

English 101: Composition and Rhetoric, Sections 25 and 26 Syllabus (updated Aug 20, 2012)

English 101: Composition and Rhetoric, Sections 25 and 26	
Fall Semester, 2012 Section 25: Monday/Wednesday/Friday 1:30pm-2.20pm in 206 Clark Hall Section 26: Monday/Wednesday/Friday 2.30pm-3.20pm in 212 Clark Hall	
Instructor: Xin Tian <u>Koh</u> Email: xikoh@mix.wvu.edu	
Office: 230 Colson Hall Tel.: (304) 293-3107 (English Dept. phone number, for messages only)	Office Hours: Wednesdays & Fridays, 3.30-5pm (or by appointment)

Required Texts and Materials:

- Lunsford, Andrea. *Easy Writer* (EW). 4th ed, WVU ed. Boston: Bedford, 2010.
- English 101 Faculty. *Work in Progress* (WiP). 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Notebook
- Two-pocket folder (to be used as your portfolio)

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 practice using writing to learn new things. We will explore how writing can change depending who you write to. We 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. Finally, we 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 the first objective 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 (including policy on lateness and conference attendance)

You must attend class. You are allowed 3 absences **for emergencies**. The fourth absence will compromise your grade as much as one full letter. If you miss 6 classes, you will fail the course. (*WiP* pages xxi and xxii)

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 WVU, refer to page xxiii in *WiP* and [Section B \(“Conduct –Rules and Regulations”\)](#) of the university Student Conduct Code website.

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Class Meetings

From the second week of class onwards, we will meet in a computer classroom in every **even week** (M/W/F):

Section 25: 404 Clark Hall

Section 26: 410 Clark Hall

Computers and Cell Phones

All cell phones are to be turned **off** or to **silent mode** and put away during class. Computer use is only allowed for consulting class materials. (*WiP* page xxiii)

Social Justice

The ENGL classroom is a **supportive environment** in line with [WVU's commitment to social justice](#). All sections expect to maintain a positive learning environment based on open communication, **mutual respect** and **non-discrimination**. WVU does not discriminate on the basis of age, color, disability, ethnic origin, marital status, pregnancy, race, religious beliefs, sex, sexual orientation, and veteran status. (*WiP* page xxiv)

Students with Disabilities

Please inform me 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. Also, be aware of the support services available to you through Disability Services (<http://disabilityservices.wvu.edu/>) in room G30 of the Mountainlair. Their phone number is 304-293-6700 and their email address is access2@mail.wvu.edu.

Writing Center & University Counseling Services

The WVU Writing Center in G02 Colson Hall (304-293-5788) is a resource that can support you in all aspects of the writing process. You are encouraged to **make an appointment with a writing tutor**. (*WiP* page xxiv)

[The Carruth Center](#) (293-WELL) provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. (*WiP* page xxiv)

COURSE COMPONENTS AND GRADING:

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 4 major assignments and reflective writing) = 70%

Assignment 1: Multi-Angle Personal Narrative (5-6 pages)

Assignment 2: Feature Article (4-5 pages)

Assignment 3: Textual Analysis (5-6 pages)

Assignment 4: Stakeholder Research Paper (6 pages)

12 reflection/short writing assignments & homework = 20%

Participation (attendance, preparation, peer and class discussion/feedback, freewrites, eCampus posts) = 10%

You will receive extensive feedback on the four major assignments, and letter grades **only** at:

1. the midterm point (**an in-progress grade**; will **not** be counted towards your final grade) and
2. the end of the semester (a **final grade** for your portfolio)

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Please refer to *Work in Progress* (pages xix-xxi) for more 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.

Late Grading: If a major assignment (assignments 1, 2, 3 or 4, Short Writing Assignments, portfolio or in-class writing) is late, you will receive a zero. I do not accept late work. (*WiP* page xxiii)

Deadlines

All deadlines are fixed and not negotiable. If you need an extension and have a valid reason, **contact me.**

All Short Writing Assignments are due in the class following the one in which they were assigned.

For example, Short Writing Assignment 1 will be assigned on Friday 24 August, and due on Monday 27 August.

SCHEDULE OF WORK:

August

Monday	Wednesday	Friday
<p>20 August ODD WEEK (Late Registration Fee in Effect after Aug 20)</p> <p>Class Activities: Course introduction (also refer to <i>WiP</i> page 165) Writing Center introduction Plagiarism Contract for English 101 (<i>WiP</i> page xxv) Computer Classroom Best Practices and FAQs (<i>WiP</i> page xxvii-xxix)</p> <p>Homework: Diagnostic writing (due Wed 22 August)</p> <p>Read “Sad News Like A Warm Hug Goodbye” by Lucy Schulte Danziger</p>	<p>22 August UNIT 1: Multi-Angle Personal Narrative</p> <p>Class Activities: What is an MAPN? (<i>WiP</i> page 1, 3)</p> <p>Activity: Reading Like a Writer (<i>WiP</i> page 5, discuss Schulte article)</p> <p>Activity: (<i>WiP</i> page 7)</p> <p>Mini Presentations</p> <p>Due Today: Diagnostic writing</p> <p>Homework: Read “Bird by Bird: Some Instructions on Writing and Life” by Anne Lamott (<i>WiP</i> page 87)</p>	<p>24 August (Last day to register and add new courses is 8/24)</p> <p>Class Activities: Discuss Lamott article</p> <p>How to pick a good MAPN topic</p> <p>Activity: Artifacts + mini presentations</p> <p>Start on writing Down Draft: Three Moments and Three Readers (<i>WiP</i> page 9, no. 1 and no. 2)</p> <p>Due Today:</p> <p>Homework: Short Writing Assignment 1: Down Draft (<i>WiP</i> page 9, no. 1, 2 or 3) due Mon 27 Aug</p>
<p>27 August EVEN WEEK- meet in computer classroom</p> <p>Class Activities: The writing process Character development; sense of place; perspective, hindsight Writing for an audience: what makes a story interesting?</p> <p>Due Today: Short Writing Assignment 1: Flashdraft (<i>WiP</i> page 9, no. 1, 2 or 3)</p> <p>Homework: Read “Responding- Really Responding- to Other Students’ Writing” by Richard Straub (<i>WiP</i> page 95) Bring MAPN draft on Wednesday 29 August</p>	<p>29 August</p> <p>Class Activities: Discuss Straub article</p> <p>The Peer Review process</p> <p>Peer Review of the MAPN draft (in class: <i>WiP</i> page 11)</p> <p>Reflective Cover Memo for MAPN (<i>WiP</i> page 13)</p> <p>Homework: Complete MAPN Read <i>WiP</i> page 15-20 Bring a magazine to class on Wed 5 September</p>	<p>31 August Class cancelled; small-group conferences on 29, 30 & 31 August</p>

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September

Monday	Wednesday	Friday
<p>3 Sept ODD WEEK NO CLASS—Labor Day</p>	<p>5 Sept UNIT 2: Feature Article</p> <p>Class Activities: What is a Feature Article? (<i>WiP</i> page 15, 17-19) How does it differ from the MAPN?</p> <p>Activity: <i>WiP</i> page 20 (magazine) Mini Presentations</p> <p>Due Today: Multi-Angle Personal Narrative (“Final For Now”)</p> <p>Homework: Short Writing Assignment 2: Reflection on MAPN writing process. Due Fri 7 September.</p> <p>Read "How Advertisers Convinced Americans They Smelled Bad" by Sarah Everts</p> <p>Read <i>WiP</i> page 21-23</p>	<p>7 Sept Class Activities: Reading the Feature Article (<i>WiP</i> page 21)</p> <p>How to Write a Feature Article (<i>WiP</i> page 23)- including interview and observation strategies</p> <p>Primary and Secondary sources</p> <p>Due Today: Short Writing Assignment 2</p> <p>Homework: Short Writing Assignment 3: Write down a person you might interview and a list of 10 questions that you may ask him/her. Due Mon 10 September.</p> <p>Read "Gabby Douglas Takes Two Olympic Golds—And Hair Criticism" by Allison Samuels Read <i>WiP</i> page 27 Read pages 12-22 of <i>Easy Writer</i></p>
<p>10 Sept EVEN WEEK- meet in computer classroom</p> <p>Class Activities: The writing process: academic writing style (<i>Easy Writer</i> pages 12-22) Quoting and Paraphrasing Sources (<i>WiP</i> page 27) Ethics of Representation</p> <p>Due Today: Short Writing Assignment 3</p> <p>Homework: Read "US Poverty On Track To Rise To Highest Since 1960s" by Hope Yen</p>	<p>12 Sept</p> <p>Class Activities: Transitions and paragraphing</p> <p>Story and narrative arc</p> <p>Homework: Read "The War on ‘Teen Vogue’: Young Readers Escalate Campaign for More ‘Real Girls’" by Abigail Pesta</p>	<p>14 Sept</p> <p>Class Activities: What makes a feature article interesting?</p> <p>Activity: Writing a Lead (groupwork, <i>WiP</i> page 25)</p> <p>Homework: Read "The Black Zone" by Robert Young Pelton</p> <p>Read <i>WiP</i> page 29-31</p> <p>Bring Feature Article draft on Monday 17 September</p>

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<p>17 Sept ODD WEEK <i>* Rosh Hashanah</i> Class Activities: Peer Review of Feature Article draft (<i>WiP</i> page 29) Editing with technology Citing sources Reflective Cover Memo for Feature Article (<i>WiP</i> page 31)</p> <p>Homework: Read the Purdue OWL “MLA Works Cited: Other Common Sources”(http://owl.english.purdue.edu/owl/resource/747/09/)</p>	<p>19 Sept</p> <p>Class cancelled; small-group conferences on 19, 20 & 21 Sept</p>	<p>21 Sept</p> <p>Class Activities: Setting and Context Sentence Variety Writing for an audience</p> <p>Homework: Complete Feature Article Read <i>WiP</i> page 35-39</p>
<p>24 Sept EVEN WEEK- meet in computer classroom UNIT 3 - Text Analysis Class Activities: What is Text Analysis? (<i>WiP</i> page 41-44)</p> <p>Idea brainstorming: What is a text?</p> <p>Writing the mid-term reflection & assessment (<i>WiP</i> page 35-39)</p> <p>Submit mid-term assessment (page 39) in class</p> <p>Due Today: Feature Article (“Final For Now”)</p> <p>Homework: Short Writing Assignment 4: Reflection on Feature Article writing process. Due Wed 26 Sept.</p>	<p>26 Sept</p> <p>Class Activities: Different frames of analysis (cultural, political, social, economical, environmental, ethnicity, gender, class, etc)</p> <p>Mini in-class analysis of a music video (TBC)</p> <p>Due Today: Short Writing Assignment 4</p> <p>Homework: Short Writing Assignment 5: Mid-term reflection draft, due Fri 28 Sept.</p> <p>Read "The Motor City is Blanching: White Rap Gets Paid" by Mike Mosher</p> <p>Read pages 25-33 of <i>Easy Writer</i></p>	<p>28 Sept</p> <p>Class Activities: Identify The Thesis activity</p> <p>Rhetorical strategies: pathos, logos, ethos (<i>WiP</i> page 45, <i>Easy Writer</i> page 25-33)</p> <p>Due Today: Short Writing Assignment 5</p>

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October

Monday	Wednesday	Friday
<p>1 ODD WEEK Class Activities: Types of Rhetoric: Judicial, deliberative, epideitic</p> <p>Read "Minecraft, Beyond Construction and Survival" by Sean C. Duncan</p>	<p>3 Class Activities: How to choose a pop culture text to analyse</p> <p>Techniques, strategies of analysing Popular Media: Images, Music Videos, Games Analyse music videos based on rhetorical strategies</p> <p>Homework: Read 1. the Purdue OWL "MLA Formatting and Style Guide" (http://owl.english.purdue.edu/owl/resource/747/01), 2. "MLA In-Text Citations: The Basics" (http://owl.english.purdue.edu/owl/resource/747/2/) and 3. "MLA Works Cited Page: Books" (http://owl.english.purdue.edu/owl/resource/747/06/)</p> <p>Complete Mid-Term portfolio</p>	<p>5 * <i>Mid-Semester</i> Class Activities: Finding resources: Introduction to library resources Introduction to MLA format</p> <p>Due Today: MID-TERM PORTFOLIO with mid-term reflection</p> <p>Homework: Read 1. the Purdue OWL "MLA Works Cited: Electronic Sources (Web Publications)" (http://owl.english.purdue.edu/owl/resource/747/08/), 2. "MLA Works Cited: Other Common Sources" (http://owl.english.purdue.edu/owl/resource/747/09/) and 3. "MLA Sample Works Cited Page" (http://owl.english.purdue.edu/owl/resource/747/12/)</p>
<p>8 * <i>Columbus Day</i> EVEN WEEK- meet in computer classroom Class Activities: Source integration Homework: Read "The Art of Playing Grand Theft Auto" by Soraya Murray (for context)</p>	<p>10 (Mid-Semester Grades Due) Class Activities: Context in writing a Text</p> <p>Activity: Searching by Date in LexisNexis (<i>WiP</i> page 49) Analysis: brainstorm aspects of context</p> <p>Homework: Read "The Art of Playing Grand Theft Auto" by Soraya Murray (for tone) Short Writing Assignment 6: Analysing a text together: <i>WiP</i> page 47 due Friday 12 Oct</p>	<p>12 Class Activities: Tone in writing; identify tone from given passages</p> <p>Due Today: Short Writing Assignment 6 Read <i>WiP</i> page 53-55 Bring Text Analysis draft on Monday 15 October</p>

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<p>15 ODD WEEK Class Activities: Peer Review of the Text Analysis draft (<i>WiP</i> page 53) Reflective Cover Memo for Text Analysis (<i>WiP</i> page 55)</p> <p>Homework: Read "Plagiarism Lines Blur for Students in Digital Age" and "Fareed Zakaria Is Bitten by His Own Tale: How He Helped Create the System That Bit Him Back"</p>	<p>17 Class cancelled; sign up for small-group conferences on 16, 17 and 18 Nov</p>	<p>19 Class Activities: Plagiarism and academic dishonesty Ethics of research and writing</p> <p>Homework: Complete Text Analysis essay (<i>WiP</i> page 51 may help) Read <i>WiP</i> pages 59-61</p>
<p>22 EVEN WEEK- meet in computer classroom UNIT 4: Stakeholder Research Project (SRP)</p> <p>Class Activities: What is the Stakeholder Research Project? (<i>WiP</i> pages 59-61)</p> <p>In-class freewrite: What have you learned about research so far?</p> <p>Discussing areas of research: arguments, stakeholders, research process, analysis, synthesis</p> <p>Due Today: Text Analysis Essay ("Final For Now")</p> <p>Homework: Read "'I Don't'" by Jessica Bennett and Jesse Ellison Short Writing Assignment 7: Reflection on Text Analysis writing process</p>	<p>24 Class Activities: Finding a good research topic</p> <p>Due Today: Short Writing Assignment 7</p> <p>Homework: Short Writing Assignment 8: Brainstorm 5 possible research topics & give reasons why they interest you</p> <p>Read "Separation of Church and State; A War on Christmas and Other Misguided Notions" by Melanie S. Mock</p>	<p>26 (Last Day to Drop)</p> <p>Class Activities: Making a thesis statement In class activity: write down a question about a topic and an answer to the question</p> <p>Due Today: Short Writing Assignment 8</p> <p>Homework: Short Writing Assignment 9: Choose 3 of your possible research topics and 3 possible thesis statements.</p> <p>Read "Farm Policy: Does U.S. farm policy promote unhealthy eating?" by Jennifer Weeks</p>

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<p>29 ODD WEEK Class Activities: Issue/Stakeholder/Stake brainstorming activity Who are stakeholders? Activity: <i>WiP</i> page 71</p> <p>Due Today: Short Writing Assignment 9</p> <p>Homework: Short Writing Assignment 10: Reading like a Writer/Thesis Statements (<i>WiP</i> page 75)</p> <p>Read "Alcohol Abuse: Can underage drinking be curbed?" by Tom Price</p> <p>Read page 25-38 of <i>Easy Writer</i></p>	<p>31 Class Activities: Argument and counter-argument</p> <p>Understanding statistics What do statistics say and not say? Qualitative versus Quantitative Data; in-class examples</p> <p>Due Today: Short Writing Assignment 10</p> <p>Skim through <i>WiP</i> page 63, 65-70</p>	<p>2 (see below)</p>
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November

Monday	Wednesday	Friday
<p>ODD WEEK (same week as above)</p>		<p>2 Class Activities: Writing Center field trip (TBC) Peer Review of the SRP draft (<i>WiP</i> page 79) Reflective Cover Memo for SRP (<i>WiP</i> page 81)</p> <p>Due Today: Bring SRP draft on Monday 5 November</p>
<p>5 EVEN WEEK- meet in computer classroom Class Activities: Introduction to library resources 2: How to do research for the SRP</p> <p>Library Research Tips (<i>WiP</i> page 63, 65-70)</p>	<p>7 Class cancelled; sign up for small-group conferences on 6, 7 & 8 Nov</p>	<p>9 Class Activities: Notes Page method Practice writing a Notes Page in class</p> <p>Homework: Short Writing Assignment 11: Write a Notes Page for one of your sources</p>

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<p>12 ODD WEEK Class Activities: Activity: Creating a Plan for the Stakeholder Research Paper (<i>WiP</i> page 73) Due Today: Short Writing Assignment 11 Homework: Read <i>WiP</i> page 77</p>	<p>14 Class Activities: Reverse Outlining to Check Organisation (<i>WiP</i> page 77) Homework: Complete SRP Read <i>WiP</i> pages 109-122</p>	<p>16 Class Activities: Writing Center field trip (TBC; alternative date) Review lesson: MAPN Comment on sample MAPN student essay (<i>WiP</i> pages 109-122) Due Today: Stakeholder Research Paper (“Final For Now”) Homework: Short Writing Assignment 12: Reflection on Stakeholder Research Paper writing process Read <i>WiP</i> pages 125-132</p>
<p>19 *Thanksgiving Recess- No Class</p>	<p>21 *Thanksgiving Recess- No Class</p>	<p>23 *Thanksgiving Recess- No Class</p>
<p>26 EVEN WEEK- meet in computer classroom Class Activities: Review lesson: Feature Article Comment on sample Feature Article student essay (<i>WiP</i> pages 125-132) Due Today: Short Writing Assignment 12 Homework: Read <i>WiP</i> pages 135-148</p>	<p>28 Class Activities: Review lesson: Text Analysis Comment on sample Text Analysis student essay (<i>WiP</i> pages 135-148) Homework: Read <i>WiP</i> pages 151-162</p>	<p>30 Class Activities: Review lesson: Stakeholder Research Project Comment on sample SRP student essay (<i>WiP</i> pages 151-162) Homework: Read "Introduction to Using Portfolios in the Classroom" by Charlotte Danielson and Leslye Abrutyn and "An Overview of Portfolio-based Writing Assessment" by Taejoon Park Read <i>Easy Writer</i> page 22-24</p>

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December

Monday	Wednesday	Friday
3 ODD WEEK Class Activities: What is a writing portfolio? Aims and goals of a portfolio Editing the final portfolio: tips, processes; grammar, punctuation, formatting Discuss Reviewing, Revising, Editing, & Reflecting for a Portfolio: <i>Easy Writer</i> page 22-24	5 Class Activities: Writing the final reflection	7 (Last Day of Classes for Fall semester) Class Activities: Review of the course and achievements Looking ahead to ENGL 102 Due Today: FINAL PORTFOLIO with reflection Have a wonderful break!

*Portfolios Returned By Final Exam Time Slot:

Section 25: Thursday December 13 2012, 3pm to 5pm

Section 26: Monday December 10 2012, 8 am to 10 am

Collect your portfolios *personally* from me at my office at Colson 230.

Readings (in order of appearance in the course)

"Sad News Like A Warm Hug Goodbye" by Lucy Schulte Danziger

(<http://www.nytimes.com/2012/08/12/fashion/sad-news-like-a-warm-hug-goodbye.html?smid=tw-share&pagewanted=all>)

"Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott (WiP page 87)

"Responding- Really Responding- to Other Students' Writing" by Richard Straub (WiP page 95)

"How Advertisers Convinced Americans They Smelled Bad" by Sarah Everts

(<http://www.smithsonianmag.com/history-archaeology/How-Advertisers-Convinced-Americans-They-Smelled-Bad-164779646.html?c=y&story=fullstory>)

"Gabby Douglas Takes Two Olympic Golds—And Hair Criticism" by Allison Samuels

(http://www.thedailybeast.com/articles/2012/08/02/gabby-douglas-takes-two-olympic-golds-and-hair-criticism.html#body_text7)

"US Poverty On Track To Rise To Highest Since 1960s" by Hope Yen

(<http://bigstory.ap.org/article/us-poverty-track-rise-highest-1960s>)

"The War on 'Teen Vogue': Young Readers Escalate Campaign for More 'Real Girls'" by Abigail Pesta

(<http://www.thedailybeast.com/articles/2012/07/18/the-war-on-teen-vogue-young-readers-fight-for-real-girls.html>)

"The Black Zone" by Robert Young Pelton

(<http://www.vqronline.org/articles/2012/summer/pelton-black-zone/>)

Purdue OWL

- "MLA Works Cited: Other Common Sources" (<http://owl.english.purdue.edu/owl/resource/747/09/>)
- "MLA Formatting and Style Guide" (<http://owl.english.purdue.edu/owl/resource/747/01/>),

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- "MLA In-Text Citations: The Basics" (<http://owl.english.purdue.edu/owl/resource/747/2/>)
- "MLA Works Cited Page: Books" (<http://owl.english.purdue.edu/owl/resource/747/06/>)
- "MLA Works Cited: Electronic Sources (Web Publications)" (<http://owl.english.purdue.edu/owl/resource/747/08/>)
- "MLA Works Cited: Other Common Sources" (<http://owl.english.purdue.edu/owl/resource/747/09/>)
- "MLA Sample Works Cited Page" (<http://owl.english.purdue.edu/owl/resource/747/12/>)

Easy Writer pages 206-252 has a detailed guide to MLA style, which we will be using in this course.

"The Motor City is Blanching: White Rap Gets Paid" by Mike Mosher
(<http://bad.eserver.org/issues/2001/56/mosher.html>)

"Minecraft, Beyond Construction and Survival" by Sean C. Duncan
(<http://www.etc.cmu.edu/etcpress/files/WellPlayed-v1n1-11.pdf#page=9>)

"The Art of Playing Grand Theft Auto" by Soraya Murray (download from eCampus)

"Plagiarism Lines Blur for Students in Digital Age"
(<http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all>)

"Fareed Zakaria Is Bitten by His Own Tale: How He Helped Create the System That Bit Him Back"
(http://www.huffingtonpost.com/eric-zuesse/fareed-zakaria-plagiarism_b_1770627.html)

"I Don't" by Jessica Bennett and Jesse Ellison (download from eCampus)

"Separation of Church and State; A War on Christmas and Other Misguided Notions" by Melanie S. Mock
(download from eCampus)

"Farm Policy: Does U.S. farm policy promote unhealthy eating?" by Jennifer Weeks
(<http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2012081000&abstract=false&PHPSESSID=371bgg6phgljs6obqoujiurak7>)

"Alcohol Abuse: Can underage drinking be curbed?" by Tom Price
(<http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2012060800>)

"Introduction to Using Portfolios in the Classroom" by Charlotte Danielson and Leslye Abrutyn (<http://www.ascd.org/publications/books/197171/chapters/The-Types-of-Portfolios.aspx>)

"An Overview of Portfolio-based Writing Assessment" by Taejoon Park
(<http://www.tc.columbia.edu/academic/tesol/WJFiles/pdf/TaejoonParkForum.pdf>)

Important Links

WVU Libraries English 101 Research Guide
<http://libguides.wvu.edu/content.php?pid=23414&sid=168441>
(for finding sources, research help, consulting a librarian)

Purdue OWL MLA Formatting & Style Guide
<http://owl.english.purdue.edu/owl/resource/747/01/>
(for citations & bibliography writing)