

Danielle Ryle
ENGL 101-038
MWF 1:30-2:20
CKH-D 410 AND 212
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Office Hours: M 2:30-3:30; W 2:30-3:30 ; or by appointment

English 101: Composition and Rhetoric

We commonly do not remember that it is, after all, always the first person that is speaking. I should not talk so much about myself if there were any body else whom I knew as well. Unfortunately, I am confined to this theme by the narrowness of my experience. Moreover, I, on my side, require of every writer, first or last, a simple and sincere account of his own life, and not merely what he has heard of other men's lives; some such account as he would send to his kindred from a distant land; for if he has lived sincerely, it must have been in a distant land to me.
---Henry David Thoreau, Walden

Introduction

Welcome to English 101. This class is designed to help you develop as a critical reader and as a writer. Our focus will be on the *process* of writing which includes learning the skills necessary to revise your own work. You will discover your own writing process as we progress through the 4 major assignments and participate in group work to gain an understanding of how others work too.

We will write and revise 4 major assignments over the course of this semester. You will also be required to complete readings, short writes, presentations, freewrites, quizzes, and other assignments. This class operates on a portfolio system, so all of your work (brainstorming, visual aids, many drafts) is important. You will need to acquire a folder for each of the 4 major assignments to keep up with all of your pre-writing, research, and drafting.

Texts

Lunsford, Andrea A. *Easy Writer*. 3E. Boston: Bedford/St. Martins, 2005.
ISBN-10: 0312478208 or ISBN13/EAN: 9780312478209

Undergraduate Writing Committee. *Work in Progress*. Detroit, MI: Hayden-McNeil, 2008.
ISBN: 978-0-7380-3174-3

Creating a Respectful Environment

In English 101 we may discuss sensitive issues. You must always treat your fellow writers with respect in group discussions and during Peer Review. Personal expression and an ability to engage *properly* in argumentation are key to this class, so we must create a safe and respectful environment in which to conduct our work.

Standard of Work

You must bring pen or pencil, paper, Freewriting Journal, and *Work in Progress* textbook to all class meetings. English 101 is a college level course, so I also expect you to have an overall understanding of the spelling and grammar needed to communicate effectively. We may address mechanical issues as they arise, but if you need help at any time, please refer to your copy of *Easy Writer* or The Writing Center. The Writing Center also offers help for all stages of the writing process, from 'deciphering' an assignment sheet to polishing your portfolio drafts.

WVU Writing Center
Located in G02 Colson Hall
Hours are as follows:
Monday, 10 a.m. – 7 p.m.

Tuesday, 10 a.m. – 7 p.m.
Wednesday, 10 a.m. – 5 p.m.
Thursday, 10 a.m. – 7 p.m.
Friday, 10 a.m. – 3 p.m.

Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available.
Web address: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Disability Accommodations

If you have any documented learning disability, hearing or vision problems, or any other special needs that might affect your performance or participation, please let me know. Also, please be aware of the support services available through Disability Services. If you have any further questions, ask me as soon as possible or contact:

West Virginia University Office of Disability Services
G-30 Mountainlair
Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Attendance

Since much of our work will be done in small groups, your attendance to each and every class is important not only for your own success, but for that of your classmates. You may have **3** absences without affecting your grade. Each additional absence will result in the lowering of your final grade by one full letter. This means that after the sixth absence you will automatically fail this course. Frequent lateness (more than five times) or excessive lateness (arriving to class more than 20 minutes late) may also count as an absence. If you arrive after I have taken attendance, it is **your responsibility** to tell me after class. Also, if you do not bring a copy of your draft on peer review days, you will receive an absence and be asked to leave the class.

Also keep in mind that this class meets in two different rooms, a computer lab and a traditional classroom. Location is marked for each week on the syllabus, and I will help to remind you. It is your responsibility to pay attention to where this class will meet. **Going to the wrong classroom is not an acceptable excuse for tardiness or absence.**

Responsibilities When Absent for Illness, Injury, or Personal Emergency. If you have a contagious illness (such as the flu), severe injury, or a critical personal problem, you must, of course, take care of yourself. You do, however, have an **obligation to notify your instructor immediately (within 24 hours) and you must arrange to complete any missed work in a timely fashion.** I will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and so on.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Responsibilities When Absent for University Activities or Religious Observance. In the case of university activities and religious observance, you must notify me, **in writing and two weeks prior to the date missed.** I will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and so on.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Avoiding Extended Absences. Students anticipating an extended absence of more than three consecutive class meetings or a total of five or more total absences, **should take the course in another semester.** Multiple absences necessarily limit your academic success in this class. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work.

Participation

Participation is a serious part of this class which includes being actively involved in group discussions and activities, reading aloud in class, answering questions in class, and doing in-class writings. You will also have a Freewriting Journal (a separate notebook of any type which you must use only for this purpose) which I will check several times during the semester. This also counts towards your participation. You can lose your participation points by being disruptive, impolite to others during group work, not engaging in class activities, not bringing in required materials, or using your cell phone. **Cell phones and other communication devices may never be used between the start and end times of this class. If you use your cell phone or other device in class, the first offence will be met with 0 participation. A second offense will result in an absence. Continuous violation of the cell phone policy will result in additional absences.** Just because I have not verbally warned you about using your cell phone does not mean I have not noticed and written it down. If you feel you have an exceptional need to leave on your cell phone or other device during class (contact from doctor, etc), explain your situation to me **before class begins** and choose a seat close to the door so you may exit quietly to answer the call. It is your responsibility to talk to me about this. If you do not, use of the cell phone will result in the same penalties as stated above.

E-mail and eCampus

As an adult, you need to be responsible for checking your e-mail. I may communicate with you via e-mail to update assignments or let you know if class must be relocated or cancelled for any reason. You can also use your e-mail to communicate with me, however **I will not accept assignments sent in e-mails**, however, if you know ahead of time that you will be absent on a particular day you may e-mail me the homework assignment for that day **before** the start time of class and bring a hard copy during the next class so that your work will not be counted as late. Also, on most occasions, I will not access and read e-mails sent after 5:00pm until the next morning. Keep this in mind if you suddenly need help on an assignment at midnight. I encourage you to e-mail each other with questions regarding your work as well.

We will use eCampus moderately throughout the semester, and it is a great source for class handouts and some readings. If you are unfamiliar with eCampus, that's fine. Every time we do something new, we will go through the steps in class first.

Academic Dishonesty

Please refer to *Work in Progress* pp xxiv-xxix for complete information concerning academic dishonesty. Remember that academic dishonesty is not tolerated in any fashion and can result in a permanent F. We will discuss plagiarism and other issues in detail over the course of this semester. If you ever have any questions, please ask in person or via e-mail.

Response and Evaluation

Most of your work in this class will involve the revision process, so you will not receive a letter grade for your 4 major assignments until the final portfolio. Drafts and Final (For Now) essays will receive written comments to aid you in further revisions. Your Short Writes will receive a completion grade and written comments. Your Freewriting Journal will receive a completion grade, but no written comments. Overnight homework assignments will receive a completion grade as well.

Final Portfolio	70%
Short Writing Assignments and Homework	20%
Participation and Freewriting Journal	10%

Please keep all the writing you do in this class until the end of the semester. You will use most of it to compile your Final Portfolio.

Office Hours

My office hours appear at the top of your syllabus. Stop by during these times if you want to speak one on one about any of the assignments or other concerns you may have about this class. You can also make an appointment to meet with me at another time if you have other classes or work during my regular hours. As stated above, e-mail communication is also always welcome.

*Weekly schedule subject to change. I will any changes in class, so pay attention.



Week One (Lab 410)

Monday 1/11: Introductions. **Homework:** write one page about the first time you realized you weren't a kid any more, read intro to *WiP* (pp xv-xxi), read Lamott (*WiP* pp 141-144), read "Find It, Fix It" (*EW* pp 1-10).

Wednesday 1/13: assign MGPN, brainstorming activities. **Homework:** complete 'I Am From' poem short write, read Sandmeier (*WiP* pp 215-222).

Friday 1/15: reading quiz, mini-MGPN activity. **Homework:** complete mini-MGPN short write, read Watson (*WiP* pp 175-182).

Week Two (Lab 410)

Monday 1/18:
No class in observance of Martin Luther King Jr Day

Wednesday 1/20: reading quiz, genres activity, plagiarism activity. **Homework:** know your topic.

Friday 1/22: pre-writing activity, reflective writing activity, descriptive writing activity, sign up for conferences. **Homework:** complete *WiP* p 15 and bring it to your conference.

Week Three (Classroom 212)

Monday 1/25: Conferences. No Class. Homework: bring your draft to class.

Wednesday 1/27: MGPN rough draft due today! peer review activities. **Homework:** bring your draft to class.

Friday 1/29: revision activities. **Homework:** complete MGPN with folder.

Week Four (Lab 410)

Monday 2/1: MGPN Final (For Now) due today! write author's note in class, process activity, assign FA. **Homework:** read "How to Write a Feature Article" (*WiP* p 30).

Wednesday 2/3: peer interview activity, research. **Homework:** complete peer interview short write, read Burner (*WiP* pp 237-242).

Friday 2/5: reading quiz, balance, ledes, open and closed questions, informal proposals, research, sign up for conferences. **Homework:** complete informal proposals for conference.

**Week Five
(Classroom 212)**

Monday 2/8: Conferences. No Class. Homework: read Contrucci (handout), bring a magazine to class.

Wednesday 2/10: reading quiz, interview etiquette, FA conventions, imaginary FA activity.

Friday 2/12: Attack the Mountain Lair! activity. **Homework:** complete mini-FA short write.

**Week Six
(Lab 410)**

Monday 2/15: quotes, paraphrases, and summaries, audience evaluation activity, assign mid-term portfolio. **Homework:** bring your draft to class.

Wednesday 2/17: FA rough draft due today! peer review activities, assign mid-term memo. **Homework:** bring your draft to class, bring your copy of *EW* to class.

Friday 2/19: MLA workshop, revision activities. **Homework:** complete FA and Mid-Term Portfolio.

**Week Seven
(Classroom 212)**

Monday 2/22: FA Final (For Now) due today as part of the Mid-Term Portfolio! TBA.

Wednesday 2/24: rhetorical triangle, propaganda activity. **Homework:** complete propaganda short write.

Friday 2/26: assign TiC, Disney texts in context activity. **Homework:** read Machado (*WiP* pp 263-268).

**Week Eight
(Lab 410)**

Monday 3/1: reading quiz, critically selecting texts. **Homework:** find three possible texts and be ready to share.

Wednesday 3/3: getting to know your text activity, research. **Homework:** read TBA, decide on your text.

Friday 3/5: reading quiz, thesis, your outline, research, sign up for conferences. **Homework:** complete your outline and bring it to your conference.

**Week Nine
(Classroom 212)**

Monday 3/8: No Class. Conferences.

Wednesday 3/10: close reading. **Homework:** complete close reading short write, read "English" (handout).

Friday 3/12: introduction and conclusion strategies, avoiding English. **Homework:** complete author and audience sections of your draft, bring your *EW* to class.

**Week Ten
(Lab 410)**

Monday 3/15: peer review activities, MLA workshop. **Homework:** complete the text section of your draft as a short write and bring all sections of draft to class.

Wednesday 3/17: peer review activities. **Homework:** bring your *EW* to class, bring your draft to class.

Friday 3/19: MLA activity. **Homework:** complete TiC with folder.

**Week Eleven
(Classroom 212)**

Monday 3/22: TiC Final (For Now) due today! write author's note in class, assign SRP, brainstorming topics, discovering research questions. **Homework:** read "How to Write the SRP" (*WiP* p 67), read Patterson (*WiP* pp 283-297).

Wednesday 3/24: reading quiz, hopeless causes activity. **Homework:** begin topic research on your own.

Friday 3/26: library research day (more on this later). **Homework:** continue topic research on your own.

**Week Twelve
(Wherever your heart takes you)**

Have a safe and happy spring break!

**Week Thirteen
(Lab 410)**

Monday 4/5: narrowing topics with CQ Researcher, sign up for conferences. **Homework:** complete SRP Proposal by filling out *WiP* pp 69-70.

Wednesday 4/7: No Class. Conferences. **Homework:** stakeholders short write.

Friday 4/9: Informal annotated bibliographies. **Homework:** complete annotated bibliography short write, read Dufresne (handout).

**Week Fourteen
(Classroom 212)**

Monday 4/12: discuss Dufresne, getting to know your stakeholders activity, writing the preface. **Homework:** complete preface and one stakeholder piece.

Wednesday 4/14: peer review activities. **Homework:** complete two more stakeholders.

Friday 4/16: peer review activities. **Homework:** complete SRP with folder.

**Week Fifteen
(Lab 410)**

Monday 4/19: SRP Final (For Now) due today! write author's note in class, assign final portfolio. **Homework:** read Roberts' "How to Say Nothing in Five Hundred Words" (*WiP* pp 155-162).

Wednesday 4/21: discuss Roberts, assign final reflective introduction. **Homework:** read Miller and Paola's "The Writing Process and Revision" (*WiP* pp 149-153), bring all major pieces to class.

Friday 4/23: Revision Activities. **Homework:** read excerpts from Hartwell's "Grammar, Grammars, and the Teaching of Grammar" (handout).

**Week Sixteen
(Classroom 212)**

Monday 4/26: grammar debate, sign up for conferences. **Homework:** bring one essay to your conference.

Wednesday 4/28: No Class. Conferences. Homework: complete final portfolio.

Friday 4/30: Final Portfolio due today! TBA

***Final Portfolio and grade pick up during final exam time slot.**