

ENGLISH 101 – Composition and Rhetoric

Spring Semester 2011
Section 417 (CRN 12518) – 12:30pm-1:45pm
Section 419 (CRN 16926) – 2pm-3:15pm
G07 & G06 Lyon Tower*

Instructor: Christina Wulf

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Office: 309 Colson Hall

Office Phone: (304) 293-3107 (for messages only)

Mailbox: 101 Colson Hall

Office Hours: **Wed. 1pm-3pm**
or by appointment.

REQUIRED TEXTS: Both books should be available in the University bookstore. Please be sure to buy NEW copies. Used texts may have necessary pages and worksheets ripped out.

- Lunsford, Andrea. *The Easy Writer*. 4E. Boston: Bedford/St. Martins, 2010.
(this text is abbreviated as *EW* in syllabus)
- Undergraduate Writing Committee. *Work in Progress: A Guide to English 101 at West Virginia University*. 4E. Detroit, MI: Hayden-McNeil, 2010-11.
(abbreviated as *WiP* in this syllabus)

Required Materials:

- **Flash Drive** to save materials during our computer lab class meetings
- **Composition notebook** for daily writing journal
- Regular access to a **printer**

INTRODUCTION:

My overarching goal in English 101 is for you to complete the course with a stronger ability to communicate ideas that you value. The four major writing assignments, although structured in format, give you a great deal of control and flexibility over the topics you choose to write about. I encourage you to seek out topics that interest and excite you. The students who excel in English 101 are the ones who embrace the writing projects as opportunities to explore their own interests in more depth and from different perspectives.

Our class will focus on the writing process and its practical applications, particularly brainstorming, drafting, peer editing, and workshopping. In addition, you will practice research strategies, experiment with different writing genres and formats, engage in critical thinking, analysis, reflection, group work, and the rhetorical study of language.

Four course goals guide the class and build on one another:

- 1) Learn Processes for writing, revision, and reflection
- 2) Know the Context in which your own research and writing occurs

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- 3) Think Critically about a text and its context
- 4) Know the Rules to research, organize, and effectively convey written ideas and arguments

See pp. xvi-xvii of *Work In Progress* for detailed description of course goals, assignments, and explanation of the portfolio approach.

Response and Evaluation: Your final grade is based on the following:

- Final Portfolio = 70% of final grade
 - revised and draft versions of the four main papers plus supporting materials
- Short Writing Assignments & Homework = 20%
 - 10 Short Writes, additional homework assignments, & writing journal
- Participation = 10%
 - class discussions and peer review

Please review the three grading rubrics in *Work in Progress* pp. xx-xxi to understand the criteria by which your work will be evaluated.

Standard of Work: This is a college level course, and you are expected to be comfortable with the mechanics of writing. You should understand and use proper grammar, syntax, and punctuation in order to communicate effectively. *The Easy Writer* handbook offers guidelines and activities to help you with these mechanics. In addition, please see the Support section of this syllabus for information about the WVU Writing Center and on-line resources.

Email: Any emails regarding this course will be sent to your MIX email account. Please check it regularly. You may email me at cwulf@mix.wvu.edu, and I will reply—barring unforeseen circumstances—**within 24 hours during weekdays**. Over the weekend or holidays, it may take longer. If your question or concern has to do with your writing, I encourage you to come to my office hours and talk in person. Office hours are from 1pm-3pm on Wednesdays in Colson Hall 309 or by appointment.

POLICIES:

(See *Work in Progress* pp. xxi-xxvi for detailed explanations of English 101 policies.)

Attendance is central to your success in this class. The course is built on interaction and collaborative learning in both large and small groups, as well as in-class writing activities, peer workshops, and conferences. Your success depends on your active participation, thus regular participation is both expected and required. For this reason, the English Department has a strict attendance policy for all sections of English 101. In Tues/Thurs classes, each student is allowed TWO ABSENCES without a drop in the final grade. A third absence will lower your final grade as much as one full letter. **Missing five or more classes will result in a failing grade, regardless of your work in the course.**

Please note that missing an instructor conference counts as a full absence. In addition, repetitive or excessive lateness may be marked as an absence.

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Other activities that hamper or distract from your participation in class may also count as absences. For example:

- Texting or otherwise using cell phones during class.
- Using non-academic websites or checking email during computer lab (G07) classes.
- Failure to bring a draft to peer review sessions.
- Sleeping, doing crosswords, etc.

Three points that I cannot emphasize enough:

- 1) Do not skip classes if you are unprepared. Absences hurt your grade far more quickly and dramatically than missing assignments.
- 2) Do not be afraid to contact me if you have an issue that is impacting your performance in English 101. I am a reasonable person and will work with you as long as you do not attempt to abuse this flexibility. I want you to do well in this class!
- 3) **Notify me *in advance* or as soon as possible if you must miss class due to illness or emergency.**

Lastly, you are responsible for making up any assignments or writing activities that occurred during an absence. Since not all assignments are listed on the syllabus, you should contact me or a fellow student.

Academic Integrity is crucial in English 101 and throughout your college career. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used in other courses (including high school classes), or tampering with the academic work of other students. These activities can result in an unforgivable F for the course and potential additional disciplinary actions. Unintentional plagiarism is still considered plagiarism, so if you ever have any questions about how and when to cite your sources, please contact me.

Please review WVU's definition of plagiarism and its Academic Integrity policy in *Work in Progress* pp. xxiv-xxvi and the section on Cheating/Plagiarism on p. xxii. For additional information, see WVU's Student Conduct Code at <http://studentlife.wvu.edu/studentconductcode.html>

Social Justice is a priority at WVU and in English 101. WVU's Social Justice policy states that "the University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin." This class will work together to create a positive atmosphere, based on "open communication, mutual respect, and nondiscrimination" and to make everyone feel welcome to share opinions and ideas. I welcome your suggestions to help meet this commitment. Please be respectful of others and conduct yourself in a professional manner. If you have any questions or concerns, please share them with me as soon as possible. Also see <http://socialjustice.wvu.edu/> for more information.

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Late Assignments: Late assignments are not accepted except by pre-arrangement or under extraordinary circumstances. Contact me, preferably *in advance*, if you need to discuss the possibility of turning in a late paper.

Computer Labs: Please note that University policy stipulates that we cannot have any food or drinks in the computer lab, G06.

Final Grades: Please note that **final grades are not negotiable**. If you need to get an “A” in order to keep a scholarship, please be prepared to work for it. Coming to my office hours for individual consultation is a great way to get feedback on your progress in the course.

ADDITIONAL SUPPORT:

WVU Writing Center is a free tutoring service for WVU students, located in G02 Colson Hall. Tutors are available to help with any writing project in any course at any stage of the writing process. The Center specializes in helping students with brainstorming, drafting, and revising their work.

Hours: Monday-Thursday 10:00 am-5:00 pm; Friday 10:00 am-3:00 pm.

Call for Evansdale and evening hours: (304) 293-5788

http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Disability Accommodations: Please talk to me as soon as possible if you have a documented disability, hearing or vision problems, or any other special need that might affect your performance or participation in class. Also see *Writing in Progress* (pp. xxii). Please be aware of the support services available through the WVU Office of Disability Services located in G-30 Mountainlair, Phone: (304) 293-6700, Voice/TDD: (304)293-7740, Email: access2@mail.wvu.edu

Office Hours: I encourage you to stop by my office hours if you run into any questions or problems with any of the assignments or want additional feedback from me about your writing. I am happy to go through your paper with you and give advice prior to the due date. Come to 309 Colson Hall on Wednesdays from 1pm-3pm or make an appointment.

On-line Resources: In addition to *The Easy Writer* handbook, numerous on-line resources provide helpful tools for understanding rules of grammar, mechanics, citation styles, and other writing protocols.

Here are two of my favorites:

- James Madison Univ. Writing Center’s Link Library: http://www.jmu.edu/uwc/link_library.html
- Perdue University’s On-line Writing Lab: <http://owl.english.purdue.edu/>

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Schedule of Work

This schedule is subject to change & should not be considered a complete guide to the course.
Additional readings and homework will be assigned on a regular basis.

Official University “No Class” Days:

Martin Luther King, Jr. Day – Jan. 17th

Spring Break – March 19th-27th

JANUARY	
Tuesday	Thursday
<p>JAN 11 - Meet G07 Lyon Tower</p> <p style="text-align: center;">INTRODUCTIONS</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Read introduction to <i>Work in Progress</i> (pp. xi-xxvi) and “English 101 FAQ” (pp. 125-127) • Re-read syllabus and sign Student Agreement (last page of the syllabus) • Short Write #1: Effective Communication (1-2 pages) bring 2 copies to class on Thurs. 	<p>JAN 13 - Meet G07 Lyon Tower</p> <p>Begin MULTI-GENRE PERSONAL NARRATIVE Unit (assignment prompt in <i>WiP</i> pp. 1-4)</p> <p>Due Today:</p> <ol style="list-style-type: none"> 1) Signed Student Agreement 2) Effective Communication (2 copies) <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Short Write #1: Personal Artifact • Read examples of MGPNs in <i>WiP</i> and on eCampus. Take notes on the types of genres used in each personal narrative and why you think the author chose them.
<p>JAN 18 - Meet G07 Lyon Tower</p> <p>Due Today: Short Write #1: Personal Artifact</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Homework: Finish Story Arc/Outline and Pre-drafting worksheet (<i>WiP</i>, p. 11) – bring to conference 	<p>JAN 20 – <i>No class meeting</i></p> <p>CONFERENCES with Instructor – Colson 309 (remember, missing your conference counts as an absence)</p> <p>Due Today: Bring Story Arc/Outline and Pre-drafting worksheet to your conference</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete rough draft of MGPN – minimum of 5 pages for Peer Review on Tuesday.
<p>JAN 25 – MEET IN COMPUTER LAB, G06</p> <p style="text-align: center;">PEER REVIEW!</p> <p>Due Today: Rough draft for Peer Review</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Short Write #2: Personal Writing & Revision Process (bring 2 printed copies to Thurs class) • Read “Bird by Bird,” (<i>WiP</i> pp. 141-148) and “The Writing Process and Revision” (<i>WiP</i> pp. 149-153) 	<p>JAN 27 - Meet G07 Lyon Tower</p> <p>Due Today: Short Write #2</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Finish Multi-Genre Personal Narrative “Final For Now,” due Tuesday (8-10 pages)

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FEBRUARY	
Tuesday	Thursday
<p>FEB 1 – Meet in Computer Lab – G06 Lyon Tower</p> <p>Begin FEATURE ARTICLE Unit (assignment prompt in <i>WiP</i> pp. 31-32)</p> <p>Due Today: Multi-Genre Personal Narrative “Final For Now” (8-10 pages)</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Research/select your event • Read “Badlands” (<i>WiP</i> pp. 185-193), “The ‘Almighty’ Brother Micah” (<i>WiP</i> pp. 235-239) and “What Does it Mean to Give?” (<i>WiP</i> pp. 241-249) [& additional readings on eCampus] • Short Write #3: Badlands/Tales from Toughman 	<p>FEB 3 - Meet G07 Lyon Tower</p> <p>Due Today: Short Write #3: Badlands</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Readings on interview protocol “Interview Protocol” (<i>WiP</i> p. 37) • Decide on your event & do preliminary research on possible interview subject • Short Write #4: Feature Article Pitch • Read “How to Use Interview Transcripts” (<i>WiP</i>)
<p>FEB 8 – Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today: Short Write #4: Feature Article Pitch</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Fill out Feature Article Organizer (handout) • Finalize interview questions 	<p>FEB 10 – <i>No Class Meeting</i></p> <p style="text-align: center;">CONFERENCES – Colson 309</p> <p>Bring to conference:</p> <p>1) FA Organizer & interview questions 2) Writing Journals (turn in for review)</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Wrap up event attendance, interview, transcript, and research. • Read “When and How to Use Quoting, Paraphrasing, and Summarizing,” and “How to Write a Lede.” (in <i>WiP</i>)
<p>FEB 15 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today: Transcript of interview</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Finish interview & transcript • Write three draft leads 	<p>FEB 17 - Meet G07 Lyon Tower</p> <p>Final Deadline: Event attendance and interview <u>must be complete by today!</u></p> <p>Due today:</p> <ul style="list-style-type: none"> • Transcript of interview • Three draft leads <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Finish Rough Draft of FA (must have minimum of three full pages for peer review)

FEBRUARY/MARCH	
Tuesday	Thursday
<p>FEB 22 - Meet in Computer Lab – G06 Lyon Tower</p> <p style="text-align: center;">PEER REVIEW!</p> <p>Due Today: Rough Draft of Feature Article for review</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Finish Feature Article “Final For Now” paper • Compile Mid-Term Portfolio 	<p>FEB 24 - Meet G07 Lyon Tower <i>[Mid-semester is Feb. 25th]</i></p> <p>Begin TEXT IN CONTEXT Unit</p> <p>Due Today:</p> <p>1) Feature Article “Final For Now” (4-6 pages) 2) Mid-Term Portfolio</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Finish Mid-Term Reflective Memo • Read Text In Context prompt (<i>WiP</i> pp. 49-51) • Short Write #5 – Identifying Texts
<p>MARCH 1 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today:</p> <p>1) Completed Mid-Term Memo 2) Short Write #5 – Identifying Texts</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read TiC examples - “Bikinis, Butts, and Burgers,” (<i>WiP</i> p. 259-266) & others on eCampus • Short Write #6 – <i>Strange Fruit</i> 	<p>MARCH 3 - Meet G07 Lyon Tower</p> <p>Due Today: Short Write #6 – <i>Strange Fruit</i></p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Work on outline for your text to bring to bring to peer review on Tues. • Write two possible thesis statements for your text • Read handout on developing a thesis statement
<p>MARCH 8 - Meet in Computer Lab – G06 Lyon Tower</p> <p style="text-align: center;">PEER REVIEW!</p> <p>Due Today:</p> <p>1) Detailed outline – THREE copies printed for the peer review</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Rough Draft of Text In Context for conference 	<p>MARCH 10 – <i>No Class Meeting</i></p> <p style="text-align: center;">CONFERENCES – Colson 309</p> <p>Due Today:</p> <p>1) Bring your draft, as well as the materials you put together for peer review (outline & two possible thesis statements) to your conference 2) Turn in Writing Journals</p> <p>-----</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read “How to Say Nothing in Five Hundred Words” (<i>WiP</i> p. 155-162) • Short Write #7: Reflection on 500 Words piece • Begin or continue writing rough draft of Text In Context paper

MARCH/APRIL	
Tuesday	Thursday
<p>MARCH 15 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today: Short Write #7 – Reflection on 500 Words</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Finish Text In Context “Final for Now” paper 	<p>MARCH 17 - Meet G07 Lyon Tower</p> <p>Begin STAKEHOLDER RESEARCH PAPER Unit (<i>We are <u>not</u> using the assignment prompt in WiP – the correct assignment is posted on eCampus</i>)</p> <p>Due Today: Text In Context Essay “Final For Now” (6-7 pages)</p> <hr/> <p>Homework:</p> <p>Short Write #8 – Ethical Argumentation (2 parts):</p> <ul style="list-style-type: none"> • 1) Post Op-Ed response on eCampus Discussion Board (1-2 pages) by Sunday, March 27th • 2) Respond to one of your classmate’s postings by class time on March 29th (1 paragraph)
<p>MARCH 22</p> <p><i>Spring Break—No Class</i></p>	<p>MARCH 24</p> <p><i>Spring Break—No Class</i></p>
<p>MARCH 29 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today: Post and response on eCampus Discussion Board</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete “Finding Your Topic” worksheet • Read examples of SRPs on eCampus 	<p>MARCH 31 – Meet G07 Lyon Tower</p> <p>Due Today: “Finding Your Topic” worksheet</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Identify three topics/research questions, include ideas for thesis and arguments • Read handouts on argumentation, conclusion, and writing style. • Read “Interpreting an Article” (<i>WiP</i> p. 99) • Short Write 9: Changing Your Mind?
<p>APRIL 5 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Due Today: Short Write 9: Changing Your Mind? Detailed Outline</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Rough draft for conference – at least 3 pages • possible additional readings • Short Write #10 – Stakeholders Homework 	<p>APRIL 7 – Meet G07 Lyon Tower</p> <p>Due Today: Short Write #10 – Stakeholders HW</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Rough draft of SRP for peer review (3 full pages minimum) • TBA – revision readings

APRIL/MAY	
Tuesday	Thursday
<p>APRIL 12 - Meet in Computer Lab – G06 Lyon Tower</p> <p>Discuss FINAL PORTFOLIOS & revision process</p> <p style="text-align: center;">PEER REVIEW</p> <p>Due Today: Rough draft for review</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Use your peer comments to revise a complete draft of your SRP – bring to conference 	<p>APRIL 14 – <i>No Class meeting</i></p> <p style="text-align: center;">CONFERENCES – Colson 309</p> <p>Bring to Conference: Complete draft of SRP (5-6 pages) & Writing Journal (final check)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Make intensive revisions (if necessary) based on conference - finish SRP “Final for Now” Bring ALL “Final for Now” papers (with my comments) to class on Tues.
<p>APRIL 19 - Meet in Computer Lab – G06 Lyon Tower</p> <p><i>In-Class Revision, Peer Review, Instructor Consultation</i></p> <p>Due Today: Stakeholder Research Paper “Final For Now” (5-6 pages)</p> <p>Bring flash drive with all “Final for Now” papers (with teacher comments) to class</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Work on revisions Have print copies of your “Final for Now” papers for Thursday 	<p>APRIL 21 – Meet G07 Lyon Tower</p> <p><i>Revision Techniques/In-Class Revision</i></p> <p>Due Today: Bring print copies of your “Final for Now” papers to class</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Work on revisions Draft Final Reflective Memo
<p>APRIL 26 - Meet in Computer Lab – G06 Lyon Tower</p> <p><i>In-Class Revision, Peer Review, Instructor Consultation</i></p> <p>Due Today: Bring All “Final for Now” papers on your flash drive to class</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Complete Final Portfolio – use Portfolio check list to make sure it’s complete! 	<p>APRIL 28 – Meet G07 Lyon Tower</p> <p>Due Today: Final Portfolio*</p>

*Portfolios Returned By Final Exam Time Slot – pick up in Colson 309

-----Please detach and turn in-----

STUDENT AGREEMENT:

Please read carefully and return the following to your instructor:

I have read the syllabus and the introduction to *Work in Progress* (p. xi-xxvi) and I understand the policies and expectations of this course, including the attendance policy, the academic integrity policy, the late paper policy, the social justice policy, the grading criteria, and the instructor's policy toward cell phone and non-academic website use in class.

Student Name (print) _____ Email: _____

Student Signature: _____ Date: _____