

English 101: Composition and Rhetoric, Section 027/028	
Spring Semester, 2013 - M/W/F 1:30-2:20/2:30-3:20 in 404 & 206/410 & 212 Clark Hall	
Instructor: Hannah McPherson	
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REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION:

Welcome to English 101! This course focuses on developing your knowledge of writing in several areas beyond mere grammar and punctuation. Your first paper will be strengthening your own voice through writing about yourself. In the next three papers, you will practice using writing to learn new things and write about the world around you. You will explore how writing can change depending who you write to. You will analyze how different types of communication like cartoons or music are a type of writing—or composing—that make meaning in people’s lives. Ultimately, you 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 objective one 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 (*All policies/procedures are spelled out in detail in WiP pp. xviii-xxiv. Below are a few of the crucial ones.*)

Attendance—Attendance is crucial in English 101. Every day, we'll be going over important material, and it's easy to get behind if you miss. The standard English 101 policy for MWF courses is that you can miss 3 times without penalty. This means excused and unexcused—it doesn't matter. Even if you email me and tell me you'll be absent, you still earn an absence. For a 4th absence, your final grade will **DROP 1 LETTER**, and for a 5th absence you will **DROP ANOTHER LETTER. AT 6 ABSENCES YOU FAIL THE COURSE.** Please save your absences for unavoidable emergencies—if you have an emergency and you've already used up your absences, you'll end up damaging your grade. Also, please talk to me ahead of time if you will need to miss for military/drill or religious observance, or if you are part of a university sponsored group (i.e. athletic team or marching band) that will require you to miss class.

A in course + 4 absences = Final Grade of B
A in course + 5 absences = Final Grade of C
B in course + 4 absences = Final Grade of C
B in course + 5 absences = Final Grade of D
C in course + 4 absences = Final Grade of D
C in course + 5 absences = Final Grade of F
D in course + 4 absences = Final Grade of F
Any grade + 6 absences = Final Grade of 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 West Virginia University refer to page xxiii in *WiP*.
- **Format** - Formatting is fairly standard for academic writing in all college classes, so it's important to practice standard formatting in English 101. Unless I tell you otherwise, all major papers and HW assignments (except for eCampus posts) should have the same format: **1" margins, double spaced, Times New Roman size 12.** Please check your settings—**MS Word does not use this format automatically.** If you enlarge your font, margins, spacing, or punctuation to lengthen your paper, I will lower your grade for dishonesty.
- **Classroom Space/Technology:** Our class time will be divided between a regular classroom and a computer lab. **See schedule of work on syllabus for our daily location.** The computers will

help you conduct more research and make the class more interesting and fun. They are not for personal use, however. In the lab, after class begins, you may not use the computers for any purposes outside of assigned work (Facebook, Twitter, sports news, etc). If we are not using the computers in class that day, you may not use them at all. Texting is never an option. Use of unauthorized technology (computer or phone) keeps you from learning course concepts, wastes class time, and distracts others. Repeated use results in an F for class participation, whether or not I remind you in class.

- **Cell Phones:** All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency please quietly excuse yourself from the room.
- **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. Their phone number is 304-293-6700, their email is access2@mail.wvu.edu. Their website is <http://disabilityservices.wvu.edu/>.
- **Writing Center:** The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Writing Center refer to page xxiv in *WiP*.
- **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 page xxiv in *WiP*.

OVERVIEW OF REQUIRED WORK: 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 major assignments and reflective writing) = 70%

- Multi-Angle Personal Narrative (5-6 pages)
- Feature Article (4-5 pages)

- Textual Analysis (5-6 pages)
- Stakeholder Research Paper (6 pages)
- Three other writing samples of your choice
- Reflective Memo

Short Writing Assignments & Homework = 20%

- We will do ten writing exercises over the course of the semester that will count toward this portion of your grade. Other assignments that apply are eCampus assignments, reflections, peer editing exercises, and free-write activities.

Participation = 10%

- BIG QUESTION Assignments: I will assign daily "BIG Q's" in class. This is how I will take attendance. BIG Q's will be typed and uploaded to eCampus at the beginning of class when we are in the computer labs and handwritten when we are in a regular classroom. I will return BIG Q's with a score of 3 (average), 4 (above average), or 5 (superior response). In accordance with the attendance policy, you may miss three BIG Q's without penalty to your participation grade. Missing further BIG Q's will result in grade deductions for participation. At the end of the semester, the three lowest-scored BIG Q's (or missing BIG Q's) will be dropped.
- Other ways to receive a good participation grade are:
 - Be on time for class.
 - Be present in class.
 - Volunteer to speak in class discussions.
 - Be thorough and reflective in BIG Q responses.
 - Do not abuse the cell phone or computer policy.
 - Turn in assignments on time.
 - Take an active role in responding to peers during review.
 - Demonstrate reflective process when responding to peers.

Please refer to **Work in Progress** for information about my grading criteria. We will also review this information in class. 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.

Schedule of Work

**Subject to change according to progress.

January		
Monday	Wednesday	Friday
<p>14 **4th Floor of Clark all week** (Late Registration Fee in Effect after Jan 14)</p> <p>Class Activities: Introductions & Review of Syllabus, BIG QUESTION (BQ)</p> <p>Homework: WE #1</p> <p>**Print a copy of the syllabus for your own records & organization**</p>	<p>16</p> <p>UNIT 1: Multi-Angle Personal Narrative</p> <p>Class Activities: BQ, Vivid Description/Reflection Activity (Lia Purpura's "September"), Reading Like a Writer (<i>WiP</i> p.5)</p> <p>Due Today: ---</p> <p>Homework: Complete WE #1 (Communication)</p>	<p>18</p> <p>(Last day to register and add new courses is Jan 18)</p> <p>Class Activities: BQ, Writing as Process</p> <p>Due Today: WE #1 (Communication)</p> <p>Homework: WE #2 (Random Objects), Read Hermit Crab excerpt from <i>Tell It Slant</i></p>
<p>21 NO CLASS—Martin Luther King, Jr. Day</p>	<p>23</p> <p>Class Activities: BQ, Personal Narrative Assignment, Find a Shell, Artifacts activity</p> <p>Due Today: WE #2 (Random Objects)</p> <p>Homework: Read Dinty Moore's essay on eCampus</p>	<p>25</p> <p>Class Activities: BQ, Who is the audience? (using Dinty Moore's essay), Why do we write?</p> <p>Due Today: Have Dinty Moore's essay read</p> <p>Homework: WE #3 (Why Do You Write?)</p>
<p>28 **4th Floor of Clark all week**</p> <p>Class Activities: BQ, Conflict/Tension (using WE #2), Discuss Peer editing</p> <p>Due Today: WE #3</p> <p>Homework: Complete first two "objects" for peer review</p>	<p>30</p> <p>Class Activities: BQ, Peer Editing (i.e. What to keep/lose), Techniques for Peer Review</p> <p>Due Today: First two "objects" for peer review</p> <p>Homework: WE #4 (Letter to Peer)</p>	<p>Feb 1</p> <p>Class Activities: BQ, Developing Characters Activity (voice, tone, word choice)</p> <p>Due Today: WE #4 (Letter to Peer)</p> <p>Homework: Focus on final revisions for Final-for-now draft, Read pp, 17-19 in <i>WiP</i>, and pp. WVU-10-16 in <i>Easy Writer</i></p>

February		
Monday	Wednesday	Friday
<p>4 UNIT 2: Feature Article Class Activities: BQ, Reflective Memo, Discuss FA Assignment, Research techniques, Works Cited Intro</p> <p>Due Today: <u>Multi-Angle Personal Narrative "Final For Now"</u></p> <p>Homework: Brainstorm ideas, BIG Q, <i>WiP</i> p. 20 (Bring magazine or Feature Article example)</p>	<p>6 Class Activities: BQ, p. 20 in <i>WiP</i>, Picking a topic, Review samples</p> <p>Due Today: Bring magazine/feature article to class</p> <p>Homework: WE #5 (Memo: Picking a Topic)</p>	<p>8 Class Activities: Three Components of a Feature Article, Four Stages</p> <p>Due Saturday (2/9) by 11:59pm: WE #5 (Memo: Picking a Topic). Post to eCampus</p> <p>Homework: After picking your topic, begin research, make list of potential interviewees</p>
<p>11 **4th Floor of Clark all week** Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in Downtown Library, Place TBA)</p> <p>Due Today: N/A</p> <p>Homework: Continue research, contact interviewee(s) and set up interview(s)</p>	<p>13 Class Activities: BQ, Interviewing 101</p> <p>Due Today: ---</p> <p>Homework: Post in-class interview activity (WE #6) to eCampus by 11:59pm tonight</p>	<p>15 Class Activities: BQ, Leads Activity (p.23), Article on eCampus, Reading Like a Writer (p.21)</p> <p>Due Today: (WE #6 was due Wednesday night)</p> <p>Homework: WE #7 (Leads and Outlines)</p>
<p>18 Class Activities: BQ, "Framing your Paper" (p.27), Q&A Day</p> <p>Due Today: WE #7 (Leads and Outlines)</p> <p>Homework: 2 pages of draft due for conferences</p>	<p>20 Class Activities: Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in Downtown Library, Place TBA)</p> <p>Due Today: **Bring 2 pages of draft to conferences**</p> <p>Homework: Finish revisions on Final-For-Now version of Feature Article</p>	<p>22 Class Activities: BQ, Preparation for mid-term portfolio</p> <p>Due Today: <u>Feature Article</u></p> <p>Homework: Read p. 43-44 in <i>WiP</i></p>

<p>25 UNIT 3 - Text Analysis **4th Floor of Clark all week** Class Activities: BQ, Assignment Discussion, What is a text? What is analysis? Due Today: ---</p> <p>Homework: Skim pp. 135-148 in <i>WiP</i></p>	<p>27 Class Activities: BQ, Cliché handout, Thesis Sentences Due Today: Homework: Finish work on Midterm Portfolio, Read p. 45 in <i>WiP</i></p>	<p>Mar 1 (Mid-Semester point) Class Activities: BQ, Rhetorical Strategies (via ad/video) Due Today: <u>MIDTERM PORTFOLIO</u> Homework: Bring in 3 sample texts</p>
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March		
Monday	Wednesday	Friday
<p>4</p> <p>Class Activities: BQ, p.47 Analyzing Purpose, Group Chat</p> <p>Due Today: 3 sample texts</p> <p>Homework: WE #8 (Proposal for Text Analysis)</p>	<p>6 (Mid-Semester Grades Due)</p> <p>Class Activities: Finding Resources, Searching by Date in LexisNexis (p. 49 in <i>WiP</i>)</p> <p>Due Today: WE #8 (Proposal for Text Analysis)</p> <p>Homework: WE #9 (Works Cited)</p>	<p>8</p> <p>Class Activities: BQ, TA Organization (p.51), Research Day</p> <p>Due Today: WE #9 (Works Cited)</p> <p>Homework: Review Contract in p. xxv in <i>WiP</i></p>
<p>11**4th Floor of Clark all week**</p> <p>Class Activities: BQ, Plagiarism, Rules for Paraphrasing, Quoting, Summarizing</p> <p>Due Today: Signed Contract</p> <p>Homework: ---</p>	<p>13</p> <p>Class Activities: BQ, Text Analysis Outline, Peer Exchange</p> <p>Due Today: ---</p> <p>Homework: Develop Outline, prepare draft for Peer Review</p>	<p>15</p> <p>Class Activities: BQ, Instrumentals & Lyrics Activity</p> <p>Due Today: ---</p> <p>Homework: Continue preparing draft</p>
<p>18</p> <p>Class Activities: BQ, How do you take notes? [The Notes Page]</p> <p>Due Today: ---</p> <p>Homework: Bring draft to class for peer review</p>	<p>20</p> <p>Class Activities: BQ, Peer Review</p> <p>Due Today: Full Draft due</p> <p>Homework: Finish revisions for Final-For-Now draft</p>	<p>22 (Last Day to Drop)</p> <p>Class Activities: BQ, Assignment Discussion of SRP, Writing & Research</p> <p>Due Today: <u>Text Analysis Essay "Final For Now"</u></p> <p>Homework: Skim student samples, p. 151-162 <i>WiP</i></p>
<p>25</p> <p>NO CLASS - Spring Break!</p>	<p>27</p> <p>NO CLASS - Spring Break!</p>	<p>29</p> <p>NO CLASS - Spring Break!</p>

April		
Monday	Wednesday	Friday
<p>1**4th Floor of Clark all week** Class Activities: BQ, What/who is a stakeholder? Where Do You Stand?</p> <p>Due Today: ---</p> <p>Homework: List of Topics for SRP</p>	<p>3 Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in downtown library, Place TBA)</p> <p>Due Today: N/A</p> <p>Homework: Bring list of topics to class on Friday</p>	<p>5 Class Activities: BQ, Topic for SRP</p> <p>Due Today: Topics List</p> <p>Homework: WE #10 (The Notes Page)</p>
<p>8 Class Activities: BQ, Identifying Stakeholders</p> <p>Due Today: WE #10 (The Notes Page)</p> <p>Homework: ---</p>	<p>10 Class Activities: BQ, Flash Draft group activity</p> <p>Due Today: ---</p> <p>Homework: Prepare draft for peer review on Monday</p>	<p>12 Class Activities: BQ, Where Do You Stand? (Handout)</p> <p>Due Today:</p> <p>Homework: Continue preparing Draft for Peer review</p>
<p>15**4th Floor of Clark all week** Class Activities: BQ, Peer review</p> <p>Due Today: Full draft for peer review</p> <p>Homework: Bring revised draft to conferences</p>	<p>17 Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in downtown library, Place TBA)</p> <p>Due Today: Bring revised draft to conferences</p> <p>Homework: Finish revisions on Final-For-Now</p>	<p>19 Class Activities: BQ, Discuss Final Portfolio</p> <p>Due Today: <u>Stakeholder Research Paper "Final For Now"</u></p> <p>Homework: **Reminder to purchase folder or binder**</p>
<p>22 Class Activities: BQ, Reflection</p> <p>Due Today: ---</p> <p>Homework: Revise Final-For-Now MAPN</p>	<p>24 Class Activities: BQ, Review Ethos, Pathos, Logos</p> <p>Due Today: ---</p> <p>Homework: Revise Final-For-Now FA</p>	<p>26 Class Activities: BQ, Editing vs. revision</p> <p>Due Today: ---</p> <p>Homework: Revise Final-For-Now TA</p>

April/May		
Monday	Wednesday	Friday
<p>Apr 29**4th Floor of Clark all week** Class Activities: Grammar quizzes</p> <p>Due Today: ---</p> <p>Homework: Revise Final-For-Now SRP</p> <p>**NOTE: Any emails after today regarding revisions for final versions in the portfolio will not receive a response**</p>	<p>May 1 (May 2 is the Last Day to Withdraw from the University)</p> <p>Class Activities: Last Minute Questions</p> <p>Due Today: ---</p> <p>Homework: Complete Final Portfolio Checklist, bind all portfolio inclusions in binder or folder</p>	<p>3 (Last Day of Classes for Spring semester)</p> <p>Class Activities: Turn in final portfolios at the <i>beginning</i> of class.</p> <p>Due Today: <u>FINAL PORTFOLIO</u></p> <p>Have a wonderful summer!</p>

***Portfolios Returned By Friday, May 10, 2013**