

<b>English 101: Composition and Rhetoric – SPRING 2013</b>	
<b>Sections: 400, 401, and 405</b> CRNs: 14044, 11080, and 13608	
M-W-F, 9:00–9:50, 10:00 – 10:50, and 12:00–12:50, G06 Lyon Towers	
<b>Instructor Name:</b> Ami Iachini Schiffbauer	<b>E-mail Address:</b> aschiffb@mix.wvu.edu
<b>Evansdale Office:</b> M10A Towers Downtown Office: 325 Colson Hall	<b>Office Hours:</b> Monday, Wednesday, and Friday 11:00 - 12:00 in M10A Towers and by appointment.

### Texts

- English 101 Faculty. *Work in Progress (WiP)*. 6<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2013. ISBN: 978-0-7380-5268-7.
- Lunsford, Andrea. *Easy Writer (EW)*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010. ISBN-10: 0-312-63821-3 or ISBN13: 978-0-312-63821-4

### Course Goals

Please see pages xiii-xvii of *Work in Progress* for an overview of the course goals for English 101 at West Virginia University. In addition, I also hope that through this course you will become more comfortable with the process of writing college-level papers and more confident in your ability to research, write, and revise your work, and—hopefully—even enjoy it sometimes!

### Policies and Procedures

This class supports WVU's commitment to social justice, as defined on page xii in *Work in Progress*. Please see pages xxi-xxiv in *Work in Progress* for additional policies and procedures of English 101. These sections of the book include important information about how a commitment to social justice promotes a positive learning environment, why your regular attendance and participation is important; why late work (and lateness in general) disrupts our working environment, and why academic integrity is essential to our community. **Please note that more than THREE absences will result in a lower grade in the course, and SIX or more absences will result in a failing grade.** We will spend time in class discussing academic integrity and plagiarism, but a good rule of thumb is to ask if you have any doubts—whether committed knowingly or inadvertently, **plagiarism will not be tolerated in this class.** Page xxvii of *Work in Progress* gives additional information about computer classroom policies. Please note: we will be using the computer classroom (G06) through Wednesday, January 23<sup>rd</sup> and then every other day throughout the semester after that—on the days when we're NOT in G06, please come to room G07, unless instructed to go elsewhere.

If you need assistance with your writing at any point during the semester, please take advantage of the **WVU Writing Center**, located in room G02 Colson Hall. Hours are as follows: Monday – Thursday 10 a.m.–5 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. Website: [http://english.wvu.edu/centers\\_and\\_projects/wcenter/writing\\_center\\_home](http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home)

If you have a disability and anticipate needing any accommodations to participate in this class, please contact the **WVU Office of Disability Services**, located in Room G-30 of the Mountainlair. Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu)

### Office Hours and E-mail

Office hours provide a great chance to talk one-on-one if you have questions about the class and your progress. You may drop in anytime during scheduled office hours (see above), or talk to me before or after class to make an appointment if you can't meet during my regular office hours. I also encourage e-mail correspondence, and you can expect that I will respond to you (by e-mail or in class) within 24 hours, Monday through Friday. So that we can extend course conversations via e-mail and because I will often e-mail reminders, please check your MIX account regularly.

### Standard of Work

Since this is a college level course, you are expected to be comfortable with the mechanics of writing—understanding how to use proper grammar, syntax, and punctuation in order to communicate effectively. The *Easy Writer* offers guidelines and activities to help you, and the Writing Center is another resource available to you. Not only can these resources help you to brush up on your understanding of basic skills, but they can also help support you throughout the writing process with tips for generating topics and research questions, organizing your ideas, and revising your work.

### Assignment Overview

You can expect to write *and revise* **four major papers**, along with **Midterm and Final Reflections** (about 25 pages total) over the course of the semester, which will make up your Final Portfolio. You will also be responsible for about 20 pages (typed or handwritten) of informal writing, including pre-drafting and invention activities, which will be turned in as your midterm and final journal. There will also be 8 short reading responses on eCampus throughout the semester which will make up part of your class participation grade. Please see *Work in Progress*—especially pages xviii-xix—for more information about the major assignments and other writing you will be doing. I will give you detailed assignment sheets for each of the four major papers and the midterm and final reflections throughout the course of the semester, along with any informal writing (journal) activities that don't come from the *Work in Progress* book.

### Portfolio Approach, Response, and Evaluation

Please see *Work in Progress* (especially page xvii-xviii) for an overview of the portfolio approach this course uses to emphasize ongoing writing and revision. You will not receive grades on the individual major papers but you will receive comments to give you a sense of what you should consider revising for your final portfolio. You will submit your portfolio at midterm and receive an “in-progress” midterm grade and commentary on your work in the first half of the semester. Your informal writing journal will also be graded at midterm and the end of the semester. *Please feel free to come talk to me at any point during the semester if you have questions about your progress in the class.* Success in this class depends not only on meeting all of the requirements and the overall quality of your written work, but also on your willingness to try new perspectives, to revise and think critically about your work, and to take risks in your writing.

### Evaluation Criteria and Grade Descriptions

Please see pages xix-xxi in *Work in Progress* for the criteria that will be used to evaluate your participation, informal writing, and portfolio grades. The weight of each component is as follows:

Final Portfolio	70%
Informal Writing (journal)	20%
Class Participation	10%

**Our class will meet in either G06\* or G07 Lyon Towers-- as indicated on the Schedule of Work (pages 3- 7 of this syllabus—classes in G06 marked with a \* next to the date, and the dates of classes in G07 are highlighted). Any changes will be announced in class.**

*\*Please note: Since G06 is a computer classroom and we will often be doing activities on the computers when we're in here, you should plan to bring a flash drive to save your work when we meet in this room, since you won't be able to print or save files on the classroom computers.*

### Schedule of Work

\*\*Subject to change according to progress.\*\*

Please bring your *Work in Progress (WiP)* book, paper, and something to write with to every class, along with a flash drive to every class in G06 (see list on previous page).

I will let you know when you need to bring the *Easy Writer*.

Activities you may choose to include in your Informal Writing Journal are marked *JOURNAL*.

JANUARY		
Monday	Wednesday	Friday
<p>14* (Late Registration Fee in Effect after January 13th) Class Activities: Welcome to English 101! Icebreakers, review syllabus</p> <p>-----</p> <p>Homework: Buy the books and read pages xi-xxxi in <i>Work in Progress</i>. <b>Write 1- 2 pages (double spaced) about a time you communicated effectively.</b></p>	<p>16* START UNIT 1 In class: Discuss reading from <i>Work in Progress</i> and any questions about the course; introduce Unit 1: Multi-Angle Personal Narrative assignment (p. 3-4 in <i>WiP</i>) <b>Due Today: 1-2 page writing sample</b></p> <p>-----</p> <p>Homework: Read “Bird by Bird: Some Instructions on Writing and Life” by Anne Lamott (pages 87-94 in <i>WiP</i>).</p>	<p>18* (Last day to register and add new courses) In class: Discuss “Bird by Bird”; Intro to eCampus- reading responses; begin “Top Ten” lists (p 7 in <i>WiP</i>) <i>JOURNAL</i></p> <p>-----</p> <p>Homework: Read “Reading Like a Writer” (p.5 in <i>WiP</i>), “Awe-Filled/ Dreamer,” and “Swimming to Heaven” (105-122 in <i>WiP</i>).</p>
<p>21 No Class – <i>Dr. Martin Luther King, Jr.’s Birthday</i></p> <p>-----</p> <p>Homework: Continue thinking about specific experiences you could focus on in your MAPN and make sure you’ve done the readings and are prepared to do Reading Response #1 in class Wednesday.</p>	<p>23* Class Activities: Reading Response #1 (In class). Discuss readings and “Top Ten” lists.</p> <p>-----</p> <p>Homework: Read “China Diary” on eCampus and post Reading Response #2 before class Friday. Decide on a specific moment you are most interested in writing about for the MAPN and brainstorm.</p>	<p><b>25</b> Class Activities: Discuss China Diary; begin writing “The Down Draft” (page 9 in <i>WiP</i>) <i>JOURNAL</i> <b>Due Today: Reading Response #2 (on eCampus)</b></p> <p>-----</p> <p>Homework: Continue working on your first draft of the MAPN, trying out at least two different angles. Read “Responding—Really Responding—to Other Students’ Writing” by Richard Straub (pages 95 – 102 in <i>WiP</i>).</p>
<p>28* Class activity: Discuss reading &amp; peer review process; work on “Down Drafts” in groups to get some early feedback &amp; ideas.</p> <p>-----</p> <p>Homework: Complete your first full draft, using at least three different angles for peer review on 1/30. Shoot for at least 1000 words. <b>PRINT AND BRING YOUR DRAFT TO CLASS FOR PEER REVIEW.</b></p>	<p><b>30</b> Peer Review the MAPN using page 11 in <i>WiP</i>. Reflect on peer review in your <i>JOURNAL</i>—what was helpful? What might make it more helpful next time around? <b>Due Today: Peer Review Draft.</b></p> <p>-----</p> <p>Homework: Revise your MAPN and <b>post the Final for Now (at least 1200 words) on eCampus by the end of the day FRIDAY.</b></p>	<p>1* February-START UNIT 2. Class Activities: Complete Reflective Cover Memo for MAPN (p. 13 in <i>WiP</i>); sign up for conferences; introduce Feature Article assignment (pages 17-18). <b>Due Today: “Final For Now” of Multi-Angle Personal Narrative on eCampus.</b></p> <p>-----</p> <p>Homework: Start thinking about possible topics for the Feature Article.</p>

FEBRUARY		
Monday	Wednesday	Friday
<p><b>4</b> NO CLASS—Final for Now Conferences on MAPN in my Evansdale office (M10A Towers). <b>Bring a printout of your Final for Now to your conference.</b></p> <p>-----</p> <p>Homework: Read pages 17-19 and page 23 in <i>WiP</i>. Read “Behind the PRT” and “A Night of Expression at the Blue Moose” (125-132 in <i>WiP</i>.) Keep looking for possible topics for your Feature Article.</p>	<p>6* Class Activities: Reading Response #3. Discuss readings &amp; possible events to cover, as well as interviewing tips &amp; protocol.</p> <p>-----</p> <p>Homework: Find a Feature Article to bring to class Friday. <b>Decide on your Feature Article focus</b> and brainstorm possible people you might interview and other sources you might consult (websites, newspapers, etc.)</p>	<p><b>8</b> Class Activities: Discuss readings and topics; begin “Reading Like a Writer” activity (p. 21 in <i>WiP</i>) in your <i>JOURNAL</i> <b>Due Today: Reading Response #3 on eCampus. ALSO – Decide on your Feature Article topic.</b></p> <p>-----</p> <p>Homework: Read “Behind the Fire &amp; Flames” and “2,4,6,8... Zumba!” (125-132 in <i>WiP</i>.) Post R.R. #4. Contact interviewee.</p>
<p>11* Class Activities: Reading Response #4 (in class). Discuss readings; writing interview questions <b>Due Today: Contact at least one interviewee by today.</b></p> <p>-----</p> <p>Homework: Brainstorm possible publications and audiences for your Feature article. Complete at least one interview as soon as possible.</p>	<p><b>13</b> Class Activities: Finding research sources; begin activity on page 25 in <i>WiP</i> (Writing Leads). <i>JOURNAL</i></p> <p>-----</p> <p>Homework: Write at least three possible leads and identify which strategy you are using in each to grab the reader’s attention. If possible, BRING YOUR INTERVIEW NOTES to class Friday.</p>	<p>15* Class Activities: Discuss Leads &amp; How to Use Interview Transcripts (page 27); organizational ideas.</p> <p>-----</p> <p>Homework: Complete at least one interview and first draft of your Feature Article for Peer Review (at least 1000 words). BRING A PRINTOUT TO CLASS ON MONDAY.</p>
<p><b>18</b> Class Activities: Peer review of first drafts of Feature Articles using page 29-30 in <i>WiP</i>. <b>Due Today: First draft (at least 1000 words) of Feature Article for Peer Review</b></p> <p>-----</p> <p>Homework: Begin revising your Feature Article. If necessary, conduct a follow up interview.</p>	<p>20* Class Activities: Introduce the midterm portfolio; begin drafting Midterm Reflective Memo using pages 35-37 in <i>Work in Progress</i> as a guideline (<i>JOURNAL</i>).</p> <p>-----</p> <p>Homework: Continue revising your Feature Article and <b>post the FINAL FOR NOW on eCampus by the end of the day Friday.</b></p>	<p><b>22</b> Class Activities: Reflective Cover Memo for the Feature Article (p. 31); discuss midterm memos. <b>Due Today: Final for Now of your Feature Article (1300 words) on eCampus by the end of the day</b></p> <p>-----</p> <p>Homework: <b>Revise Midterm Memo; put in portfolio along with MAPN and JOURNAL</b></p>
<p>25* START UNIT 3 Class Activities: Sign up for conferences; Introduce Text Analysis Essay assignment <b>Due Today: Midterm Memo and Portfolio (Include JOURNAL and FFNs of MAPN &amp; F.A.</b></p> <p>-----</p> <p>Homework: Read “One Nation, Underpants” before Friday.</p>	<p><b>27</b> NO CLASS: Conferences in my Evansdale office (M10A Towers) to discuss the Feature Article FFN.</p> <p>-----</p> <p>Homework: Begin thinking about favorite childhood books you might want to analyze &amp; maybe do a bit of preliminary research (i.e., Wikipedia). Read “One Nation...”</p>	<p>1* March (<i>Mid-Semester is today</i>) Class Activities: Reading Response #5 (in class) Discuss readings. Practice searching for kids’ books and research sources on the library website.</p> <p>-----</p> <p>Homework: Find out if the library has the book(s) you’d like to analyze.</p>

MARCH		
Monday	Wednesday	Friday
<p><b>4</b> Class Activities: Meet at Evansdale Library to look at kids' books; find one or two possibilities to check out. ----- Homework: Read "What Have You Discovered?" and "Vietnam Archive" in <i>Work in Progress</i>. (135-148) Decide on a text to analyze.</p>	<p>6* Class Activities: Reading Response #6 (in class). Discuss readings, Begin answering "Getting to Know Your Text" questions (on eCampus). <b>JOURNAL</b>. Due Today: Choose a Text to Analyze ----- Homework: Read page 45 in <i>Work in Progress</i> and pages 184-191 in <i>Easy Writer</i> – "Evaluating Sources and Taking Notes."</p>	<p><b>8</b> – <i>Return Midterm Portfolios</i> Class Activities: Fun with Rhetoric! How texts connect with our brains, hearts, and guts, and how does this work with kids' books. Evaluating Sources ----- Homework: "Planning and Organizing the Text Analysis" (<b>JOURNAL</b>), using page 51 in <i>Work in Progress</i>. Continue looking for CREDIBLE research about your text.</p>
<p>11* Class Activities: Planning and Organizing the Text Analysis" (<b>JOURNAL</b>), using page 51 in <i>Work in Progress</i>. Organizing information for the Text in Context essay in outline form. ----- Homework: Begin drafting Text in Context essay using your outline as a guide. <b>BRING EASY WRITER ON WEDNESDAY!</b></p>	<p><b>13</b> Class Activities: How to avoid plagiarism—citing sources correctly using MLA format. <b>BRING EASY WRITER!</b> ----- Homework: Complete the first draft of the Text in Context essay and BRING A PRINTOUT to class on Friday</p>	<p>15* <b>NO CLASS—Conferences in my Evansdale office to discuss First Draft/notes of your Text Analysis Essay—Bring a printout to your conference.</b> ----- <b>Homework: Complete first full draft of Text Analysis (at least 1200 words)– bring printout to class Monday for Peer Review.</b></p>
<p><b>18</b> Class Activities: In class peer review of Text Analysis essay, using p. 53 in <i>WiP</i>. <b>Due Today: PRINTOUT of Text Analysis essay (1200 words) for Peer Review</b> ----- Homework: Begin revising Text Analysis Essay. Read assignment sheet for SRP (pages 59-60 in <i>WiP</i>)</p>	<p>20* Complete Reflective Cover Memo for Text Analysis essay (p. 55 in <i>WiP</i>) Assign Stakeholder Research Paper (pages 59-60 in <i>WiP</i>). ----- Homework: Finish <b>revising Text Analysis; post Final for Now (at least 1400 words) on eCampus</b>. Brainstorm possible research topics for Stakeholder Research Paper (<b>JOURNAL</b>).</p>	<p><b>22</b> (<i>Today is the last day to drop.</i>) <b>NO CLASS—Complete your Final for Now draft of the Text Analysis Essay and submit it on eCampus.</b></p>
<p>25 <i>No Class—Spring Break</i></p>	<p>27 <i>No Class—Spring Break</i></p>	<p>29 <i>No Class—Spring Break</i></p>

APRIL		
<p>1*</p> <p>Class Activity: Getting started on the SRP page 61: Formulating a research question (<i>JOURNAL</i>)</p> <p>-----</p> <p>Homework: Read pages 176-177 in <i>EW</i> &amp; BRING <i>Easy Writer</i> to class Wednesday. Continue brainstorming topics in which you have a stake and draft some possible research questions. Choose a working topic for the SRP.</p>	<p>3</p> <p>Class Activities: Discuss Begin “Audience and the SRP” activity (p. 71 in <i>WiP</i>) <i>JOURNAL</i></p> <p><b>BRING EASY WRITER TO CLASS!</b></p> <p>-----</p> <p>Homework: Read 151-162 in <i>WiP</i> (sample Stakeholder Research Papers). Complete “Audience and the SRP” in your journal.</p>	<p>5*</p> <p>Class Activities: Reading Response #7. Discuss topics. Using library resources and writing thesis statements.</p> <p>-----</p> <p>Homework: Locate three research sources and bring them to class Monday, along with the <i>Easy Writer</i> book. Read page 73 in <i>Work in Progress</i>.</p>
<p>8</p> <p>Class Activities: More fun with MLA citations—using your sources! Evaluate credibility of sources.</p> <p>-----</p> <p>Homework: Continue looking for research sources, clarifying Stakeholder positions.</p>	<p>10*</p> <p>Class Activities: Organizational strategies for writing the SRP; “Creating a Plan for the SRP” (page 75 in <i>WiP</i>) <i>JOURNAL</i></p> <p>-----</p> <p>Homework: Complete your SRP Plan in your journal for group discussion Friday</p>	<p>12</p> <p>Class Activities: Review each other’s plans for the SRP—identify potential areas that need additional clarification or research, suggest additional stakeholders.</p> <p>-----</p> <p>Homework: Continue working on your SRP.</p>
<p>15*</p> <p>Class Activities: Work on drafts while I have pre-draft mini-conferences with each of you during class time.</p> <p>-----</p> <p>Homework: Complete peer review draft (at least 1200 words) before class Wednesday.</p>	<p>17</p> <p>Peer review of SRP—give DETAILED feedback on this draft, using p. 79 in <i>WiP</i></p> <p><b>Due Today: Bring draft of SRP for Peer Review (1200 words min.)</b></p> <p>-----</p> <p><b>Homework: Revise your SRP and turn in the Final for Now by the end of the day Friday on eCampus.</b></p>	<p>19*</p> <p>Class Activities: Complete reflective cover memo for SRP (p. 81 in <i>WiP</i>) Discuss Portfolios &amp; Final Reflection.</p> <p><b>Due Today: Stakeholder Research Paper “Final For Now” on eCampus (at least 1600 words).</b></p>
<p>22</p> <p>NO CLASS—Required conferences in my office, M10A Lyon Tower—<b>Bring a printout of the SRP Final for Now to your conference.</b></p> <p>-----</p> <p>Homework: Begin working on revising papers &amp; drafting memo for your final portfolio.</p>	<p>24*</p> <p>Class Activities: Answering questions about English 102; in class revision time.</p> <p>-----</p> <p>Homework: Bring a draft of one of your earlier papers to class for in class revision time. <b>Turn in Final Informal Writing Journal Friday.</b></p>	<p>26</p> <p>Class Activities: Once Upon a Time and Happily Ever After... or not: revising introductions and conclusions</p> <p><b>Due Today: Final Informal Writing Journal</b></p> <p>-----</p> <p>Homework: Read over one of your earlier papers, and respond to it as though you were peer reviewing it yourself. This will be Reading Response #8</p>

MAY				
<p>29* (April) Class Activities: Discuss writing awards &amp; English classes beyond 102 Due Today: Reading response #8 on eCampus.</p> <p>-----</p> <p>Homework: Continue working on revising papers &amp; memo for your final portfolio. Bring Final Memo to class Wednesday for Peer Review.</p>	<p><b>1 May (Last Day to Withdraw from the University is Thursday, May 2<sup>nd</sup>.)</b> Class Activities: Peer review of Final Reflective Memos; student evaluations of the class.</p> <p>-----</p> <p>Homework: Complete all final revisions and your Final Reflective memo. Put your portfolio together and bring it to class.</p>	<p>3* (<i>Last Day of Classes</i>) Class Activities: Celebrate &amp; bring a short piece of writing to share with the class. <b>Due Today: Final Portfolio!</b></p> <p>-----</p> <p>Homework: Study hard for your other exams and have a great summer! ☺</p>		
<b>PLEASE NOTE—While there will be no final exam for this class, Final Portfolios will be returned in my Evansdale office (M10 A Bennett Towers) during our scheduled exam time, as noted below:</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
May 6	May 7 11:00 am- 1:00 pm Return 10:00 class portfolios (section 401)	May 8 8:00 – 10:00 am Return 9:00 class portfolios (section 400)	May 10 3:00 – 5:00 pm Return 12:00 class portfolios (section 405)	May 11

You may come to pick up your portfolio at any time during or after the scheduled time for your class. If you wish to pick your portfolio up earlier than your class's scheduled exam time, you must make arrangements with me to do so. If you can't come get your portfolio during finals week, I will keep them through Fall 2013. Final portfolios not claimed by the end of Fall of 2013 will be recycled.