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| <b>English 101: Composition and Rhetoric, Sections 429 &amp; 431</b> |   |
| <b>Fall Semester, 2012</b>   | <b>Tuesday/Thursday</b>                       |
| <b>Room 315</b>  |   |
| Instructor: Bonnie Thibodeau   |   |
| Email: bthibode@mix.wvu.edu  | Phone: 304-293-3107 messages only             |
| Office: 332 Colson Hall  | Office Hours: 5-7 Wednesday or by appointment |

**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.

**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 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 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:** You are expected to be on time and prepared for every class. This is a fast paced and participation driven course, so attendance is essential.

We 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 2 absences. The third absence will compromise your grade as much as one full letter. Students who miss 5 classes will fail the course. Missed conferences and more than 3 tardies will count as an absence. If you are late or absent you are still responsible for assignments due and finding out what you missed in class. For more information on the attendance policy please see pages xxi and xxii in *WiP*.

- **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 West Virginia University refer to page xxiii in *WiP*.

- **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.

- **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 304-293-6700, their email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Their website is [http://socialjustice.wvu.edu/office\\_of\\_disability\\_services](http://socialjustice.wvu.edu/office_of_disability_services).
- **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*.

**OVERVIEW OF REQUIRED WORK:** 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 (base on major assignments and reflective writing) = 70%

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

Short Writing Assignments & Homework = 20%

Participation = 10%

Please refer to *Work in Progress* for 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.

Changes to the syllabus, several of the assigned readings, prompts and dropboxes for most assignments can be found on ecampus.

**Schedule of Work**

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

| <b>August</b> |          |
|---------------|----------|
| Tuesday       | Thursday |

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| <p>21<br/><b>(Late Registration Fee in Effect after Aug 20)</b></p> <p>Class Activities: Course introduction, review syllabus, ice breakers</p> <p>Homework: Short Write #1, read <i>WiP</i> intro p. xv-xxix</p> | <p>23<br/><b>UNIT 1: Personal Narrative</b><br/><b>(Last day to register and add new courses is 8/24)</b></p> <p>Class Activities: Introduce Unit 1, discussion: what's your story? brainstorming activity, looking at samples</p> <p><b>Due Today: Short Write #1</b></p> <p>Homework: Read and Respond</p> |
| <p>28</p> <p>Class Activities: Discussion: readings, structures and details</p> <p><b>Due Today: Reading and Response #1</b></p> <p>Homework: Find and bring in a sample narrative</p>                            | <p>30</p> <p>Class Activities: Sign up for conference, share samples, read Anne Lamot p. 87-90 <i>WiP</i>, begin dwnraft</p> <p><b>Due Today: Found Sample</b></p> <p>Homework: Continue draft</p>   |

| September  |  |
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| Tuesday  | Thursday   |
| <p>4<br/>Class Activities: <b>Conferences</b></p> <p><b>Due Today: 2-3 pages of draft</b></p> <p>Homework: Finish draft, email to partner by Thursday</p>  | <p>6<br/>Class Activities: Peer Review, Reflection</p> <p><b>Due Today: Draft to partner</b></p> <p>Homework: Finish and revise draft, peer review, reflection</p>   |
| <p>11<br/><b>UNIT 2: Feature Article</b></p> <p>Class Activities: Introduce Unit, discussion: how do we make and understand art, and what makes it matter?<br/>Brainstorm activity and worksheet</p> <p><b>Due Today: PN Draft, Peer Review, Reflection (SW #2)</b></p> <p>Homework: Brainstorm possible topics, finish worksheet #1</p> | <p>13</p> <p>Class Activities: <b>Meet in CAC</b>, examine and respond to a work with partner, class discussion, brainstorm and share topics</p> <p><b>Due Today: Worksheet #1, Possible Topics</b></p> <p>Homework: Reading and Response #2</p> |
| <p>18</p> <p>Class Activities: Discuss reading and form, conference sign-up, Discussion: Worthwhile questions to ask yourself and others in critical responses</p> <p><b>Due Today: Reading and Response #2</b></p> <p>Homework: Begin Draft</p>   | <p>20</p> <p>Class Activities: Conferences</p> <p><b>Due Today: 2+ pages of draft</b></p> <p>Homework: Continue draft, email to partner before Monday</p>  |
| <p>25</p> <p>Class Activities: Peer Review, Begin Reflection</p> <p><b>Due Today: Draft to partner</b></p> <p>Homework: Finish draft and reflection</p>  | <p>27</p> <p>Class Activities: Introduce Midterm Portfolio, begin draft, introduce Unit 3</p> <p><b>Due Today: FA Draft, Review, Reflection (SW #3)</b></p> <p>Homework: Continue midterm reflection</p>   |

| October  |   |
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| Tuesday  | Thursday  |
| <p>2 <b>UNIT 3 - Text Analysis</b></p> <p>Class Activities: Discussing 5 spheres, rhetoric and author, looking at samples</p> <p><b>Due Today:</b></p> <p>Homework: Review 60's and 70's</p> | <p>4 (<b>Mid-Semester is Oct 7</b>)</p> <p>Class Activities: Discussing context and audience, Reading</p> <p><b>Due Today: MIDTERM PORTFOLIO (includes SW #4), brush up on history</b></p> <p>Homework: Reading and Response #3</p> |
| <p>9</p> <p>Class Activities: Discussing text and stereotypes</p> <p><b>Due Today: Reading and Response #3</b></p> <p>Homework: Watch commercials, worksheet #2</p>                          | <p>11 (<b>Mid-Semester Grades are Due</b>)</p> <p>Class Activities: Analyze commercials</p> <p><b>Due Today: Worksheet #2</b></p> <p>Homework: Short write #5</p>   |
| <p>16</p> <p>Class Activities: Research and writing workshop, sign up for conference</p> <p><b>Due Today: SW #5</b></p> <p>Homework: Bring draft to conference</p>                           | <p>18</p> <p>Class Activities: Conferences</p> <p><b>Due Today: 2+ pages of draft</b></p> <p>Homework: Continue draft, email to partner</p>   |
| <p>23</p> <p>Class Activities: Peer review, reflection</p> <p><b>Due Today: Draft to partner</b></p> <p>Homework: Finish draft and reflection</p>  | <p>25 (<b>October 26 is the Last Day to Drop</b>)</p> <p>Class Activities:</p> <p><b>Due Today: TA draft, review, reflection (SW #6)</b></p> <p>Homework:</p>   |

| <b>October/November</b>   |  |
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| Tuesday   | Thursday   |
| 30<br>Class Activities: Introduce Unit 4: Stakeholder Research Paper, brainstorm exercise, reading sample<br><br><b>Due Today:</b><br><br>Homework: Reading and Response #4 | 1<br>Class Activities: Continued discussion<br><br><b>Due Today: Reading and Response #4</b><br><br>Homework: Choose topic   |
| 6<br><b>NO CLASS – ELECTION DAY</b>   | 10<br>Class Activities: Sign up for conference, writing and research workshop<br><br><b>Due Today: Topic selection</b><br><br>Homework: Draft  |
| 13<br>Class Activities: Group conference<br><br><b>Due Today: Bring 3+ pages of draft</b><br><br>Homework: Finish draft, reflection   | 15<br>Class Activities: Introduce Final Portfolio, Semester review, begin final reflection<br><br><b>Due Today: SRP Draft, reflection (SW#7)</b><br><br>Homework: Consider revisions |
| 20<br><b>NO CLASS - Thanksgiving Break!</b>   | 22<br><b>NO CLASS - Thanksgiving Break!</b>  |
| 27<br>Class Activities: Revising PN and FA<br><br><b>Due Today: Bring PN and FA drafts and feedback</b><br><br>Homework: Revise   | 29<br>Class Activities: Revising TA and SRP<br><br><b>Due Today: Bring TA and SRP drafts and feedback</b><br><br>Homework: Revise  |

| <b>December</b>   |   |
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| <p>4</p> <p>Class Activities: Final Reflection, portfolio workshop</p> <p><b>Due Today:</b></p> <p>Homework: Finish revising and final reflection</p> <p><b>(Dec 7 is the Last Day to Withdraw from the University)</b></p> | <p>6</p> <p>Class Activities: Portfolio collection</p> <p><b>Due Today: FINAL PORTFOLIO</b></p> <p><b>Have a wonderful break!</b></p> <p><b>(December 8 is Last Day of Classes for Fall semester)</b></p> |

**\*Portfolios Returned By Final Exam Time Slot**