

English 101: Composition and Rhetoric Fall 2014, Sections 007 and 008

Instructor: Courtney A. Druzak	Classes/Section #	Day/Time
Email: cadruzak@mix.wvu.edu Phone: 304-293-3107 (for messages only) Office: Colson Hall G03 Hours: 10:30am-12:00pm Monday and Wednesday, or by appointment	ENGL101, Sec 007	MWF 8:30-9:20am
	ENGL101, Sec 008	MWF 9:30-10:20am

This course will meet in Clark Hall 410 (Lab) or Clark Hall 212 (Classroom). Please see the schedule below to see where the course will meet each week.

Required Texts

- *Work in Progress (WiP)*, 6th Ed. Detroit: Hayden-McNeil, 2013. ISBN: 978-0-7380-5268-7
- Lunsford, Andrea A. *Easy Writer (EW)*, 5th Ed. Boston: Bedford/St. Martin's, 2014. ISBN: 978-1-4576-4046-9

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 practice using writing to learn new things. We will explore how writing can change depending on your audience. We will analyze how different types of communication like ads, 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 (although if you decide to become one, that's okay too!). Instead, it is to help you be more aware of how language influences your personal, professional, academic, and civil lives, and how your knowledge of language and writing can positively impact those spheres.

Course Goals

This course fulfills objective 1 of the General Education Curriculum (GEC) at West Virginia University—to communicate effectively in English. English 101 accomplishes this through four course-specific goals. You 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, and
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. I 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 (1 full week of class), whether they are excused or unexcused. The fourth absence will compromise your grade as much as one full letter. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who

miss six or more classes will fail the course. Please see pages xxi-xxii in *WiP* for more info.

Academic Integrity: You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences.

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It may also result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagerism>).

If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall. Please see pages xxiii-xxv in *WiP* for more info.

Computers and Cell Phones: You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class, you will be asked to put them away.

All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency, please quietly excuse yourself from the room. Please see pages xxiii-xxvii in *WiP* for more info.

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 the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>. Please see pages xxiii-xxiv in *WiP* for more info.

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. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class. Please see page xxiv in *WiP* for more info.

Office Hours and Email

Office hours are a great opportunity for us to talk one-on-one about your writing, ask questions,

generate ideas, and get feedback on your work. You are more than welcome to visit my office in person at any time for a quick conference or to have a question answered. In order to set up a scheduled time to meet, you will need to email me with a time that will work best for you and that is during my office hours. You can also use the email address provided on the first page of this syllabus to ask quick questions or notify me of any urgent matters that arise. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. Again, you must schedule an appointment for that.

Conferences

Class will be cancelled four times a semester in order for us to hold conferences to go over your work and answer any questions that arise. These conferences will be done in groups of 3-4 students each, and will require you to have a portion of your draft complete, and come prepared with questions. Conferences will typically span two days, and the day of cancelled class is noted on the Schedule of Work below. Attendance of four conferences per semester (one for each of the major projects) is an important part of your participation grade. Failure to attend a scheduled conference will impact your participation grade. Conferences are expected to occur in Eliza's coffee shop in the Downtown Campus Library, or in a reserved room in the Downtown Campus library.

Important Dates

August 22nd: Last day to register, add new courses, change sections, change pass/fail and audit

October 3rd: Mid-semester

October 24th: Last day to drop a class

December 8th: Last day to withdraw from the University

Overview of Required Work

This is a portfolio-based class. This means that you will not receive a letter grade on each individual assignment, but you will receive substantial feedback. Overall letter grades will be assigned midway through the semester and again at the end. Your midterm and final grades are based on the following percentages:

Formal Writing (portfolio) = 70%

This includes the major projects (narrative, feature article, text analysis, and stakeholder research paper) as well as reflective writing.

Informal Writing = 20%

Short activities and homework that are approximately 1 page in length.

Participation = 10%

Engaging in classroom discussion and activities, prompt class attendance, completion of homework, attendance at conferences, etc.

TOTAL = 100%

See pages xix through xxi in *WiP* for information about grading criteria. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at a mutually convenient time.

Schedule of Work

Subject to change.

Date	Daily Topics	Due Today	Homework
M 8/18 Lab	Course Introduction Writing Process		Read pp. xv-xxix, pp. 3-4 in <i>Work in Progress</i>
W 8/20 Lab	Unit 1: Narrative Project Topic Generation	Readings	Read <i>Ten Years Ago</i> by Sarah Beth Childers on Brevity (link on eCampus)
F 8/22 Lab	Description Dialogue	1) Reading 2) Writing exercise 1 uploaded to eCampus by 11:59 pm	Develop your topic, and be prepared to pitch it in class Monday
M 8/25 Classroom	Audience Topics	Topic	Complete at least 2 pages of your draft. Come to your conference with at least 2 or 3 questions and your draft (paper or electronic).
W 8/27 Classroom	Conferences (Wednesday and Thursday)	Draft and questions	Read pp. 95-102 in <i>Work in Progress</i>
F 8/29 Classroom	Peer Response: Giving and Receiving	1) Reading 2) Email your draft to your partner 11:59 pm Friday (copy me in the email as well).	Read your partner's paper and respond with one paragraph summary, one paragraph on what they do well, and one paragraph on what they can improve/questions you have. An email copy is due to your partner and on eCampus by 11:59 pm on Wednesday (9/3).
M 9/1 NO CLASS			
W 9/3 Lab	Pathos	Peer Review Letter (Writing exercise 2)	
F 9/5 Lab	Revision Tips In-class Revision	PAPER #1: NARRATIVE FFN @ 11:59 pm	Read pp. 17-19, 23 in <i>Work in Progress</i>
M 9/8 Classroom	Unit 2: Feature Article Topic Generation	Reading	Watch the videos "Interview Tips" and "Mock Interview" (links on eCampus)

W 9/10 Classroom	Interview	Videos	<p>1) Over the next week, choose a few candidates for an interview. Email your first choice to set up an interview (and on down the list if they cannot do it). I highly suggest doing this as soon as possible.</p> <p>2) Develop your topic and find a publication (Rolling Stone, Field & Stream, Seventeen, etc.) that it could be published in. Be prepared to pitch in class.</p>
F 9/12 Classroom	Topic Pitch and Publication Lead	<p>1) Topic and pitch</p> <p>2) Writing exercise 3</p>	
M 9/15 Lab	Research (how-to and types)		Read “Everest Maxed Out” by Mark Jenkins on <i>National Geographic</i> (link on eCampus)
W 9/17 Lab	Angle In-class Research	Reading	Complete at least 2 pages of your draft. Come to your conference with at least 2 or 3 questions and your draft (paper or electronic).
F 9/19 Lab	Conferences (Thursday and Friday)	<p>1) Draft and questions</p> <p>2) *HAVE YOUR INTERVIEW COMPLETED BY TODAY</p>	Find a magazine article (in print or online) and complete pp. 21 of <i>Work in Progress</i> . An additional question to answer on the back of that worksheet: do you trust the writer? Do they seem knowledgeable about the material? Why or why not?

M 9/22 Classroom	Ethos Audience	1) Pp. 21 of <i>Work in Progress</i> 2) Email your draft to your partner by 11:59 pm Monday (copy me as well).	Read your partner's paper and respond with one paragraph summary, one paragraph on what they do well, and one paragraph on what they can improve/questions you have. An email copy is due to your partner and on eCampus by 11:59 pm on Wednesday (9/24).
W 9/24 Classroom	Quotes, Summary, & Paraphrase	Peer Review Letter (Writing exercise 4)	
F 9/26 Classroom	Editing Tips In-class Revision *have access to the peer review letter your partner wrote for your paper (electronic or paper)	PAPER #2: FEATURE ARTICLE FFN @ 11:59 pm	
M 9/29 Lab	Midterm Portfolio		Read pp. 35 in <i>Work in Progress</i>
W 10/1 Lab	Reflection	Reading	
F 10/3 Lab	Grammar & Grading Midterm Assessment	MIDTERM PORTFOLIO DUE IN CLASS AND ON eCAMPUS	Read pp. 43-44 in <i>Work in Progress</i>
M 10/6 Classroom	Unit 3: Text Analysis Topic Generation	Reading	Read Chap. 3 pp. 35-44 in <i>Easy Writer</i>
W 10/8 Classroom	Evidence Argument	Reading	Read pp. 135-139 in <i>Work in Progress</i>
F 10/10 Classroom	Thesis	Writing exercise 5	
M 10/13 NO CLASS			Read pp. 178-198 In <i>Easy Writer</i>
W 10/15 Lab	Context Research	Reading	Gather at least 2-3 sources for class Friday

F 10/17 Lab	MLA	2-3 Sources	1) Put your 2-3 sources into MLA format (just do your best). Bring a paper copy to your conference, and upload an electronic copy on eCampus 2) Complete at least 2 pages of your draft. Come to your conference with at least 2 or 3 questions and your draft (paper or electronic).
M 10/20 Classroom	Conferences (Monday and Tuesday)	1) Sources in MLA format 2) Draft and questions	1) Complete pp. 51 of <i>Work in Progress</i> 2) Read pp. 45 of <i>Work in Progress</i>
W 10/22 Classroom	Logos Rhetorical Triangle	1) Reading 2) Pp. 51 of <i>Work in Progress</i> 3) Email your draft to your partner by 11:59 pm Wednesday (copy me as well).	1) Read your partner's paper and respond with one paragraph summary, one paragraph on what they do well, and one paragraph on what they can improve/questions you have. An email copy is due to your partner and on eCampus by 11:59 pm on Friday (10/24). 2) Read "Critical Thinking in College Writing: From the Personal to the Academic" by Gitanjali Dasbender (pdf on eCampus)
F 10/24 Classroom	Critical Thinking	1) Reading 2) Peer Review Letter (Writing exercise 6)	
M 10/27 Lab	Proofreading Tips In-class Revision	PAPER #3: TEXT ANALYSIS FFN @ 11:59 pm	Read pp. 59-61 in <i>Work in Progress</i>
W 10/29 Lab	Unit 4: Stakeholder Research Topic Generation	Reading	Review pp. 63-70 in <i>Work in Progress</i>

F 10/31 Lab	Using CQ Researcher Credible Sources	Writing exercise 7	1) Read pp. 151-157 in <i>Work in Progress</i> 2) Come prepared to pitch your topic in class on Monday.
M 11/3 Classroom	Developing Your Position Topic Pitch	Reading Topic and pitch	Complete pp. 71 in <i>Work in Progress</i>
W 11/5 Classroom	Perspective	Pp. 71 in <i>Work in Progress</i>	
F 11/7 Classroom	Arrangement/Organization		Complete at least 2 pages of your draft. Come to your conference with at least 2 or 3 questions and your draft (paper or electronic).
M 11/10 Lab	Conferences (Monday and Tuesday)	1) Draft and questions 2) Email your draft to your partner by 11:59 pm Monday (copy me as well).	Read your partner's paper and respond with one paragraph summary, one paragraph on what they do well, and one paragraph on what they can improve/questions you have. An email copy is due to your partner and on eCampus by 11:59 pm on Wednesday (11/12).
W 11/12 Lab	MLA Conventions	Peer Review Letter (Writing exercise 8)	
F 11/14 Lab	Revision, Editing, and Proofreading In-class Revision	PAPER #4: STAKEHOLDER RESEARCH FFN @ 11:59 pm	Read "Reflective Writing and the Revision Process: What Were You Thinking?" by Sandra L. Giles (pdf on eCampus)
M 11/17 Classroom	Final Portfolio	Reading	
W 11/19 Classroom	Revising the Narrative		
F 11/21 Classroom	Revising the Feature Article	Writing exercise 9	Work on your final portfolios
M 11/24 NO CLASS			
W 11/26 NO CLASS			
F 11/28 NO CLASS			
M 12/1 Lab	Revising the Text Analysis		

W 12/3 Lab	Revising the Stakeholder Research Paper		
F 12/5 Lab	Reflection	Writing exercise 10	
M 12/8 Classroom	Class Wrap-up	FINAL PORTFOLIOS DUE IN CLASS AND ON eCAMPUS	

***Please note that although I will collect a paper copy and an electronic copy of your Final Portfolio, I will be returning Final Portfolios electronically only. You can expect to receive these back by December 17th at the latest.**