

## **English 101: Composition and Rhetoric, Section 005 and 006**

Fall Semester 2012 – Monday/Wednesday/Friday 8:30 and 9:30 AM – Clark Hall 212

Instructor: Sam Horrocks

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Office: Colson 242

Office Hours: Monday and Wednesday 10:30-12

### **Required Texts**

- English 101 Faculty. *Work in Progress (WiP)*. 6<sup>th</sup> ed. Plymouth, MI: Hayden- McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010.
- You will also be regularly required to check your MIX account and ecampus for postings of additional readings

### **Introduction**

Welcome to English 101! This course is designed to develop your ability to write across all disciplines. We will complete a variety of different writing tasks, from personal narratives to textual analysis. Throughout this course we will focus on the importance of context, audience, narrative, and style in effectively conveying and developing your ideas. Additionally, we will explore the ways in which language influences your personal, professional, academic, and civic lives, and how your knowledge and appreciation of language can positively impact these spheres.

### **Course Goals**

This course works towards 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:** Attendance is mandatory. I know that illness, personal situations, and required university events may, on rare occasion, make it impossible for you to be in class. For these reasons you are allowed three absences. The fourth absence will compromise your grade as much as one full letter, and students who miss six classes will fail the course. Every five tardies will be counted as one absence. Barring emergencies, late work will not be accepted.

**-Computer Classrooms:** Typically, we will spend every other week in Clark Hall 410, which is a computer lab. There will likely be small modifications to this pattern, so be alert for changes.

**-Formatting:** Unless I tell you otherwise, all papers must be: double spaced, with 1 inch margins, and Times New Roman size 12 font. This is not the default formatting for Microsoft Word. In the top left-hand corner of each assignment, please list your full name, ENGL 101 Section 005, and the date.

**-Computers and Cell Phones:** Cell phones must be turned off and put away during class. If inappropriate technology use becomes a problem, you will be asked to leave and counted absent for the day.

**-Writing Center:** Writing center peer tutors (fellow WVU students with significant writing experience) provide one-on-one help with all aspects of the writing process. The Writing Center is located in Colson G02 and open Monday-Thursday 10-5 and Friday 10-3. While drop-ins are welcome, you can call 293.5788 to schedule an appointment and make sure there is a tutor available at a time that is convenient for you.

**- 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.

**-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 293.6700, and their email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Their website is <http://disabilityservices.wvu.edu/>.

**-University Counseling Services:** The Carruth Center provides free 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. You will receive extensive feedback on your writing, and will be assigned a tentative overall letter grade at the midterm and a final letter grade at the end of the semester. These grades are based on the following percentages:

Portfolio = 70%

- Braided Narrative (5-6 pages)
- Feature Article (4-5 pages)
- Textual Analysis (5-6 pages)
- Stakeholder Research Paper (6 pages)

Short Writing Assignments and Homework = 20%

Participation = 10%

I realize that the grading procedures in this class can be confusing, and I welcome any questions or concerns you may have. For more information, see pages xix of *WiP*

## Schedule of Work

\*Subject to change according to progress\*

| August   |   |   |
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| Monday   | Wednesday   | Friday  |
| <p><b>20</b><br/>In Class: Introductions; review syllabus</p> <p>Homework: Writing sample; re-read syllabus</p>  | <p><b>22</b><br/>In Class: Review the writing process; audience discussion</p> <p>Homework: Read “Raging Waters” on ecampus</p>           | <p><b>24</b><br/>In Class: What makes a good story?</p> <p>Homework: Read “Garbage Bag Charity” on ecampus and fill out “Reading Like a Writer” worksheet (pg 5 <i>WiP</i>)</p>           |
| <p><b>27 – Clark 410</b><br/>In Class: Introduce Braided Narrative Assignment, Top Ten Activity</p> <p>Homework: Read “Dirty Jersey” on ecampus; bring building photo to class</p> | <p><b>29 - Clark 410</b><br/>In Class: Vivid description activity</p> <p>Homework: Complete the first draft of your braided narrative</p> | <p><b>31 – Clark 410</b><br/>In Class: Peer Editing <b>*bring e-copy of your BN to class*</b></p> <p>Homework: Email partner (and cc me!) peer review by 6PM September 3<sup>rd</sup></p> |

| September   |   |  |
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| <p><b>3</b><br/><b>LABOR DAY – NO CLASS</b></p> <p>Email partner peer review by 6PM today</p>   | <p><b>5</b><br/><b>GROUP CONFERENCES - NO CLASS</b></p>   | <p><b>7</b><br/>In Class: Loose ends; editing exercises</p> <p>Homework: Complete Final-for-now draft of the Braided Narrative</p>   |
| <p><b>10 – Clark 410</b><br/><b>DUE TODAY – Braided Narrative Final-for-now</b></p> <p>In Class: Introduction to Feature Article Assignment</p> <p>Homework: Brainstorm three possible events, read “Badlands” on ecampus + complete Reading Like a Writer (pg 21 <i>WiP</i>)</p> | <p><b>12 – Clark 410</b><br/>In Class: Discuss “Badlands”; how to conduct an interview</p> <p>Homework: read all of the FA examples in the back of <i>WiP</i>, write a proposal</p> | <p><b>14 – Clark 410</b><br/>In Class: Introduction to college-level research</p> <p>Homework: Read “Shitty Rough Drafts” pg 89 <i>WiP</i>, bring in interview questions OR interview transcript</p> |

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| <p><b>17</b><br/>In Class: Discuss “Shitty Rough Drafts”; interview activity; structuring the FA</p> <p>Homework: Finish outline</p>   | <p><b>19</b><br/>In Class: Writing a “lead”; MLA introduction</p> <p>Homework: Write up interview transcript and submit on ecampus</p> | <p><b>21</b><br/>In Class: Source integration</p> <p>Homework: Complete draft of FA due Monday 24<sup>th</sup></p>  |
| <p><b>24 – Clark 410</b><br/>In Class: Peer Editing <b>*bring e-copy of FA draft to class*</b></p> <p>Homework: Email your partner (and cc me!) peer reviews by 25<sup>th</sup> at 6PM</p> | <p><b>26</b><br/><b>GROUP CONFERENCES – NO CLASS</b></p> <p>Homework: Final-for-now draft of FA due Oct 28<sup>th</sup></p>            | <p><b>28 – Clark 410</b><br/><b>Due Today – Feature Article Final-for-now</b></p> <p>In Class: Reflection and the mid-term portfolio</p> <p>Homework: turn in FA on ecampus by 6PM tonight</p>  |
| <b>October</b>   |  |   |
| <p><b>1</b><br/>In Class: Introduce Text Analysis</p> <p>Homework: reading TBD, work on reflection for midterm portfolio</p>   | <p><b>3</b><br/>In Class: Spheres of influence, music video discussion</p> <p>Homework: compile your midterm portfolio</p>             | <p><b>5</b><br/><b>Due Today – Midterm Portfolio</b></p> <p>In Class: Introduce story choices, Pathos, Ethos, Logos</p> <p>Homework: read story choices, choose one to write on, and complete “Reading Like a Writer” on your choice.</p> |

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| <p><b>8 – Clark 410</b><br/>In Class: Ethos activity, college-level research strategies II</p> <p>Homework: Notes Page</p>                 | <p><b>10 – Clark 410</b><br/>In Class: Pathos activity, analyze advertisements</p> <p>Homework: read example TA TBD, write a cover letter for a prospective job using P, E, and L</p>           | <p><b>12 – Clark 410</b><br/>In Class: Read and analyze a sample story</p> <p>Homework: Submit first 2-3 pages of TA on ecampus</p> |
| <p><b>15</b><br/>In Class: Writing a thesis; structuring and writing style</p> <p>Homework: Write a detailed outline of your own paper</p> | <p><b>17</b><br/>In Class: Discuss an example TA, Summary vs. Analysis</p> <p>Homework: Continue to work on TA; bring laptop OR clean paper copy of your most recent draft to class Friday.</p> | <p><b>19</b><br/>In Class: Small group workshop</p> <p>Homework: prepare for conferences and peer review</p>                        |

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| <p><b>22</b><br/><b>INDIVIDUAL CONFERENCES – NO CLASS</b></p>   | <p><b>24 – Clark 410</b><br/>In Class: Peer Review <b>*bring e-copy of TA to class*</b></p> <p>Homework: Email partner (and cc me!) peer review by 6PM Thursday</p> | <p><b>26 – Clark 410</b><br/>In Class: Loose ends</p> <p>Homework: TA final-for-now due Monday</p>  |
| <b>November</b>   |   |   |
| <p><b>Oct 29</b><br/><b>Due Today: Text Analysis Final-for-now</b></p> <p>In Class: Introduce SRP; what is a stakeholder?</p> <p>Homework: Brainstorm five possible topics</p>              | <p><b>Oct 31</b><br/>In Class: Group brainstorming using your homework; “Where do You Stand?” activity</p> <p>Homework: Write up formal proposal</p>                | <p><b>2</b><br/>In Class: Research process, library research strategies III</p> <p>Homework: Find three sources and complete Notes Page on one; Read “Let’s Stop Those Flying Beer Cans” on ecampus</p>       |
| <p><b>5 – Clark 410</b><br/>In Class: Thesis discussion and workshop</p> <p>Homework: Draft your working thesis statement, begin writing SRP</p>  | <p><b>7 – Clark 410</b><br/>In Class: Structuring the SRP; paragraph building; rebuttal</p> <p>Homework: Bring an e-copy of the first 2-4 pages of SRP to class</p> | <p><b>9 – Clark 410</b><br/>In Class: Source integration review; reverse outlining workshop</p> <p>Homework: reading TBD, bring one copy of your most recent SRP draft to class for peer review on Monday</p> |
| <p><b>12</b><br/>In Class: Peer review <b>*bring hard copy of most recent SRP draft to class*</b></p> <p>Homework: Email partner peer review (and cc me!) by 6PM on the 13<sup>th</sup></p> | <p><b>14</b><br/><b>CONFERENCES – NO CLASS</b></p> <p>Homework: SRP Final-for-now due Friday at 6PM on ecampus</p>  | <p><b>16</b><br/><b>DUE TODAY: Stakeholder Research Paper Final-for-Now at 6PM on ecampus</b></p> <p>In Class: Loose ends</p> <p>Homework: bring graded BN and clean e-copy to class on Monday.</p>           |
| <p><b>19</b><br/><b>THANKSGIVING BREAK</b></p>  | <p><b>21</b><br/><b>THANKSGIVING BREAK</b></p>  | <p><b>23</b><br/><b>THANKSGIVING BREAK</b></p>  |
| <p><b>26 – Clark 410</b><br/>In Class: Assign Final Portfolio; Braided Narrative revision day</p> <p>Homework: bring graded FA and clean e-copy</p>   | <p><b>28 – Clark 410</b><br/>In Class: Feature Article revision day</p> <p>Homework: bring graded TA and clean e-copy</p>   | <p><b>30 – Clark 410</b><br/>In Class: Textual Analysis revision day</p> <p>Homework: bring graded SRP and laptop OR clean paper copy</p>   |

## December

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| <b>3</b><br>In Class: Stakeholder Research<br>Paper revision day<br><br>Homework: continue to work on final portfolio; bring the assignment you're having the most difficulty with to class on Wednesday | <b>5</b><br>In Class: Loose ends; SEIs<br><br>Homework: Final portfolio due Friday (no exceptions!) | <b>7</b><br><b>Due Today: Final Portfolio</b><br><br>In Class: Loose ends; reflection<br><br>**Portfolios returned during final exam slot (Friday, December 14 <sup>th</sup> 11AM-1PM)** |
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