

English 101: Composition and Rhetoric

West Virginia University

Sections 001 (8:30-9:20) and 002 (9:30-10:20)

Spring Semester 2013

Monday/Wednesday/Friday in 206 Clark Hall

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Office Hours: Monday and Wednesdays from 10:30-11:30

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. We will examine how we use writing to express personal ideas. We will explore how writing can change depending who you write to. We will develop a richer sense of how research and form can give your writing power and purpose. The goal 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.

Our course this semester will have a theme with which our major assignments, readings, and short writes will be in relationship. Our theme is Education and the University; a topic we all have stakes in and experience with, ideas that deserve our attention and work. The details of connecting with our theme will be made clearer as class progresses.

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

- **Attendance:** You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. For more information on the attendance policy please see pages xxi and xxii in *WiP*.
- **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*.

- **Cell Phones:** Please keep your cell phone turned off and out of sight during class.
- **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*.
- **Social Justice:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. West Virginia University – and this classroom - will 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 thoughtful consideration.
- **E-mail:** Please check and respond to e-mails I send you. I'll try my best to respond to yours quickly, usually within 24 hours.
- **Late Work:** Late work is unacceptable. Do not turn work in late. If an assignment is due, you must have it printed off and present in class to receive credit.

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 (base 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)

Short Writing Assignments & Homework = 20%

Participation = 10%

Short Write lengths and themes will be determined by me when assigned.

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 a convenient time.

Schedule of Work

Subject to change according to progress.

January		
Monday	Wednesday	Friday
14 Class Theme: Review Syllabus Homework: Read <i>WIP</i> 1-4	16 Class Theme: The Personal Narrative Homework: Read Rowling's "Harvard Commencement Address", Short Write #1	18 Class Theme: What Makes a Good Story? Due Today: Short Write #1 Homework: Bring 3 topic ideas to class
21 NO CLASS—Martin Luther King, Jr. Day	23 Class Theme: Genre & Audience Due Today: 3 topic ideas Homework: Read Robinson's "Imagination & Community", Short Write #2	25 NO CLASS // Conferences
28 Class Theme: Peer Editing Due Today: Personal Narrative Rough Draft	30 Class Theme: The Details Due Today: Short Write #2	Feb 1 Due Today: <u>Multi-Angle Personal Narrative "Final For Now"</u> Class Theme: Introducing the Feature Article and Topics

February		
Monday	Wednesday	Friday
<p>4</p> <p>Class Theme: Interviewing</p> <p>Homework: Read Abrams, "The Winter of Jerry West", Short Write #3</p>	<p>6</p> <p>Class Theme: Writing Ledes</p> <p>Due Today: Short Write #3</p>	<p>8</p> <p>Class Theme: Why We Tell Others' Stories</p> <p>Homework: Read Menand, "Live and Learn", Short Write #4</p>
<p>11</p> <p>Class Theme: Quotes and Paraphrasing</p> <p>Due Today: Short Write #4</p>	<p>13</p> <p>NO CLASS // Conferences</p>	<p>15</p> <p>Class Theme: Education</p> <p>Due Today: In Class Short Write #5</p> <p>:</p>
<p>18</p> <p>Class Theme: Peer Editing</p> <p>Due Today: FA Rough Draft</p>	<p>20</p> <p>Class Theme: FA Troubleshoot</p>	<p>22</p> <p>Due Today: <u>Feature Article "Final For Now"</u></p> <p>Class Theme: Fiction</p> <p>Due Today: In Class Short Write #6</p>
<p>25</p> <p>Class Theme: Midterm Portfolio</p> <p>Homework: Read Ephron, "Revision and Life", Short Write #7</p>	<p>27</p> <p>Class Theme: Revision</p> <p>Due Today: Short Write #7</p>	<p>Mar 1</p> <p>Due Today: <u>MIDTERM PORTFOLIO</u></p>

March		
Monday	Wednesday	Friday
<p>4 UNIT 3 – Text Analysis</p> <p>Class Theme: The Text Analysis // What is a Text? What is Analysis?</p>	<p>6 (Mid-Semester Grades Due)</p> <p>Class Theme: Rhetoric</p> <p>Homework: Choose a Text and Analyze, Short Write #8</p>	<p>8</p> <p>Class Theme: Thesis Statements</p> <p>Due Today: Short Write #8</p>
<p>11</p> <p>Class Theme: MLA, MLA</p>	<p>13</p> <p>Class Theme: Analyzing Texts</p>	<p>15</p> <p>NO CLASS // CONFERENCES</p>
<p>18</p> <p>Class Theme: Peer Editing</p> <p>Due Today: TA Rough Draft</p> <p>Homework: Read Goldstein, “Should All Kids Go to College?” Short Write #9</p>	<p>20</p> <p>Class Theme: TA Troubleshoot</p> <p>Due Today: Short Write #9</p>	<p>22 (Last Day to Drop)</p> <p>Due Today: <u>Text Analysis Essay “Final For Now”</u></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 UNIT 4 – Stakeholder Research Paper</p> <p>Class Theme: The SRP</p> <p>Homework: Read Foster Wallace, “Life and Work”, Short Write #10</p>	<p>3</p> <p>Class Theme: SRP Ideas</p> <p>Due Today: Short Write #10</p>	<p>5</p> <p>Class Theme: The SRP Thesis</p>
<p>8</p> <p>Class Theme: SRP Stakeholders</p>	<p>10</p> <p>Class Theme: Representing Other Views</p>	<p>12</p> <p>NO CLASS // Conferences</p>
<p>15</p> <p>Class Theme: Peer Editing</p> <p>Due Today: SRP Rough Draft</p>	<p>17</p> <p>Class Theme: SRP Roundtable</p>	<p>19</p> <p>Due Today: <u>Stakeholder Research Paper</u> “<u>Final For Now</u>”</p>
<p>22</p> <p>Class Theme: Final Portfolios</p>	<p>24</p> <p>Class Theme: The Personal Narrative Review</p>	<p>26</p> <p>Class Theme: The Feature Article Review</p>

April/May		
Monday	Wednesday	Friday
Apr 29 Class Theme: The SRP Review	NO CLASS // Conferences	3 (Last Day of Classes for Spring semester) Due Today: <u>FINAL PORTFOLIO</u>