

English 101: Composition and Rhetoric, Section 414

Fall 2014: Tuesday/Thursday 12:30-1:45
Lyon Tower G07 (Thursdays) & G06 (Tuesdays)

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Office Hours: Monday 1:00-2:00, Thursday 10:00-11:00
Or by appointment



REQUIRED TEXTS:

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea A. *Easy Writer*, 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 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) Recognize contexts that shape writing and research
- 2) Think critically to understand texts, contexts, and writing strategies
- 3) Develop a personal learning process for effective writing.
- 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 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 2 absences. The third absence will compromise your grade as much as one full letter. Also note that 5 late arrivals count as one absence.** Students who miss more than 4 classes will fail the course. For more information on the attendance policy please see pages xxi and xxii in *WiP*.

- **Attending Conferences:** As part of this workshop course, you will meet for conferences four times during the semester. You must attend conferences or you will be marked absent. Unless otherwise noted, conferences will be held at Eliza's Café on the fourth floor of the Downtown Campus Library. For more information about conferences, see page xxiii 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 I notice that your phone or other device is becoming a distraction, however, I will be more likely to call on you during class discussions and activities. If there is an unusual circumstance where you must leave your phone on, please speak to your instructor privately *before* class.
- **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/>
- **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. The Center is in the newly constructed Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps> and its phone number (answered 24 hours) is 304-293-4431.

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 (based 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)
- Informal Writing Assignments = 20%
- Participation = 10%

Please refer to *Work in Progress* for information about 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.

ASSIGNMENTS

See the following pages for a general schedule of assignments and projects. This schedule of work is subject to minor changes according to progress.

Informal writing (listed as IW# in the schedule) are 1-2 page reflections. They may be submitted electronically on eCampus or in print. Additional instructions, including prompts and guidelines, can be found on eCampus. These assignments are graded on a ✓+, ✓, ✓- scale.

Final-for-Now essays and portfolios must be submitted in print.

Presentations explore various ethical issues related to each unit. Presentations are to last no more than 5 minutes per person. One person will report on an assigned article and a second person will provide a pop culture/current event example (video clip, song, news article, etc.). Each team must devise one discussion question for the class based on the article and/or the outside example.

Student 1 (Summary)— Provide a summary of the assigned article and highlight 2-3 key terms. Your portion of the presentation should not last longer than 5 minutes.

Student 2 (Outside Example)— Introduce a current event (a news article, news clip, etc.) or a pop culture reference (a movie, video, song, etc.) that relates to the assigned topic. Your portion of the presentation should not last longer than 5 minutes.

Collaboratively: Devise a discussion question to pose to the class following the presentation. The question should be related to the content of either student's presentation. A discussion question should ask a "how" or "why" question (rather than "yes"/ "no") and allow for a variety of answers (rather than one correct answer).

Refer to eCampus for a schedule of presentations, directions for accessing the articles, and more in-depth presentation guidelines.

WHEN ISSUES ARISE

When learning a new skill or adjusting to a new environment, I believe in being proactive rather than reactive. If you sense a problem developing or are experiencing any difficulties, I encourage you to seek assistance as soon as possible. I am more than happy to answer any questions you have, and if I cannot answer your question, I can direct you to someone who can.

Directions to my office: Colson Hall is the building across the street from the downtown campus library. My office is on the third floor. If you take the main stairs, walk straight back to the end of the hall and then turn right. My office will be on the right side of the hall.

Schedule of Work

**Subject to change according to progress.

**Boxes shaded gray indicate we will be meeting in the G06 computer classroom

TUESDAY	THURSDAY
<p>Aug 19</p> <ul style="list-style-type: none"> • Introduction & Syllabus overview • Sign-up for presentations • Diagnostic Essay <p><input type="checkbox"/> HW: Read WiP xi-xxv; Write syllabus reflection (IW1)</p>	<p>Aug 21 (Last Day to Add/Drop, Aug 22) Multi-Angle Personal Narrative (MAPN)</p> <ul style="list-style-type: none"> • Brainstorming strategies • Alternative genres and perspectives • Presentation skills <p><input type="checkbox"/> DUE: IW1 Syllabus Reflection</p>
<p>Aug 26: meet in G06 computer classroom</p> <ul style="list-style-type: none"> • Discuss fiction vs. nonfiction ethics • POV/GIC research databases • Pathos • Imagery and Detail: Renga poetry 	<p>Aug 28: Conferences</p> <p>Day: _____ Time: _____ Location: Eliza's/Other: _____</p> <p><input type="checkbox"/> HW: read "The Ferry" (eCampus); Write reflection (IW2) based on WiP p5 questions</p>
<p>Sept 02</p> <ul style="list-style-type: none"> • Outdoor Recreation presentation • Reading Like A Writer • Narrative conclusions <p><input type="checkbox"/> DUE: IW2 Reading Like A Writer <input type="checkbox"/> HW: MAPN Final-For-Now and Cover Memo</p>	<p>Sept 04 Unit 2: Feature Article (FA)</p> <ul style="list-style-type: none"> • WiP p27: Organizing your Essay • Selecting a focus • Interview skills <p><input type="checkbox"/> DUE: MAPN Final-For-Now and Cover Memo <input type="checkbox"/> HW: Interview reflection (IW3)</p>
<p>Sept 09</p> <ul style="list-style-type: none"> • Media Bias Presentation • Bias and Evaluating sources • Bias in your own writing <p><input type="checkbox"/> DUE: IW3 Interview Reflection <input type="checkbox"/> HW: read <i>Easy Writer</i> p192-197 & 202-203</p>	<p>Sept 11</p> <ul style="list-style-type: none"> • Censoring Student Newspapers Presentation • Summary, Paraphrase, and Quotations • Plagiarism • Ethos <p><input type="checkbox"/> DUE: read <i>Easy Writer</i> p192-197 & 202-203</p>
<p>Sept 16</p> <ul style="list-style-type: none"> • Decline of Newspapers Presentation • Publication • "Landfill Harmonic" <p><input type="checkbox"/> HW: find example Feature Article, respond to p21 & identify p25 type of lead (IW4)</p>	<p>Sept 18: Conferences</p> <p>Day: _____ Time: _____ Location: Eliza's/Other: _____</p> <p><input type="checkbox"/> DUE (at time of conference): IW4 Reading Like a Writer <input type="checkbox"/> HW: post draft to peer group eCampus page</p>

<p>Sept 23</p> <ul style="list-style-type: none"> • Print vs. Digital Media Presentation • Peer Groups <p><input type="checkbox"/> DUE: eCampus post (FA draft)</p> <p><input type="checkbox"/> HW: FA Final-For-Now with Cover Memo</p>	<p>Sept 25</p> <ul style="list-style-type: none"> • Boomerang Children Presentation • Listening Tour & course feedback <p><input type="checkbox"/> DUE: FA Final-For-Now with Cover Memo</p> <p><input type="checkbox"/> HW: Presentation reflection <i>**only</i> for those who have already presented (IW5)</p>
<p>Sept 30</p> <ul style="list-style-type: none"> • Review portfolio assignment • Cover letter/tips for reflection <p><input type="checkbox"/> DUE: IW5 Presentation reflection**</p> <p><input type="checkbox"/> HW: Midterm Portfolio and Cover Memo</p>	<p>Oct 02 (Middle of term) Text Analysis (TA)</p> <ul style="list-style-type: none"> • Reverse Outlining • Introduce Text Analysis assignment <p><input type="checkbox"/> DUE: Midterm Portfolio and Cover Memo</p> <p><input type="checkbox"/> HW: read WiP p45; select song from list or submit alternative by midnight tonight</p>
<p>Oct 07</p> <ul style="list-style-type: none"> • “Review rhetorical triangle; Logos • Toulmin: Building an effective argument <p><input type="checkbox"/> HW: Reflection or creative piece on the topic of your choice (IW6)</p>	<p>Oct 09</p> <ul style="list-style-type: none"> • Celebrity Activism Presentation • Literary devices • Organizing an essay <p><input type="checkbox"/> DUE: IW6 Topic of your choice</p>
<p>Oct 14 – Mid-Term Break</p> <p>NO CLASS</p>	<p>Oct 16</p> <ul style="list-style-type: none"> • Intellectual Property presentation • Introductions and conclusions <p><input type="checkbox"/> HW: Post draft to peer group eCampus page</p>
<p>Oct 21</p> <ul style="list-style-type: none"> • Peer Review • Proofreading, revision, and editing <p><input type="checkbox"/> DUE: eCampus post (TA draft)</p>	<p>Oct 23 (Last Day to Drop with “W”) Conferences</p> <p>Day: _____ Time: _____</p> <p>Location: Eliza’s/Other: _____</p> <p><input type="checkbox"/> HW: TA Final-For-Now with Cover Memo</p>
<p>Oct 28 Stakeholders’ Research Project</p> <ul style="list-style-type: none"> • Conflict Minerals Presentation • Introduce assignment • Overview of library research tools <p><input type="checkbox"/> DUE: TA Final-For-Now with Cover Memo</p> <p><input type="checkbox"/> HW: Sign up for SRP topic on eCampus</p>	<p>Oct 30</p> <ul style="list-style-type: none"> • Identifying stakeholders & audience • Narrowing topic & thesis statement <p><input type="checkbox"/> DUE: SRP sign-up (eCampus)</p> <p><input type="checkbox"/> HW: Read “It’s Me and the Dog” (eCampus) write a reflection about the stakeholders & the author’s rhetorical strategies (IW7)</p>

<p>Nov 04</p> <p>NO CLASS – General Election Day</p>	<p>Nov 06</p> <ul style="list-style-type: none"> • Sports and Diplomacy Presentation • Discuss Schaffer Article • Visual Rhetoric <p><input type="checkbox"/> DUE: Reading Like a Writer (IW7); Read “It’s Me and the Dog”</p>
<p>Nov 11</p> <ul style="list-style-type: none"> • Decline of Reading Presentation • Research Note-taking & annotations <p><input type="checkbox"/> HW: Thesis exploration, WiP p75 Step 2 (IW8); Post SRP draft to eCampus by midnight tonight</p>	<p>Nov 13 Conferences</p> <p>Day: _____ Time: _____ Location: Eliza’s/Other: _____</p> <p><input type="checkbox"/> DUE (at time of conference): IW8 Thesis exploration</p> <p><input type="checkbox"/> HW: Peer review letters (IW9)</p>
<p>Nov 18</p> <ul style="list-style-type: none"> • Peer Review & Workshop <p><input type="checkbox"/> DUE: IW9 Peer Review Letters</p> <p><input type="checkbox"/> HW: SRP Final-for-Now and Cover Memo</p>	<p>Nov 21</p> <ul style="list-style-type: none"> • Final portfolio assignment • Writing analogies <p><input type="checkbox"/> DUE: SRP Final-For-Now and Cover Memo</p> <p><input type="checkbox"/> HW: Bring print or electronic copy of FA or MAPN to class on December 2; Presentation reflection <i>**only</i> for those who have not yet submitted (IW5)</p>
<p>Nov 25: Fall Break</p> <p>NO CLASS</p>	<p>Nov 27: Fall Break</p> <p>NO CLASS</p>
<p>Dec 02</p> <ul style="list-style-type: none"> • Reflective cover genres (letter, memo, or reflective essay) • MAPN and FA Workshop <p><input type="checkbox"/> DUE: IW5 Presentation reflection**</p> <p><input type="checkbox"/> HW: Feedback reflection (IW10)</p>	<p>Dec 04 (Last Day to Withdraw from All Classes – Dec 08)</p> <ul style="list-style-type: none"> • Portfolio selection process/theme • TA and SRP Workshop <p><input type="checkbox"/> DUE: Feedback reflection (IW10)</p> <p><input type="checkbox"/> HW: Final portfolio with reflective cover</p>
<p>Dec 09 (Last Day of Classes)</p> <ul style="list-style-type: none"> • Six-word memoir activity <p><input type="checkbox"/> DUE: Final portfolio with reflective cover</p>	<p>**Portfolios will be returned by final exam time slot</p> <p>Day: _____ Time: _____</p> <p>Location: My office (Colson 330)</p>