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# English 101

## Document Actions



**Sarah Beth Childers, ENGL 101, Fall 2006,**

### Composition and Rhetoric

Sarah Beth Childers

ENGL 101-003

TR 11:30-12:45

201 Hodges

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Office—Stansbury 438

## English 101: Composition and Rhetoric

Welcome to English 101. This course will help you gain skills of writing, critical thinking, and effective collaboration with others that will help you throughout your university career. I'm excited about getting to know you and watching you develop as writers during the semester.

### Policies and Procedures

Absences & Tardiness — As we will be covering important material in class every day, being absent greatly compromises your ability to do well in this course. Missing a conference counts as an absence. Please limit your absences to emergencies—you are allowed 2. Each absence thereafter can lower your grade by as much as a full letter grade, with 5 absences leading to failure of the class. If you know in advance that you will have to miss more than twice, please take the course during a less hectic semester. If during the course of the semester you find that you absolutely must miss more than twice, come talk to me before you miss. I realize that at times tardiness is unavoidable, so coming in late a couple of times is okay. However, if you are tardy so often that it becomes a pattern or disruptive, your grade will be lowered by a letter. Please come talk to me in advance if you know you must come in late or leave early on a particular day.

Plagiarism & Cheating — Presenting the work of others as your own, or presenting work as new that you completed for another course, is a serious offense. Please see the WVU Undergraduate Catalog and page 13 of Work in Progress for clear definitions of plagiarism and cheating. We will be going over these definitions in class over the course of the semester. Clear cases of plagiarism or cheating will result in an F for the course and appropriate academic discipline.

Other — Please see Work in Progress pp. 12-18 for more departmental policies and procedures for English 101 such as courtesy and late work.

Writing Center — Using the writing center will enhance your learning experience in this class and help you produce better work.

The writing center is there for you to use during all stages of the writing process, providing you with feedback for prewriting and early and later drafts. It is located in 44 Stansbury and open Mon.-Thu. 10:00 – 5:00 and Friday 10:00 – 3:00. Call 293-3107x3357 to make an appointment, or drop by to check if any tutors are available or sign up for a time.

Disability Accommodation — Please talk with me if you have a documented learning disability such as dyslexia, hearing or vision problems, or any other special need that might affect your performance or participation in class, and I will do what I can to accommodate you. Also, please be aware of the support services available to you through the Office of Disability Services located in G-30 Mountainlair.

Social Justice — English 101 supports WVU's commitment to social justice. The classroom community will work to create a positive learning environment based on open communication and mutual respect. I welcome your suggestions to help meet this commitment.

## **Texts**

- Lunsford, Andrea A. *The Everyday Writer*. 3rd ed. Boston: Bedford/St. Martins, 2005.
- McQuade, Donald and Christine McQuade. *Seeing and Writing 3*. Boston: Bedford/St. Martin's Press, 2006.
- Undergraduate Writing Committee. *Work in Progress: English 101 at West Virginia University*. Acton, MA: Tapestry P, 2006.

## **Office Hours**

My office hours are 3:00 – 3:45 on Mondays and 10:00 – 11:15 on

Thursdays. Office hours provide us with an opportunity to talk one on one. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. You can find me in the cubicle in the left back corner of the office. I'd be happy to talk with you via email as well, and you can expect that I will respond to you (in email or in class) within 24 hours Monday through Friday.

## **Standard of Work**

This is a college level course, and you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. The Everyday Writer offers guidelines and activities to help you with these mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process.

## **Response and Evaluation**

You will not receive a grade on individual papers. You will always receive comments on your papers to give you a sense of what you need to polish and review for your final portfolio. Your homework and collected in-class writing will be evaluated for completeness and quality – I may ask you to expand this work or rewrite it if it is unsatisfactory. If this work is done consistently and well, you will receive full marks. I will respond to this work and return it to you promptly. Doing this work also prepares you to do well on your longer writing assignments. Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and

work well with others. You will receive an “In-progress” midterm grade and commentary, which will describe your work. You are welcome to talk to me if you have questions about your progress in the class. 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, to take risks.

Final Portfolio 70%

Short Writing Assignments and Homework 20%

Participation 10%

## **Schedule of Work**

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*Subject to change according to progress.*

**8/22** Free write. Introductions and icebreaker. Policies and procedures. Jeopardy Group activity. Get textbooks. Read: Lynda Barry handout. Write: 1 page, double-spaced telling about a specific time when you communicated effectively with others.

**8/24** Free write. Discuss literacy. Discuss reading. Literacy timelines. read Lamott (WIP p. 25-33) Read Alexander essay, pp. 440-443. Write 1 page about an artifact from your timeline—how it was important to you. (A. 1).

*Last day to add/change course schedule is Friday the 25th*

**8/29** Write into the day—describe particular moment from timeline or pick a particular moment that’s important in relation to the artifact you wrote about or something you’re good at—describe it using all 5 senses. (SW. 2) introduce literacy narrative (paper 1). Discuss reading. Design contract for group work write literacy narrative brainstorming draft and bring 4 copies to class. Read WIP

p. 73-78 about peer reviews. Read sample literacy narrative (if didn't in class).

**8/31** Peer review workshop. Revise your essay, essay development (WIP p. 41). Write peer review reflection and email to me (SW 3).

**9/5** Class canceled for one-on-one conferences about learning goals and accommodations; answer questions about assignment 1. Read Everyday Writer (EW) p. 3-22. Bring two copies of your draft and a pair of scissors on Thursday.

**9/7** Free write. Discuss reading—notecards and questions. Revision stations. Grammar activity. Revise literacy narrative.

**9/12** Literacy narrative "final for now" due with drafting; Free write. Introduce genre. Introduce genre analysis paper Read Bordo, p. 378, "Never Just Pictures." Skim Appendix B in SW (720). Find at least three examples of the same genre and bring them to class tomorrow (no more than 2 from the textbook).

**9/14** Free write. Discuss reading. Split into groups based on similar genres. Look at Appendix B in SW (720) and examine genres from homework in groups. Kernel essays (SW 4). Write genre analysis brainstorming draft and bring to conference.

**9/19** Class canceled for 3-student conferences. Read EW p. 319-364; Make revisions/write further on genre analysis and bring 4 copies to class.

**9/21** WIP p. 75; Peer review workshops. Revision stations. Grammar issue. Finish genre analysis.

**9/26** Genre analysis "final for now" due with drafting; in-class

reflective writing; introduce midterm memo and invention (WIP p. 95). Print and read "Memo Writing" from OWL website; draft midterm memo; collect and organize working portfolio.

**9/28** Review portfolio evaluation; workshop midterm memo. Finish midterm memo; read interviews with artists/authors in SW (choose a cluster of 'texts' and read the interview with their creator); Read WIP p. 97-104.

**10/3** Midterm memo and working portfolio due; discuss reading; Interview activities introduce interview essay (paper 3). Discuss options and possible subjects. Practice with quotes and paraphrase. Plagiarism activity (WIP p19). Brainstorm possible interview subjects (bring 3-5 options to class); Fictional character interview assignment (A. 5). Find an interview article in a magazine or newspaper. It needs to focus on a specific person, and integrate paraphrase and quotations from what the person said in the interview.

**10/5** Discuss transition from interview transcript to essay format; Sample interview. Group activity with magazine articles Decide on and contact interview subject; draft sample questions; conduct first interview session and bring typed up notes to class (SW 6).

### **mid-semester**

**10/10** Work with interview notes to create a focus. Write a proposed thesis; conduct follow-up interview session based on focus (can be phone or email).

**10/12** Thesis sharing; look at citation strategies from EW; review integrating quotes and paraphrase. "Ethics of Representation" in

SW (p. 657). Write interview essay first draft and bring 4 copies to class.

**10/17** Announce American Idol activity—need 2 volunteer contestants (can sing, rap, or just read) peer review workshop on interview drafts (WIP p. 83). Revise interview draft; prepare for conferences.

**10/19** Class cancelled for conferences Read EW p. 183-206 ; finish interview essay

**10/24** Interview “final for now” due with drafting; in-class reflective writing; American Idol activity (A. 7). Introduce multi-genre paper (paper 4); view sample multi-genre papers. Read WIP p. 129-148. Email possible research subjects.

**10/26** Discuss reading and assignment sheet. Discuss poetry conventions (line breaks, imagery and metaphor, no rhyming). Assign groups. Go to a movie website and make a list of at least 10 genres represented. Post to Vista discussion board. Read EW p. 139-156; brainstorm possible research questions write a poem (topic specified in class) (SW 8).

*Last day to drop is Friday the 27th*

**10/31** Discuss research strategies; workshop research questions. MLA activity. Poetry workshop. Read EW p. 156-175, 369-402; finalize research question for approval. Research your favorite musician or band on 2 websites. Put the info together into a new genre and write a works cited page. (SW 9)

**11/2** Research question due; research day in class; assign and discuss source evaluation. Read EW p. 175-178; identify possible

sources; draft 3+ genres and bring 4 copies to conferences next Thursday.

**11/7** No Class – Election Day revise genres; email source evaluation to me .

**11/9** Class cancelled for pairs conferences. Complete first full draft; compose endnotes and preface.

**11/14** Complete first full draft due with copies; workshop. Revise draft; read EW p. 277-313.

**11/16** Workshop continues. Revise draft; finish multi-genre paper.

**11/20-11/24** Thanksgiving Recess

**11/28** Multi-genre “final for now” due with drafting; read around; in-class reflective writing; Review portfolio guidelines; go back to goals letter and create double-entry notes (submit).

**11/30** Review portfolio guidelines and rubric; brainstorming for portfolio introduction; revision workshop Look over and organize working portfolio; complete portfolio plan; bring both to class; read “rethinking titles” (WIP p. 71).

**12/5** Workshop portfolio introduction and table of contents. Work on revisions, portfolio introduction, and table of contents.

**12/7** Editing and proofreading workshop; course evaluations. Class readings—paragraph or page from portfolio. Revisions. Final Portfolio due Friday the 8th.

**12/11-12/15** I will return portfolios in my office during our final exam time slot.

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