

English 101: Composition and Rhetoric, Section 428

Spring 2014: 9:30-10:45,
T/Th @ Percival Hall 315/ 314

Instructor:
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Office Hours: 1:00-3:00PM
Thurs. & By Appt.

Required Materials:

English 101 Faculty. *Works in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013.
Print.

Lunsford, Andrea A. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford/St. Martin's, 2014.
Print.

50 Notecards.

Purpose & Introduction:

Welcome to Composition and Rhetoric at WVU! All of you have a unique story to tell and a unique voice with which to tell it. Although some of you might not see yourselves as writers, the goal of this course is to help you develop as effective communicators in a personal, academic, and professional context. Regardless of your intended major, you will all be called upon to write persuasively in your given fields. An email, a memo, a personal story, an article, an analysis: these are a selection of genres that we will discuss this semester. By the end of the term, my hope is that all of you will understand the conventions and aims of great writing as well as how to become great writers yourselves.

The key to solid performance will be showing a commitment to the constant development of your writing, from finding compelling topics to carrying out thorough revisions. As such, grades will not be the focus of individual assignments. Composition is not a multiple-choice test receiving a letter grade, but rather an ongoing process of revision and reassessment. English 101 seeks to equip each student with the tools and procedures that result in the kind of strong communication that will serve you for the rest of your life.

Course Theme – *The Changing World Around Us*

Great writers pay attention. They pay attention to themselves, but more importantly, they pay attention to the faces and places that surround them. The faint smell of smoke trailing serpentine from a lit cigarette, the sound of uneven footsteps as they fall upon pavement, the sight of a worried mother squeezing her child's hand in crowded spaces. While it's

true that some people are born with an innate ability to make poetry out of these everyday sights and sounds, one can still be taught to make these observations. Writing is as much about a state of mind as it is ability. If you allow yourself to pay attention, you will learn more from the world around you than you ever will in a classroom.

Our section of Composition & Rhetoric will serve as an introduction to one way of seeing the world. As debates over climate change, energy, and environmentalism rage on, these issues continue to inform one of the most important and complex conversations of our time. Most significantly, these environmental concerns affect everyone, regardless of race, creed, or color. Everyone has a stake in the future of the world around us.

Our course theme is a template used to guide class discussion and inspire paper topics. However, ***it is not required*** that you write your papers on this topic. Great writing comes from diverse places, and I would never want you to feel as if you are forced to write on a given topic. As we move through the four units of this course, class time will focus on writing that explores the environmental crises of the modern world. We'll find that these writers are far more than extremists or tree huggers; they are thoughtful, passionate voices struggling to speak above the noise of simple politics and widespread apathy.

Home & ENGL 101

Unit 1: Writing Narratives – We will see how writers tell their own story in relationship to the environment surrounding them. We will explore essays and stories by such authors as Rachel Carson, Aldo Leopold, Annie Dillard, Edward Abbey, and John Muir.

Unit 2: Writing Features – Feature Articles are a particular kind of art, and in this unit, we will encounter journalism that details our changing world and those in it.

Unit 3: Writing Analysis – Text Analysis is a crucial course component, so we will study advertising and art's influence on the perception of people, places, and the environment.

Unit 4: Writing Research – As we consider what it means to be a stakeholder and perform research, we'll revisit narratives and see how research is foundational to nearly all writing.

Course Goals:

The course will cover 4 units and 4 overall goals (cf. *WiP* pp. xvi-xvii):

- 1. Know the Context** – Analyze the genre, audience, and purpose of writing.
- 2. Think Critically** – Writing as a method of understanding and analyzing ideas.
- 3. Learn the Processes for Writing, Revision, and Reflection** – Develop strategies to take your ideas from initial invention through research and revision.
- 4. Know the Rules** – Gain experience and confidence in the conventions of various genres, grammar, and academic citation systems.

Policies & Procedures:

Attendance

Composition and Rhetoric is a course that moves incredibly quickly, making attendance a vital concern of the semester. Attendance will be taken everyday. That said, the university policy is understanding of personal circumstances and university required

events that may result in absences. As such, **you are allowed 2 absences** without penalty. The third absence, and all thereafter, will result in a definitive impact on your grade. After 6 absences, you will fail the course (cf. *WiP* pp. xvi-xvii). Throughout the semester, there will be 4 conferences (1 per unit). These must be attended like any other class.

Lateness

Lateness is a disturbance of class time and if habitual, a major factor in your grade. Every 4 late arrivals will count as an absence (cf. *WiP* pp.xx-xxii).

Cheating & Plagiarism

I would hope it goes without saying, but the consequences of cheating and plagiarism cannot be overstated. The department and I assume that the work you turn in is indeed your own and no one else's. The severity of academic misconduct depends on the extent of dishonesty but the consequences could range from failing an assignment to dismissal from the university. It is crucial to understand the proper formatting and citation guidelines to ensure that no questions of academic dishonesty can be raised. If you ever have a question about these issues, please don't hesitate to ask me. Questions about how to properly cite work are welcomed and encouraged (cf. *WiP* p. xxiii).

Cell Phones & Laptops

You are welcome to use laptops and other electronic devices that serve an academic function. If these devices become a distraction, you will be asked to put them away and your participation grade will be affected. All phones should be set to silent or vibrate. **It is fairly obvious when a cell phone is being used in a non-academic way and such behavior (texting during class, etc.) will affect your overall participation grade.**

Services and Important Information for Students

The *Eberly Writing Studio* (formerly the *WVU Writing Center*) is located in Colson Hall G02 and is a great resource for this or any semester. The Writing Studio strives to help all members of the university community learn more about writing. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call [304.293.5788](tel:304.293.5788) or visit <http://speakwrite.wvu.edu/writing-studio>

The *Carruth Center* provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. Consider contacting them throughout your WVU career should you feel overwhelmed or in need of any kind of counseling and advice (cf. *WiP* p. xxiv).

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 the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is [304-293-6700](tel:304-293-6700), and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Office Hours & E-mail:

My office hours are on Thursdays from 1:00-3:00PM, but I'm also more than willing to meet at another available time. You can email me anytime, but please give me 24 hours to respond. The email address provided in this syllabus can be used to ask quick questions or to notify me of an important or urgent matter. If you are looking for information after an absence or detailed feedback, please attend office hours.

Response & Evaluation:

English 101 is a portfolio-based course, meaning that while you will receive substantial feedback on all assignments, only the midterm and final portfolio will receive an actual letter grade. Those grades are based using this rubric:

Portfolio (formal writing assignments and reflective writing) – 70%

Writing and Homework (10 assignments throughout term) – 20%

Participation (including factors like attendance and peer groups) – 10%

The goal is for your work to evolve from initial, undeveloped ideas to fully formed and well-revised final drafts. At its best, this process occurs organically and involves detailed redrafting, which means in-depth proofreading and editing.

Brainstorming Draft > Discussion Draft > Professional Draft > Portfolio Draft

Brainstorming Drafts are ones in which the ideas are still incipient; *Discussion Drafts* are those which show potential but have clear need for revision after discourse with peers or instructors; *Professional Drafts* are ready for use in professional contexts, free of careless grammatical errors and awkward prose; *Portfolio Drafts* go beyond the requirements by offering original writing that exhibits rhetorical sophistication (cf. *WiP* pp. xix-xxi).

Schedule of Work:

*Note: This schedule of work is **subject to change** based on progress of course*

WEEK 1

UNIT 1: Personal Narrative

Tuesday, January 13 (*Late registration fee as of after January 13th*)

Topics & Activities – Introduction; Policies; Writing Diagnostic; Narratives

Homework: *WiP* pp. v-xxx, 5-7; Plagiarism Contract; Top 10 (Writing Exercise #1)

Thursday, January 15 (*Friday, Jan. 16th is the last day to register / add course*)

Topics & Activities: Invention; Genres; Storytelling; **Pathos**

Work Due: *WiP* pp. v-xxx, 5-7; Plagiarism Contract; Top 10 (Writing Exercise #1)

Homework: Voices of Our Time #1

WEEK 2*

Tuesday, January 20

Topics & Activities: Writing Introductions; Vivid Description; Audience

Work Due: Voices of Our Time #1

Homework: Writing a Scene (Writing Exercise #2)

Thursday, January 22

Topics & Activities: Discuss Readings; Peer Review *Process*; *Cover Memos*

Work Due: Writing a Scene (Writing Exercise #2)

Homework: Handout #1; Peer Review Draft

WEEK 3

Tuesday, January 27

CONFERENCES for Unit 1 @ Student Rec Center

Work Due: Handout #1; Peer Review Draft

Homework: Peer Response (Writing Exercise #3)

Thursday, January 29

Topics & Activities: Common Errors; “Shitty First Drafts”

Work Due: Peer Response (Writing Exercise #3)

Homework: *EW* 1-11 (common errors); *EW* pp. 110-120 (Commas, Splices, etc.)

****Personal Narrative Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 4*

UNIT 2: Feature Article

Tuesday, February 3

Topics & Activities: Feature Article; Introductions ; 5 Categories of an Feature

Work Due: *EW* 1-11 (common errors); *EW* pp. 110-120 (Commas, Splices, etc.)

Homework: Voices of Our Time #2; *WiP* pp. 125-132

Thursday, February 5

Topics & Activities: *Ethos*; Steps to a Feature Article

Work Due: WV Voices #2; *WiP* pp. 125-132

Homework: *EW* pp. 178-207; Prepare “Pitch”

WEEK 5

Tuesday, February 10

Topics & Activities: Pitches; Introducing Ledes

Work Due: *EW* pp. 178-207; Prepare “Pitch”

Homework: *EW* pp. 208-254; Writing a Lede (Writing Exercise #4)

Thursday, February 12

Topics & Activities: Interviews; The MLA Basics

Work Due: *EW* pp. 208-254; Writing a Lede (Writing Exercise #4)

Homework: Handout #2; Peer Review Draft

WEEK 6*

Tuesday, February 17

CONFERENCES for Unit 2 @ Student Rec Center

Work Due: Handout #2; Peer Review Draft

Homework: Peer Response (Writing Exercise #5)

Thursday, February 19

Topics & Activities: Preparation for Midterm; Overview; Revision

Work Due: Peer Response (Writing Exercise #5)

Homework: *EW* pp. 150-155, 60-80; Cover Memo Draft

****Feature Article Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 7

Reflection for Midterm

Tuesday, February 24

Topics & Activities: Preparation for Midterm; Overview; Cover Memo Peer Review

Work Due: *EW* pp. 150-155, 60-80; Cover Memo Draft

Homework: Midterm Portfolio due IN CLASS

Thursday, February 26

Topics & Activities: Rhetorical Strategies Review; Cover Memo Peer Review

Work Due: ****MIDTERM PORTFOLIO DUE IN CLASS****

Homework: N/A

WEEK 8*

UNIT 3: Text Analysis

Tuesday, March 3

Topics & Activities: Defining Terms; Types of Text(s)

Work Due: N/A

Homework: *WiP* pp. 41-47; Voices of Our Time #3

Thursday, March 5

Topics & Activities: “Monkeys, Ninjas, Robots”; *Oxyana*; **Logos**

Work Due: *WiP* pp. 41-47; Voice of Our Time #3

Homework: Prepare Pitch

WEEK 9

Tuesday, March 10

Topics & Activities: Pitches; Advertising as Text

Work Due: Prepare Pitch

Homework: Analyzing Your Analysis (Writing Exercise #6)

Thursday, March 12

Topics & Activities: Mechanics of Writing Review; Getting to Know Your Text

Work Due: Analyzing Your Analysis (Writing Exercise #6)

Homework: Handout #3; Peer Review Draft

WEEK 10*

Tuesday, March 17

CONFERENCES for Unit 3 @ Student Rec Center

Work Due: Handout #3; Peer Review Draft

Homework: Peer Response (Writing Exercise #7)

Thursday, March 19

Topics & Activities: Introducing the SRP; How to Choose a Topic

Work Due: Peer Response (Writing Exercise #7)

Homework: *WiP* pp. 63-70; Choose a Topic

****Text Analysis Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 11

No Class! Spring Break!

WEEK 12

UNIT 4: Stakeholder Research Paper

Tuesday, March 31

Topics & Activities: Identifying Stakes and Stakeholders; Visual Rhetoric

Work Due: *WiP* pp. 63-70; Choose a Topic

Homework: *WiP* p. 71; Complete Audience sheet (Writing Exercise #8)

Thursday, April 2

Topics & Activities: Heavier Research; Using Library Sources; Signal Phrases

Work Due: *WiP* p. 71; Complete Audience sheet (Writing Exercise #8)

Homework: Complete 2 MLA citations on notecards

WEEK 13*

Tuesday, April 7

Topics & Activities: Thesis Statements and the Art of Questions

Work Due: Complete 2 MLA citations on notecards

Homework: Thesis Invention (Writing Exercise #9)

Thursday, April 9

Topics & Activities: Approaching Complexity; SRP In-Class example (*WiP* pp. 151-162)

Work Due: Thesis Invention (Writing Exercise #9)

Homework: Handout #4; Peer Review Draft

WEEK 14

Tuesday, April 14

CONFERENCES for Unit 4 @ Student Rec Center

Work Due: Handout #4; Peer Review Draft

Homework: Peer Response (Writing Exercise #10)

Thursday, April 16

Topics & Activities: Language that Unifies; Negotiating Opposing Viewpoints; Tone

Work Due: Peer Response (Writing Exercise #10)

Homework: Print and Bring Narrative *OR* bring jump drive/file

****Stakeholder Research Paper Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 15*
Final Portfolio Prep

Tuesday, April 21

Topics & Activities: **Narrative**; *Know the Rules*; Genre; Portfolio Checklist

Work Due: Print and Bring Narrative *OR* bring jump drive/file

Homework: Print and Bring Feature *OR* bring jump drive/file; Develop 5 Q's re: Evaluation

Thursday, April 23

Topics & Activities: **Feature**; *Know the Context*; Ethos; Boosting Portfolio

Work Due: Print and Bring Feature *OR* bring jump drive/file; Develop 5 Q's re: Evaluation

Homework: Bring Text Analysis *AND/OR* SRP for class work

WEEK 16

Tuesday, April 28

Topics & Activities: **Text Analysis**; *Thinking Critically*; Logos; Analysis

Work Due: Bring Text Analysis *AND/OR* SRP for class work

Homework: Final Portfolio due Thursday IN CLASS

Thursday, April 30

Topics & Activities: Conclusion

Work Due: ****FINAL PORTFOLIO DUE IN CLASS****

Final Portfolios will be returned during the final exam period on Thursday, May 7 between 10_{AM} and 1_{PM}. You can pick up your portfolios in my office, Colson 230.

* = Weeks meeting in Percival 314