

<b>English 101: Composition and Rhetoric, <u>Section 020</u></b>	
<b>Fall Semester, 2012 – Monday/Wednesday/Friday in either <u>Clark Hall 404 or Clark Hall 206</u></b>	
Instructor: John Bryant	
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### 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 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 (including policy on lateness and conference attendance)** You must attend class. 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 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. 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://disabilityservices.wvu.edu/>.
- **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%

- Multi-Angle 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.

## Schedule of Work

\*\*Subject to change according to progress.

August		
Monday	Wednesday	Friday
<p>20 (room 404) <b>(Late Registration Fee in Effect after Aug 20)</b></p> <p>Class Activities: Why am I Here? Class Policies. Icebreaker</p> <p>Homework: Short Writing: "A Time I Communicated Well." Read <i>WiP</i> p. 1-4. Sign and return plagiarism contract <i>WiP</i> p. xxv</p>	<p>22 (room 404) <b>UNIT 1: Multi-Angle Personal Narrative</b></p> <p>Class Activities: Review. What is "reflection"? What is a story, or "narrative"? Why are stories important? Introducing the MAPN</p> <p><b>Due Today: Short Writing: "A Time I Communicated Well."</b></p> <p>Homework: Do "Top Ten" activity in <i>Wip</i> p.7</p>	<p>24 (room 404) <b>(Last day to register and add new courses is 8/24)</b></p> <p>Class Activities: Review. What makes a story interesting? Hermit crab essay prompt</p> <p><b>Due Today:</b></p> <p>Homework: Read "To Do List" on eCampus. Do "Reading Like a Writer" activity in <i>WiP</i> p. 5</p>
<p>27 (room 404) Class Activities: Review. What do all stories have in common (basic parts)? What makes a story memorable (vivid description)?</p> <p><b>Due Today:</b></p> <p>Homework: Read "Programming Guide" on eCampus</p>	<p>29 (room 404) Class Activities: Audience. Summary vs. Scene.</p> <p><b>Due Today:</b></p> <p>Homework: Checkpoint: First page of MAPN due Friday</p>	<p>31 (room 404) Class Activities: Where is my story going? What does my story have to say about who I am now? Organization, Purpose, Conclusion</p> <p><b>Due Today: Checkpoint: First page of MAPN</b></p> <p>Homework: Read "How to Meditate" on eCampus. Keep drafting MAPN</p>

September		
Monday	Wednesday	Friday
<p>3 <b>NO CLASS—Labor Day</b></p>	<p>5 (room 206) <b>Conferences</b></p> <p>Homework: Bring MAPN-so-far to class on Friday</p>	<p>7 (room 206) Class Activities: Peer Review (<i>WiP</i> p. 11), What does my story need (loose ends)? Grammar!</p> <p><b>Due Today: MAPN-so-far</b></p> <p>Homework: Keep drafting MAPN</p>
<p>10 (room 404) <b>UNIT 2: Feature Article</b></p> <p>Class Activities: Review. What is a Feature Article? How does it relate to the MAPN?</p> <p><b>Due Today: <u>Multi-Angle Personal Narrative “Final For Now”</u></b></p> <p>Homework: Read <i>WiP</i> p. 15-20. Read “Badlands” on eCampus. Bring article to class.</p>	<p>12 (room 404)</p> <p>Class Activities: What made the article interesting, relevant (genre)? Who was article written for (audience)? What’s the angle (purpose)?</p> <p><b>Due Today:</b></p> <p>Homework: Come up with 5 possible topics. Read sample essays in <i>WiP</i> p. 125-132</p>	<p>14 (room 404)</p> <p>Class Activities: How do you start a piece in an interesting, relevant way (leads)? What would be a better lead for the sample essays?</p> <p><b>Due Today:</b></p> <p>Homework: Short Writing: Ten <i>interesting</i> interview questions</p>
<p>17 (room 206) Class Activities: Interview etiquette. What kind of questions do I ask? How can I make my questions better?</p> <p><b>Due Today: Short Writing: Ten interesting interview questions (hard copy)</b></p> <p>Homework: Read David Sedaris article and CNN article on eCampus. What are their different purposes? Different audiences?</p>	<p>19 (room 206) Class Activities: How am I supposed to sound in my FA? How close am I to the action? What’s my argument?</p> <p><b>Due Today:</b></p> <p>Homework: Checkpoint: First page of FA due Friday</p>	<p>21 (room 206) Class Activities: Peer Review. Vivid description. How can we use “story” to make a better FA?</p> <p><b>Due Today : Checkpoint: First page of FA</b></p> <p>Homework: Read “Buzzkill” on eCampus. Think about how you would summarize its argument. Circle the most important sentence. Identify ways the author used “story” to convey important information.</p>

<p>24 (room 404) Class Activities: How do I get to the point? How do I balance quotations, summary, and paraphrase? Where does everything go?</p> <p><b>Due Today:</b></p> <p>Homework: Have first 2 or 3 pages of FA for conferences tomorrow</p>	<p>26 (room 404) <b>Conferences</b></p>	<p>28 (room 404) Class Activities: What did we learn from FA? Grammar, looking ahead to midterm</p> <p><b>Due Today: <u>Feature Article</u></b></p> <p>Homework: Read sample mid-term reflection memo (handout). Think of three ways yours will be better than the sample.</p>
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<b>October</b>		
Monday	Wednesday	Friday
<p>1 (room 206) Class Activities: What is a mid-term portfolio again? What does it mean to reflect on writing as a process?</p> <p><b>Due Today:</b></p> <p>Homework: Read <i>WiP</i> p. 35. Bring 5 questions about Mid-term portfolio</p>	<p>3 (room 206) Class Activities: Answering lingering questions, a look at grammar</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting portfolio</p>	<p><b>5 (Mid-Semester point) (room 206)</b></p> <p>Class Activities: Looking behind, looking ahead, loose ends.</p> <p><b>Due Today: <u>MIDTERM PORTFOLIO</u></b></p> <p>Homework: Read <i>WiP</i> p. 41-44</p>
<p>8 (room 404) <b>UNIT 3 - Text Analysis</b> Class Activities: What is a text? What is analysis? Introducing the Text Analysis paper</p> <p><b>Due Today:</b></p> <p>Homework: Read "Roseanne" article on eCampus. How is "Roseanne" a text?</p>	<p><b>10 (Mid-Semester Grades Due) (room 404)</b> Class Activities: What is the difference between summary and analysis? Why is it harder to do analysis? How do I do a close reading?</p> <p><b>Due Today:</b></p> <p>Homework: Short Writing: <i>WiP</i> activity p. 47</p>	<p>12 (room 404) Class Activities: What is my thesis? What does thesis have to do with analysis?</p> <p><b>Due Today: Short Writing: <i>WiP</i> activity p. 47</b></p> <p>Homework: Read <i>WiP</i> p. 45 carefully</p>

<p>15 (room 206) Class Activities: What is Ethos, Pathos, Logos?</p> <p><b>Due Today:</b></p> <p>Homework: Read "Grand Theft Auto" essay on eCampus and bring to class.</p>	<p>17 (room 206) Class Activities: Putting it all together, conclusions</p> <p><b>Due Today:</b></p> <p>Homework: Checkpoint: First page of TA due Friday</p>	<p>19 (room 206) Class Activities: Peer review, citation, grammar, loose ends</p> <p><b>Due Today: Checkpoint: First page of TA</b></p> <p>Homework: Do <i>WiP</i> activity p. 51</p>
<p>22 (room 404) Class Activities: Outlining, outlining, outlining</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting TA</p>	<p>24 (room 404) <b>Conferences</b></p>	<p>26 (<b>Last Day to Drop</b>) (room 404) Class Activities: Review. What is Unit 4's relationship to other units?</p> <p><b>Due Today: <u>Text Analysis Essay "Final For Now"</u></b></p> <p>Homework: Read <i>WiP</i> p. 57-60</p>

<b>October/November</b>		
Monday	Wednesday	Friday
<p>Oct 29 <b>Unit 4 – Stakeholder Research Paper</b> (room 206)</p> <p>Class Activities: What is a stakeholder? How does a stakeholder relate to what we know about audience? What is a research paper? Introducing the assignment</p> <p><b>Due Today:</b></p> <p>Homework: Read "War on Christmas" on eCampus.</p>	<p>Oct 31 (room 206)</p> <p>Class Activities: How do I pick a topic? How do I do research?</p> <p><b>Due Today:</b></p> <p>Homework: Read <i>WiP</i> p. 61-70</p>	<p>2 (room 206)</p> <p>Class Activities: How do I do research (continued)? Tips for not plagiarizing</p> <p><b>Due Today:</b></p> <p>Homework: Short Writing: <i>WiP</i> activity p. 71</p>

<p>5 (room 404) Class Activities: How do I represent the opposition respectfully? How are we supposed to sound (formal vs. informal writing)?</p> <p><b>Due Today: Short Writing: <i>WiP</i> activity p. 71</b></p> <p>Homework: Read "I Don't" on eCampus. Think of how the author places her voice into conversation with other voices, or "stakeholders"</p>	<p>7 (room 404) Class Activities: Where does my voice fit in? How do I join the conversation? How do I develop my argument?</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting SRP Read <i>WiP</i> sample essays p. 149-162</p>	<p>9 (room 404) Class Activities: Looking at the sample essays. Organization. Outlining. Transitions.</p> <p><b>Due Today:</b></p> <p>Homework: Checkpoint: First 2 pages (at least) of SRP due Monday</p>
<p>12 (room 206) Class Activities: Peer Review. Putting it all together.</p> <p><b>Due Today: Checkpoint: First two pages (at least) of SRP</b></p> <p>Homework: Keep drafting SRP</p>	<p>14 <b>Conferences</b></p>	<p>16 (room 206) Class Activities: What does a good portfolio need?</p> <p><b>Due Today: <u>Stakeholder Research Paper "Final For Now"</u></b></p> <p>Homework: Keep drafting portfolio</p>
<p>19 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>21 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>23 <b>NO CLASS - Thanksgiving Break!</b></p>
<p>26 (room 206) Class Activities: Troubleshooting the MAPN</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting portfolio</p>	<p>28 (room 206) Class Activities: Troubleshooting the FA</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting portfolio</p>	<p>30 (room 206) Class Activities: Troubleshooting the TA</p> <p><b>Due Today:</b></p> <p>Homework: Keep drafting portfolio</p>

December		
Monday	Wednesday	Friday
<p>3 (room 404)</p> <p>Class Activities: Troubleshooting the SRP, SEI's</p> <p><b>Due Today: Drafts that need the most work</b></p> <p>Homework: Keep drafting portfolio</p>	<p>5 (Dec 7 is the Last Day to Withdraw from the University) (room 404)</p> <p><b>Conferences</b></p>	<p>7 (Last Day of Classes for Fall semester) (room 404)</p> <p>Class Activities: What does it all add up to? What do I hope is different about your writing? What are my hopes for your writing?</p> <p><b>Due Today: <u>FINAL PORTFOLIO</u></b></p> <p><b>Have a wonderful break!</b></p>

**\*Portfolios Returned By 8 am Monday, December 10th**