

## Insiders & Outsiders

English 101\*007: Composition and Rhetoric  
Fall 2012  
Instructor: Andrew L. Raker  
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Phone: 304-293-3017 (messages only)

Clark Hall, Room 410 & 212  
Class Time: MWF 8:30-9:20 a.m.  
Office: 345 Colson Hall  
Office Hours: T 9:00-10:00 a.m.  
F 10:30-11:30 a.m.  
and by appt.

"Successful writers are not the ones who write the best sentences. They are the ones who keep writing. They are the ones who discover what is most important and strangest and most pleasurable in themselves, and keep believing in the value of their work, despite the difficulties."  
--Bonnie Friedman, *Writing Past Dark*

### Course Description:

Throughout this semester of English 101, we shall explore the interconnectedness of reading, writing, and critical thinking. In completing the four major assignments of this course, you, as the student, will play the role of memoirist (paper #1), interviewer (paper #2), journalist (paper #3), and researcher (paper #4) in order to expand your skills as an effective communicator and to understand how language influences your academic, civil, personal, and professional lives. Each of the four assignments will require you to reflect upon your audience, your grammar, your organization, your purpose, and your theme. Collectively, the four assignments will require you to focus on writing as a **process** by which revision is *essential* to your successful completion of the final portfolio.

In class, we will examine various texts and contexts to learn how writers go about the process of composition. We will read a variety of student essays submitted for past intonations of the course and, as students, you will comment on what you feel made a paper particularly strong as well as point out areas in which improvement should take place. You will also have time in class to peer reviewing the work of your fellow students in order to point out places in which you feel your fellow students were particularly strong AND ALSO places in which your fellow students' work is in need of improvement. (Remember: Since writing is a process – a journey to becoming a better writer – please do not feel the need to commence the course with a final product. *There will be plenty of time to edit and revise based upon the feedback you receive from me and from your fellow students.* However, be prepared to work hard!)

Finally, because the theme of this course is “Insiders and Outsiders,” a number of our readings and much classroom conversation will focus on insiders and outsiders. Questions to be considered in class and in readings may include: “Who has a voice in American society and whose voice is left out?” “What does it mean to be an insider/an outsider?” “How has rhetoric and text been used to create insiders/outside?” and “How can we (and how have others) used rhetoric and text to tear down the insider/outsider dichotomy?”

### Required Texts:

Lunsford, Andrea A. *Easy Writer, WVU Edition*. 4<sup>th</sup> ed. Boston: Bedford/St. Martins, 2010.  
ISBN-10: 0-312-63821-3      ISBN-13: 978-0-312-63821-4

Undergraduate Writing Committee: *Work in Progress*, 6<sup>th</sup> ed. Detroit, MI: Hayden-McNeil, 2013.  
ISBN-13: 978-073805268-7

Note: The Lunsford text will also be used for English 102, which you will likely take spring semester. Therefore, you should not sell back your Lunsford text to the bookstore. Also, the 6<sup>th</sup> edition to *Work in Progress* is required.

**Course Policies & Procedures:**      Please see *Work in Progress* for more in-depth departmental policies and procedures.

Attendance: Because of the importance of discussion, editing, and revision in this class, attendance is **mandatory**. The expectation is that you are present *for each and every class period*. Because unforeseen accidents, illnesses, family emergencies, and so forth do occur, you are allowed **3** absences in the course. Each additional absence will result in

a final course grade reduction of up to 1 full letter grade per absence. Thus, for a fourth absence, a B may become a C and so forth. Students who miss 6 or more class meetings will almost always fail the course.

Cell Phones/Electronics: During class, please turn off all cellular devices. Do not text message. Do not use Facebook during class. At the very least, look like you are paying attention! Consistent misuse of cellular phones or other unapproved electronics during class will result in a lower class participation grade.

Cheating/Plagiarism: Plagiarism (submitting someone else's work as your own) is unacceptable. Clear evidence of plagiarism will result in an F for the course. In addition, *I do NOT allow you to submit assignments you completed for previous classes or will submit/have submitted for concurrent classes.* For more information, refer to *Work in Progress*, pp. xxii.

Conferences: Conferences are opportunities to discuss your graded final-for-now papers and how they might be improved as well as any other questions you might have about your work in progress. Conferences are scheduled for 10 minutes. (Conferences scheduled during class time will take place in the classroom. Other conferences may take place in my office.)

Disability Accommodations: If you need any accommodations for this course, please seek accommodations through the Office of Disability Services at 304-293-6700. For more information, refer to *Work in Progress*, pp. xxiii-xxiv.

Email: I will likely send you a large amount of information via email. Please check your WVU MIX account email *at least once every day.* I will try to respond to your emails in a timely fashion. When messaging me, please sign your full name so that I know who you are, regardless of whether you are using your MIX account or some other email address. Also, please write emails using proper grammar, syntax, capitalization, punctuation, and spelling. The quality of writing in your emails may count as part of your informal writing grade.

FFN Drafts: Final-for-now drafts are due by 11:59 p.m. on the date specified. Please email your draft in .doc or .rtf format. If you don't have Microsoft Word on your computer, please talk with me about other arrangements. While FFN drafts are not graded, *it is to your advantage to spend serious time formulating your FFN draft.* If you submit a draft that still requires a lot of work, I will have to focus my comments on the most important places for revision, where I would prefer to spend the time assisting you in polishing your FFN drafts into portfolio-quality work.

Food and Drink: No food or beverages (exception: you may bring a capped bottle filled with water) are allowed in the computer classroom. Coffee and soda, regardless of the container, are prohibited in the computer lab. Beverages and small snacks may be brought into the regular classroom so long as you take responsibility for cleaning up any spills.

Late Work: Late work is not acceptable. The best way to harm your grade substantially is not to submit anything at all. Maybe your schedule has been really busy (after all, this is college) but at least submit something!!! Even submitting 2 or 3 pages for a first draft will provide something upon which to give feedback. Not submitting anything totally locks you out of the important process of writing and revising. Your peers cannot critique your work if you have no work for them to peer review. In the event that you must miss class because of illness, try to email me an electronic version of your draft, which will still allow you to receive feedback. For more information, refer to *Work in Progress*, p. xxiii.

Office Hours: My scheduled office hours are listed at the top right-hand page. I will also usually be available after my 9:30 class (that is, at 10:20) on Monday and Wednesday. If you wish to stop by my classroom in Clark after class (circa 10:20) to chat about a paper topic, a progressive draft, etc., please feel free to do so. Also, if such times do not work for you, email me or talk with me about possible other meeting times.

Peer Reviews: Peer reviews count toward your class participation grade and perhaps, at times, toward your informal writing grade. For each paper, choose a different person with whom to partner. (Outside of class, you may, of course, have other students in your 101 class further peer review, so long as you peer edit in person, and you include the peer edited copy in your portfolio.) Be sure to print and sign your name to any peer edited copy so that I know

whose papers you peer edited and who peer edited your papers so that I can give proper credit while assessing portfolios. Although I prefer you focus peer editing among your 101 classmates, you may have a roommate or another fellow student also read your work and offer feedback for improvement. As always, you may visit the Writing Center for help [see *Writing Center*].

Prompts: I will distribute a prompt for each of the 4 major papers as well as a Mid-Term and Final memo prompts. Follow the procedures and requirements of the prompt. Also, if you wish to obtain brainstorming help from someone in the Writing Center [see *Writing Center*], please bring your prompt.

Quality Writing: For your final portfolio (and hopefully before that point), proper grammar, syntax, capitalization, punctuation, and spelling are required if you wish to receive an A. Information pertaining to quality of writing can be found in *Easy Writer*. Please read the required selections in *Easy Writer*!!! If I indicate on your final-for-now (FFN) draft that your grammar, syntax, etc. need improvement, *please visit me during office hours to discuss the matter*. (If you prefer, you might also visit the Writing Center.) Proper grammar is fundamentally important to all successful college writing, whether you are writing formal scientific theses, history research papers, or applying for jobs after graduation.

Student Presentations: You will present a short presentation (5-7 minutes) on your stakeholder research paper after Thanksgiving Break. In this presentation, you should discuss how you chose your topic, briefly discuss the research you engaged in while writing the paper, discuss the competing ideas (or stakes) of the issue, and provide your classmates and me with your take and how you arrived at it.

Supplementary Peer Editing: Refer to *Time Commitment*

Time Commitment: Ideally, you should see yourself spending an average of 6 hours per week outside of class working on material related to this class. This time commitment may include visiting the Writing Center (or visiting me) for grammar assistance, reading supplementary articles, interviewing for your second paper, researching for your third and especially fourth papers, and, of course, editing and revising your work up to this point. (You might also consider meeting with other class members outside of class to receive feedback on your writing. However, if you do choose this option, please include the draft for which you received help in your portfolio and note the name of the classmate who assisted you in supplementary peer editing.)

University Counseling Services: The Carruth Center provides 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 *WiP* p. xxiv.

Writing Center: If you find coming up with an idea for a paper topic challenging (and you do not want to visit me personally), you might take advantage of WVU's writing center located in G02 Colson Hall (the lower level). You can schedule an appointment by calling 304-293-5788 or drop in to see if a tutor is available. For more information, refer to *Work in Progress*, p. xxiv.

### **Responses and Evaluation:**

The standard grade breakdown for English 101 is the following:

Participation	10%
Informal Writing/Homework	20%
Final Portfolio	70%

Please review *Work in Progress* pp. xix-xxi for more information about the specific grade breakdowns.

**Social Justice Statement:** English 101 supports WVU's commitment to social justice. All sections 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. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

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**COURSE OUTLINE**

(subject to slight change according to progress – however, all major paper dates are fixed)

\*Due refers to the class period at which a particular assignment is due. Thus, a reading due 8-31 would require a student to read the material BEFORE class on 8-31.

Also, because I am unsure of your specific strengths and weaknesses in respect to grammar, grammar exercises may be assigned throughout the semester. Completing them will count toward your class participation grade (and occasionally to your informal writing grade).

DATE	CLASS FOCUS/ACTIVITIES	READING ASSIGNMENT DUE	WRITING ASSIGNMENT DUE
8-20 M Lab	Course Introduction · Writing as a process Meeting ENG 101 colleagues	N/A	N/A
8-22 W Lab	Plagiarism (sign contract) <i>WiP</i> p. xxv  Introduction to MAPN · What is genre? Using genre · What makes a story interesting? · How to choose a good topic? · Who is your audience? · What tone do you wish to convey?	Reread Syllabus Read <i>WiP</i> xv-xxix	
8-24 F Lab	Discuss <i>WiP</i> 1-4  Basic MLA paper formatting Using Microsoft Word and technology Essay Organization  Why does grammar matter? ( <i>Ethos</i> ) Addressing common grammar errors  Mention Unit #2 Interview (start thinking about topics/people to interview)	<i>WiP</i> 1-4 <i>EW</i> 1-10	<b>Writing Activity Due</b>
8-27 M Classroom	How do I peer edit constructively?  Assessing Sample MAPNs (Recall what we discussed 8-22&24) *Maybe additional sample MAPNs in-class	Read sample MAPNs keeping in mind material covered on 8-22 [ <i>WiP</i> 109-122]	Markup essays in <i>WiP</i> 109-122 (be prepared to talk about these essays in class 8-27) Finalize your topic for MAPN
8-29 W Classroom	Assessing Sample Narratives	<i>WiP</i> 95-102	<b>Writing Activity Due</b> *email me at least 2 pages of your MAPN

8-31	F	MAPN Peer-Editing #1		<b>Paper #1 draft one due (print hard copy for peer review editing)</b>
Classroom				
9-3	M	No Class: Labor Day	N/A	N/A
9-5	W	MAPN Peer-Editing #2 Submit p. 11 of <i>WP</i> (Write your name on the paper and give to student whose paper you have read.)		
Lab				
9-7	F	Common grammar problems in MAPNs Research Overview for FA (schedule conferences)		<b>Paper #1 FFN copy due Reflection on Paper #1 due</b>
9-10	M	Begin Unit #2 Introduction to Feature Article <ul style="list-style-type: none"> <li>· What is a (strong) feature article?</li> <li>· Leads</li> <li>· Vivid descriptions</li> </ul> Interviewing Protocol <ul style="list-style-type: none"> <li>· Ethics of representation</li> </ul>		
Classroom				
9-12	W	No Class: Conferences		*Know who you are interviewing by Friday!
9-14	F	Discuss <i>WiP</i> 15-20, 23, 27 Assessing Sample FAs	<i>WiP</i> 15-20, 23, 27 Read sample FAs keeping in mind material covered on 9-10 [ <i>WiP</i> 125-132]	Markup essays in <i>WiP</i> 125-132 (be prepared to talk about these essays in class 9-14)
Classroom				
9-17	M	Integrating Sources <ul style="list-style-type: none"> <li>· Paraphrase</li> <li>· Quotation</li> </ul> MLA citations (more on 10-5)		
Lab				
9-19	W	Assessing Sample FAs and/or Grammar Workshop <ul style="list-style-type: none"> <li>· Transitions</li> </ul>		<b>Writing Activity Due</b> *email me at least 2 pages of your FA
Lab				
9-21	F	FA Peer-Editing #1		
Lab				
9-24	M	Common grammar problems in FAs (schedule conferences)		
Classroom				
9-26	W	FA Peer-Editing #2		
Classroom				
9-28	F	Discussion of Midterm Memos Discussion of Midterm Portfolio		<b>Paper #2 FFN copy due Reflection on Paper #2 due</b>
Classroom				
10-1	M	Peer-Review Midterm Memos		<b>Writing Activity Due</b>
Lab				

10-3	W	Begin Unit #3 Introduction to Text Analysis What is text? Review of context? Finding Good Internet Resources	*While not required, consider peer reviewing midterm memos or even revised copies of paper #1	
10-5	F	Discuss <i>WiP</i> 41-44 Decide student topics with students  Lab MLA citation style In-text citations Works cited page  Summary/analysis workshop		<b>Midterm Portfolios Due</b> <b>Midterm Memo Due</b> <b>(include in portfolio)</b>  <b>*These are due at beginning of class 10-5</b>
10-8	M	Rhetoric and rhetorical strategies  Classroom Close Reading/Analysis *I'll have handouts.	<i>EW</i> 206-252 (browse) <i>WiP</i> 41-44	List of possible topics for TA due
10-10	W	No Class: Conferences  Classroom *To discuss paper #2 FFNs and midterm portfolios	Research your topic!	
10-12	F	Assessing Sample TAs *I'll have handouts of some TA essays  Classroom	<i>WiP</i> 140-148	<b>Writing Activity Due</b> (Ex: What is your topic? How is your research progressing?) (1/2 page)  Markup essay in <i>WiP</i> 140-148 (be prepared to talk about this essay in class 10-12)
10-15	M	Analyzing various film clips and film trailers as texts  Lab Questioning popular culture (a text of sorts) & individual beliefs and attitudes.		
10-17	W	Student presentations on clips found  Lab	Find your own film or music clip (see writing assignment)	<b>Writing Activity Due</b> (find your own film or music clips to share with the class – be prepared to give short 1-2 minute presentation in clip chosen; write 1-2 page paper on how clip engages in rhetorical strategies and what cultural appeal it has)
10-19	F	TA Peer-Editing #1  Lab	*While not required, consider addition peer reviewing of text analysis essays.	
10-22	M	TA Peer-Editing #2  Classroom		
10-24	W	Common grammar problems in TA  Classroom (schedule conferences)		<b>Paper #3 FFN copy due</b> <b>Reflection on Paper #3 due</b>
10-26	F	Begin Unit #4 How to Choose Research Topic? Of what are you passionate? Stakeholders Developing a research plan  Classroom		

10-29 M Lab	Discuss Preliminary List (with class, consider strength of topic, possible difficulties of particular topic, etc.) Using Web Resources (ex: for research)  Synthesis Activity	<i>WiP</i> 57-61	Write preliminary list of possible topics that interest you and why
10-31 W Lab	No Class: Conferences * on TAs		*Remember final topic is due 11-2
11-2 F Lab	Counterarguments  Assessing Sample Stakeholder Research Papers * I'll have handouts of some Stakeholder Research Papers.	<i>WiP</i> 151-157	<b>Writing Activity Due</b> Choose Topic (write a paragraph or two about the topic you have chosen and why you have chosen it – be prepared to discuss in class 11-2) Markup essay in <i>WiP</i> 151-157 (be prepared to talk about this essay in class 11-2)
11-5 M Classroom	Critique Sample Research Paper in group Write a bit about your critique & share with class	Research!	
11-7 W Classroom	No Class: Conferences * on preparing your SRPs	Research!	
11-9 F Classroom	Critique Sample Research Paper in group Write a bit about your critique & share with class		
11-12 M Lab	Peer Editing #1		<b>Paper #4 draft one due (print hard copy)</b> (This may mean engaging in additional research in order to make a stronger claim or further refute the claims of those on the other side of the issue.)
11-14 W Lab	Final Grammar Workshop Work on Research Paper (if time permits)		
11-16 F Lab	Peer Editing #2		<b>Revise Paper #4 based on peer's suggestions and bring copy to class</b>
11-19 M	No Class: Thanksgiving Break		Thanksgiving Break is a great time to work seriously on revising your final portfolios.
11-21 W	No Class: Thanksgiving Break		Thanksgiving Break is a great time to work seriously on revising your final portfolios.
11-23 F	No Class: Thanksgiving Break		Thanksgiving Break is a great time to work seriously on revising your final portfolios.
11-26 M Classroom	<b>Student Presentations</b>		<b>Paper #4 FFN copy due (feel free to submit <i>before</i> due date)</b> <b>Reflection on Paper #4 due</b>

11-28 W Classroom	<b>Student Presentations</b>		Short 1-2 page paper due on fellow students' presentations from 11-26
11-30 F Classroom	<b>Student Presentations</b> (if necessary) Discuss the Final Memo (due 12-7)		Short 1-2 paper due on fellow students' presentations from 11-28
12-3	Final Portfolios (include reviewing goals of course)		
12-5 W Lab	Peer-edit final memos		Short 1-2 paper due on fellow students' presentations from 11-30 (if necessary) Draft of Memo Due
12-7 F Lab	Wrap-Up		<b>Final Portfolios Due</b> <b>Final Memo Due</b> *These are due at beginning of class 12-7 OR hand delivered to my office between 3:00 pm & 5:00 pm
12-10 M	Finals Week: No Classes		

Final Portfolios may be picked up in my office during the scheduled final exam period for this course, which is Friday, December 14, between 11:00 a.m. and 1:00 p.m.