil, 2013. Print.
2. Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.
3. Notebook and two-pocket folder (to be used as your portfolio)

**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, such as commercials and images, 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 of language and writing can positively impact those spheres.**

**COURSE GOALS:** This course fulfills the first objective 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** is crucial in English 101. Every day we will be going over important material, and it is easy to get behind if you miss class. You can miss class 3 times without penalty. (See *WiP* pages xxi and xxii.) This means excused and unexcused absences—it doesn’t matter. There is no differentiation between an excused absence and an unexcused absence.

For a 4th absence, your final course grade can drop by as much as one full letter grade. For a 5th absence, your grade will drop by another letter, and at 6 absences, you will fail the course.

Please save your absences for unavoidable emergencies. You might really need them sometime during the semester. Also, please talk to me if you are part of a university-sponsored activity that will make it necessary for you to miss class.

Your class grade	Your number of absences	Your final course grade	Your class grade	Your number of absences	Your final course grade
A	4	B	C	4	D
A	5	C	C	5	F
B	4	C	D	4	F
B	5	D	Any grade	6	F

**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 WVU, refer to page xxiii in *WiP* and [Section B \(“Conduct –Rules and Regulations”\)](#) of the university Student Conduct Code website.

### **Computers and Cell Phones**

Cell phone use is not allowed in class. Phones should be turned off or set to silent mode. **If I see you using your phone in class, I will count you as absent for the day.** If you must take a phone call due to an emergency, do quietly excuse yourself from the room. Computer use is only allowed for consulting class materials. (*WiP* page xxiii)

### **Social Justice**

This class aims to be a supportive environment in line with [WVU's commitment to social justice](#), based on open communication, mutual respect and non-discrimination. WVU does not discriminate on the basis of age, color, disability, ethnic origin, marital status, pregnancy, race, religious beliefs, sex, sexual orientation, and veteran status. (*WiP* page xxiv) We will work as a group to keep the atmosphere positive and to help everyone feel welcome to share opinions and ideas. Tell me if you have any suggestions or concerns.

### **Students with Disabilities**

For students with documented learning disabilities, the Office of Disability Services will notify me of accommodation notifications via email. Also, be aware of the support services available to you through Disability Services (<http://disabilityservices.wvu.edu/>) in room G30 of the Mountainlair. Their phone number is 304-293-6700 and their email address is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu).

### **Writing Center & University Counseling Services**

The WVU Writing Center in G02 Colson Hall (304-293-5788) is a resource that can support you in all aspects of the writing process. You are encouraged to make an appointment with a writing tutor. (*WiP* page xxiv) [The Carruth Center](#) (293-WELL) provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

### **COURSE COMPONENTS AND GRADING:**

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 (based on 4 major assignments and reflective writing) = 70%

Assignment 1: Multi-Angle Personal Narrative (5-6 pages)

Assignment 2: Feature Article (4-5 pages)

Assignment 3: Text Analysis Paper(5-6 pages)

Assignment 4: Stakeholder Research Paper (6 pages)

12 Short Writing Assignments = 20%

Participation (attendance, handing in assignments on time, preparation, peer and class discussion/feedback, freewrites, eCampus posts) = 10%

Special note on Works Cited pages: There are online MLA citation generators that you may choose to use for your Works Cited pages. Please note, however, **that I will only consider the *Easy Writer* (4<sup>th</sup> edition) and/or the *MLA Handbook* (7<sup>th</sup> edition) as authorities on MLA citations.** Double-check your citations against *Easy Writer* if you have an automatically-generated Works Cited page, or manually type up your Works Cited page. **Do not use “n.d.” or “n.p.” anywhere in your citations.**

Note on Wikipedia: Wikipedia is a useful place to begin one’s research for a paper, but it is not allowed as a source. You may wish to expand your research to more credible and academic sources by looking at the References list on a Wikipedia article and by searching the WVU library databases.

**You will receive extensive feedback on the four major assignments, and letter grades only at:**

1. the midterm point (an in-progress grade; will not be counted towards your final grade) and 2. the end of the semester (a final grade for your portfolio)

**Participation** is an easy way to bring up your grade. Getting an a high participation score requires coming to class on time, having your homework done, being prepared for class, taking an active part in class activities and peer review, contributing to class discussions, and observing basic classroom politeness and etiquette, including respect for other students and putting your technological devices away before class begins.

**Late Work:** Late work **will** affect your participation grade. In addition, if any of your four major papers are handed in late, you will receive a deduction of one letter grade for that assignment **for your final portfolio grade** *if no reason has been given to me and accepted beforehand*. Every Late Short Writing Assignment will automatically receive a zero. I do not accept late work. (*WiP* page xxiii) **If 2 or more of your Short Writing Assignments are late, you automatically receive a zero for your Informal Writing grade (20% of your final course grade)**. 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 must be submitted in .doc or .docx formats only, or in hard copy, in Times New Roman, with one-inch spacing, font size 12. Assignments submitted in the wrong format will be considered to be **late**.

Technological hiccups happen, so I highly recommend that you save updated copies of all your course work in at least 2 places—e.g. your computer + your thumb drive, or even as a folder in your phone memory. In addition, [Dropbox](#) or Google Drive (accessible via your MIX email account) are good places to save your work and access it while on the go.

### **Deadlines**

All deadlines are fixed and not negotiable. If you need an extension and have a valid reason, contact me. All Short Writing Assignments are usually due in the class following the one in which they were assigned.

<p><b>Useful Resources for Research:</b> Ask A Librarian: <a href="http://www.libraries.wvu.edu/services/ask/">http://www.libraries.wvu.edu/services/ask/</a> English 101 Research Guide: <a href="http://libguides.wvu.edu/english101">http://libguides.wvu.edu/english101</a> Google Scholar: <a href="http://scholar.google.com/">http://scholar.google.com/</a> WVU Libraries: <a href="http://libraries.wvu.edu/">http://libraries.wvu.edu/</a> Purdue OWL: <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></p>	<p><b>WVU Library Databases:</b> CQ Researcher: <a href="http://www.libraries.wvu.edu/databases/database.php?id=176">http://www.libraries.wvu.edu/databases/database.php?id=176</a> Credo Reference: <a href="http://www.libraries.wvu.edu/databases/database.php?id=299">http://www.libraries.wvu.edu/databases/database.php?id=299</a> Facts on File World News Digest: <a href="http://www.libraries.wvu.edu/databases/database.php?id=135">http://www.libraries.wvu.edu/databases/database.php?id=135</a> Points of View Reference Center: <a href="http://libraries.wvu.edu/databases/database.php?id=151">http://libraries.wvu.edu/databases/database.php?id=151</a></p>
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**SCHEDULE OF WORK (subject to change):**

January		
Monday	Wednesday	Friday
<p>Jan 14</p> <p><b>ODD WEEK</b> (Late Registration Fee in Effect after Jan 14)</p> <p>What is English 101 about? How do I succeed in English 101?</p> <p><b>Homework:</b> 1. Short Writing Assignment 0: Diagnostic Writing (due Wed 16 Jan): Describe a moment when you communicated well. (1-2 pages, typed)</p> <p>2. Read WiP pages 1-7 for Wednesday's class.</p> <p>3. For Friday's class, read "Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott (WiP page 87). Refer to WiP page 5 and jot down your answers to these questions.</p>	<p>Jan 16</p> <p>UNIT 1: Multi-Angle Personal Narrative</p> <p>What is an MAPN? (WiP page 1, 3)</p> <p>What are the MAPN grading criteria?</p> <p>Activity (WiP page 7)</p> <p>How can I pick a good MAPN topic?</p> <p><b>Due Today:</b> Short Writing Assignment 0: Diagnostic Writing.</p> <p><b>Homework:</b> 1. Bring an item, or a photograph of something from your life, that makes a great dinner-party story.</p>	<p>Jan 18</p> <p>(Last day to register and add new courses is Jan 18)</p> <p>How can I 'sell' my story? (Presentations)</p> <p>How can I Read Like a Writer? (WiP page 5, discuss Lamott article)</p> <p><b>Homework:</b> 1. Short Writing Assignment 1: Down Draft (WiP page 9, no. 1, 2 or 3) due Tuesday 22 Jan 8pm on eCampus. Print out and bring to class on 23 Jan.</p> <p>2. Read "Three Naked Hours in the Baths of Baden-Baden" by Brian Blickenstaff for next Wed.</p>

<p>Jan 21 NO CLASS—Martin Luther King, Jr. Day <b>Due Tuesday 22 Jan 8pm:</b> <b>Short Writing Assignment 1: Down Draft</b></p> <p>Formatting rules: double-spaced, Times New Roman, font size 12, one-inch margins. Upload homework in .doc or .docx format only. Work submitted in all other formats will not be considered as submitted.</p> <p>Bring a copy to class on Wednesday 23 Jan -&gt;</p>	<p>Jan 23 <b>EVEN WEEK- meet in computer classroom</b></p> <p>How do I develop my rough story ideas? (Down Draft peer review)</p> <p>How can I organize my MAPN? (<i>WiP</i> 109-122)</p> <p>How can I focus my MAPN on a significant moment? (<i>Blickenstaff</i> story)</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read <i>WiP</i> page 109-122.</li> <li>2. Bring a photograph or an artwork that represents or echoes a significant moment in your life (upload it to the class dropbox by 8pm on Thursday Jan 24th).</li> </ol>	<p>Jan 25 How do I use multiple genres in my MAPN?</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. First draft of MAPN (5-6 pages): Print and bring to class on Monday.</li> <li>2. Read “Responding- Really Responding- to Other Students’ Writing” by Richard Straub (<i>WiP</i> page 95).</li> <li>3. Read <i>WiP</i> page 11.</li> </ol>
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<p>Jan 28  <b>ODD WEEK</b>  How can I be an effective and considerate peer reviewer? (Straub article)</p> <p>Peer Review of the first draft of MAPN (<i>WiP</i> page 11)</p> <p><b>Homework:</b>  1. Read “Coffin Cornered” by Jack Boulware.</p>	<p>Jan 30  How do I work with the story arc of my MAPN? (Boulware story)</p> <p>How do I write the MAPN Reflective Cover Memo?</p>	<p>Feb 1  How can I edit and refine my MAPN?  How can I bring the central idea across to my audience in an engaging manner?</p> <p><b>Homework:</b>  1. Final For Now draft of MAPN (5-6 pages) and  Short Writing Assignment 2: MAPN Reflective Cover Memo.  2. Read <i>WiP</i> page 15-20.</p>
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February		
Monday	Wednesday	Friday
<p>Feb 4</p> <p><b>EVEN WEEK- meet in computer classroom</b></p> <p>UNIT 2: Feature Article</p> <p>What is a Feature Article? (WiP page 15-20) How does it differ from the MAPN?</p> <p>How do I find an event to attend/an organization to report on with a person to interview? What are the FA grading criteria?</p> <p><b><u>Due Today at 8pm on eCampus: Final For Now draft of MAPN (5-6 pages) and Short Writing Assignment 2: MAPN Reflective Cover Memo.</u></b></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Bring a magazine and select a feature article in it to introduce to the class. Fill in WiP page 21.</li> <li>2. Read WiP page 20-23.</li> </ol>	<p>Feb 6</p> <p>What are some aspects of a Feature Article? (Mini Feature Article Introductions- WiP page 21)</p> <p>How do I really go about writing my Feature Article (WiP page 23)?</p> <p>What interview and observation skills can I use?</p> <p>How do I seek permission from my interviewees?</p> <p>Sign up for MAPN conferences</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read "Sleeping with Akha Hill Tribes in Northern Laos." by Holly Cave.</li> <li>2. Read WiP page 21.</li> </ol>	<p>Feb 8</p> <p>What makes a feature article interesting?</p> <p>What are some aspects of a Feature Article (discussion of the Holly Cave article)?</p> <p>What are primary and secondary sources? (WiP page 21)</p> <p>Sign up for MAPN conferences</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Start interviewing by this weekend.</li> <li>2. Read "'A Celebration of Dance' showcases student creativity" by Corey Zinn .</li> </ol>

<p>Feb 11 <b>ODD WEEK</b> Class cancelled; MAPN conferences on 11 and 12 Feb.</p>	<p>Feb 13 What are some good questions that I can ask my interviewee? (Zinn article)  What should I look out for at an event/visit/interview?  Homework: 1. Read Easy Writer pages 12-22.</p>	<p>Feb 15 What is academic writing style and why is it important? (Easy Writer pages 12-22)  How do I quote and paraphrase my sources? (WiP page 27)  Homework: 1. Read "Surprisingly Interesting" by Mark O'Connell.</p>
<p>Feb 18 <b>EVEN WEEK- meet in computer classroom</b>  How do I flesh out the setting and context of my feature article? (O'Connell article) Why should I aim for sentence variety? How do I keep my audience in mind when writing an article?  Homework: 1. Complete first draft of Feature Article: Print and bring to class on Wednesday. 2. Read "Afghan student seeking WVU education" by Megan Funkhouser.</p>	<p>Feb 20 How do I build up a story and narrative arc in my article? (Funkhouser article)  Peer Review of Feature Article draft (WiP page 29)  Homework: 1. Read WiP page 31 (Reflective Cover Memo for FA). 2. Read Easy Writer page 240-241.</p>	<p>Feb 22 How do I write the Reflective Cover Memo for the Feature Article (WiP page 31)?  How do I cite sources properly? (EW page 240-241)  How do I edit my paper with technology?</p>

<p>Feb 25 <b>ODD WEEK</b> What are some narrative strategies I can use to introduce the event/personality/organization in my Feature Article?  What are transitions and paragraphing and why are they important?  <b>Homework:</b> 1. Read <i>WiP</i> page 35-39.</p>	<p>Feb 27 MAPN and FA review  How do I write the Midterm Reflective Memo?  <b>Homework:</b> 1. Final For Now draft of Feature Article  2. Short Writing Assignment 3: Feature Article Reflective Cover Memo.  3. Short Writing Assignment 4: Midterm Reflection (<i>WiP</i> page 37) .</p>	<p>Mar 1 (Mid-Semester point) UNIT 3 - Text Analysis  What is the Text Analysis? (<i>WiP</i> page 41-44) What is a text?  Where do I begin looking for commercials to choose from? What are the Text Analysis Paper grading criteria?  Sign up for Feature Article conferences  <b>Due today at 4pm in hard copy:</b>  <b>MIDTERM PORTFOLIO comprising:</b> 1. Final For Now Draft of MAPN 2. Midterm Draft of MAPN 3. Final For Now Draft of Feature Article 4. Short Writing Assignment 3: Feature Article Reflective Cover Memo. 5. Short Writing Assignment 4: Midterm Reflection (<i>WiP</i> page 37)</p>
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March		
Monday	Wednesday	Friday
Mar 4 <b>EVEN WEEK- meet in computer classroom</b> How can I choose a commercial to analyze? How can I identify and discuss different frames of analysis (cultural, political, social, economical, environmental, ethnicity, gender, class, etc)? Sign up for Feature Article conferences  Homework: 1. Read Work in Progress Page 45. Come to class ready to discuss the concepts of ethos, logos and pathos.	Mar 6 (Mid-Semester Grades Due) CLASS CANCELLED  Work on homework due next Wednesday:  Short Writing Assignment 5: How To Talk About Images in Commercials	Mar 8 CLASS CANCELLED

<p>Mar 11  <b>ODD WEEK</b>  Class cancelled; Feature Article conferences on 11 and 12 Mar</p>	<p>Mar 13  What are some common mistakes to correct and avoid in the MAPN and FA?  What are some revision strategies for the MAPN and FA?</p> <p>What do context and tone mean in a commercial?  What techniques can I use to analyze a commercial?  What rhetorical strategies can I use in media analysis?</p> <p><b>Due today:</b>  Short Writing Assignment 5: How To Talk About Images in Commercials</p> <p><b>Homework:</b>  1. Read "Plagiarism Lines Blur for Students in Digital Age"</p>	<p>Mar 15  Discuss article  What is plagiarism and academic dishonesty?  How should I integrate sources correctly?</p> <p>What are the rhetorical strategies in a commercial that I should discuss in my Text Analysis Paper? (Pathos, logos, ethos- <i>WiP</i> page 45, <i>Easy Writer</i> page 25-33)</p> <p>Finding resources: Introduction to library resources  Introduction to MLA format for videos  Source integration</p> <p>Why are grammar and editing important?</p> <p><b>Homework:</b>  1. Complete and bring the <u>First Draft of the Text Analysis Paper to class on Monday 18 March</u></p>
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<p>Mar 18  <b>EVEN WEEK- meet in computer classroom</b></p> <p>Peer Review of the first draft of Text Analysis paper (<i>WiP</i> page 53)</p>	<p>Mar 20</p> <p>How can I do research on the background of a commercial?</p> <p>Sign up for Text Analysis paper conferences</p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Complete Text Analysis Final For Now draft</li> <li>2. Short Writing Assignment 6: Text Analysis Reflective Cover Memo (<i>WiP</i> page 55)</li> <li>3. Read <i>WiP</i> pages 59-61</li> </ol>	<p>Mar 22 (Last Day to Drop)</p> <p>What is the Stakeholder Research Project? (<i>WiP</i> pages 59-61)</p> <p>What are arguments and stakeholders?</p> <p>How can I begin my research process to find a good topic to write about?</p> <p>Sign up for Text Analysis paper conferences</p> <p><b>Due Today at 8pm on eCampus:</b>  <u>Text Analysis Essay "Final For Now" Draft and Short Writing Assignment 6: Text Analysis Reflective Cover Memo (<i>WiP</i> page 55)</u></p> <p>Homework:</p> <ol style="list-style-type: none"> <li>1. Read "'I Don't'" by Jessica Bennett and Jesse Ellison</li> <li>2. Complete Short Writing Assignment 7: Creating a Plan for the Stakeholder Research Paper (<i>Work in Progress</i> page 73)</li> </ol>
<p>Mar 25  NO CLASS – Spring Break!</p>	<p>Mar 27  NO CLASS - Spring Break!</p>	<p>Mar 29  NO CLASS - Spring Break!</p>

April		
Monday	Wednesday	Friday
<p>Apr 1</p> <p><b>ODD WEEK</b></p> <p>Class cancelled; Text Analysis conferences on 1 and 2 April</p>	<p>Apr 3</p> <p>How do I come up with a research question and a thesis statement? (Discussion of "'I Don't'" by Jessica Bennett and Jesse Ellison)</p> <p>How do I write a topic sentence?</p> <p>Due today:</p> <p>Short Writing Assignment 7: Creating a Plan for the Stakeholder Research Paper (<i>Work in Progress</i> page 73)</p> <p>Homework:</p> <p>1. Read "Point: Secure Airports Ensure a Secure Nation." and "Counterpoint: Airport Security &amp; Body Scanners Are Intrusive &amp; Ineffectual."</p> <p>From the readings, the stakeholders and each of their respective arguments/viewpoints.</p> <p>2. Read "Audience and the SRP" (<i>WiP</i> page 71) and fill it in in response to the two readings above.</p>	<p>Apr 5</p> <p>How do I use argument and counter-argument in my paper? (Airport readings)</p> <p>How do I identify all the possible stakeholders and find out their points of view?</p> <p>Homework:</p> <p>Read Library Research Tips (<i>WiP</i> page 63, 65-70)</p>

<p>Apr 8 <b>EVEN WEEK- meet in computer classroom</b></p> <p>How do I find more sources for my topic? How do I evaluate whether a source is reliable and credible? How do I figure out the stance and position of a source?</p> <p>Homework: 1. Read "Separation of Church and State; A War on Christmas and Other Misguided Notions" by Melanie S. Mock</p>	<p>Apr 10 What is a Notes Page and how can I use it to understand a source? (Mock article)</p> <p>Homework: 1. Short Writing Assignment 8: Write a Notes Page for one of your sources</p>	<p>Apr 12 How do I make a claim and back it up with evidence? How do I avoid logical fallacies? What are some rhetorical strategies that I can use and that I should avoid?</p> <p>Due today: Short Writing Assignment 8: Notes Page</p> <p>Homework: <u>Complete Stakeholder Research Paper First Draft</u></p>
<p>Apr 15 <b>ODD WEEK</b> Peer Review of the SRP draft</p> <p>Homework: 1. Short Writing Assignment 9: Peer Review for SRP- due tonight at 8pm 2. <u>Complete Stakeholder Research Paper "Final For Now" Draft</u> 3. Complete Short Writing Assignment 10: SRP Reflective Cover Memo.</p>	<p>Apr 17 How do I present each stakeholder's views in an objective and academic manner?</p> <p>Sign up for SRP conferences</p> <p><b>Due Today at 8pm on eCampus:</b> <u>Stakeholder Research Paper "Final For Now" Draft</u> <b>and</b> <b>Short Writing Assignment 10: SRP Reflective Cover Memo.</b></p>	<p>Apr 19 What is a writing portfolio? What are the aims and goals of my Final Portfolio? Why is it important for me to revise my 4 papers? Sign up for SRP conferences</p> <p>Homework: Read Reviewing, Revising, Editing, &amp; Reflecting for a Portfolio: <i>Easy Writer</i> page 22-24</p>

<p>Apr 22  <b>EVEN WEEK- meet in computer classroom</b>          What are some helpful tools and processes which I can use to edit my 4 papers?          How can I polish up my grammar, punctuation, and formatting? (<i>Easy Writer</i> page 22-24)</p>	<p>Apr 24  <b>Class cancelled; Stakeholder Research Paper conferences on 24 and 25 April</b>  <b>Bring MAPN and Feature Article to class on Friday</b></p>	<p>Apr 26          Review lesson: MAPN and Feature Article  <b>Homework:</b>  <b>Bring Text Analysis Paper to class on Monday</b></p>
<b>April/May</b>		
<p>Monday</p>	<p>Wednesday</p>	<p>Friday</p>
<p>Apr 29  <b>ODD WEEK</b>          Review lesson: Text Analysis paper  <b>Homework:</b>  <b>1. Read <i>WiP</i> page 77: Reverse Outlining to Check Organization</b>  <b>Bring SRP to class on Wednesday</b></p>	<p>May 1          (May 2- Last Day to Withdraw from the University)          Review lesson: Stakeholder Research Paper Reverse Outlining Activity (<i>WiP</i> page 77)          How do I write the Final Reflective Memo?  <b>Homework:</b>          Finish up final portfolio:  <u>Required components:</u>  <b>1. Final For Now versions of all 4 papers</b>  <b>2. Final Portfolio versions of all 4 papers, with edited portions highlighted in yellow</b>  <b>3. Short Writing Assignment 11: Final Reflective Memo.</b></p>	<p>May 3          (Last Day of Classes for Spring semester)          Review of the course and achievements  <b>Due Today at 4pm in hard copy:</b>  <u>Final Portfolio</u>  <u>Required components:</u>  <b>1. Final For Now versions of all 4 papers</b>  <b>2. Final Portfolio versions of all 4 papers, with edited portions highlighted in yellow</b>  <b>3. Short Writing Assignment 11: Final Reflective Memo.</b>          *Collect your portfolios in person on Thursday May 9, 2013, between 1-2pm, at my office at Colson 230.</p>

### Readings (in order of appearance in the course)

- "Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott (WiP page 87)
- Blickenstaff, Brian. "Three Naked Hours in the Baths of Baden-Baden." *Outside*. <http://www.outsideonline.com/adventure-travel/europe/germany/Three-Naked-Hours-in-the-Baths-of-Baden-Baden.html?page=all>
- "Responding- Really Responding- to Other Students' Writing" by Richard Straub (WiP page 95)
- Coffin Cornered by Jack Boulware <http://fray.com/issue3/coffin-cornered.html>
- Cave, Holly. "Sleeping with Akha Hill Tribes in Northern Laos." *GoNomad.com*. <http://www.gonomad.com/features/1212/northern-laos-hilltribes.html>
- 'A Celebration of Dance' showcases student creativity by Corey Zinn <http://www.thedaonline.com/a-e/a-celebration-of-dance-showcases-student-creativity-1.2967173#.UPNck-TLfew>
- "Surprisingly Interesting" by Mark O'Connell [http://www.slate.com/articles/life/culturebox/2012/11/boring\\_conference\\_a\\_dispatch\\_from\\_james\\_ward\\_s\\_annual\\_celebration\\_of\\_banality.html](http://www.slate.com/articles/life/culturebox/2012/11/boring_conference_a_dispatch_from_james_ward_s_annual_celebration_of_banality.html)
- "Afghan student seeking WVU education" by Megan Funkhouser <http://www.thedaonline.com/news/afghan-student-seeking-wvu-education-1.2967163#.UPNa0eTLfew>
- "Plagiarism Lines Blur for Students in Digital Age" <http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all>

- "'I Don't'" by Jessica Bennett and Jesse Ellison, *Newsweek* (download from eCampus)
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