

English 101: Introduction to Composition and Rhetoric	
Section __018__ (CRN __10883__)	
Spring 2017	
Building: ____Clark Hall____ Room __206__	
Instructor: Katie Lawrence Vogelpohl	
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Office: Colson Hall - 208	Office Hours: Mondays– 11:00 am- 1:00 pm Wednesdays and Fridays – By Appointment Only

REQUIRED TEXTS AND MATERIALS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2016. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.
- 3x5 cards
- Flash drive or Laptop

INTRODUCTION

Welcome to English 101. In this class, we will be expanding on your existing writing experience, stretching the base skills that you all have, and allowing you an opportunity to advance your writing both in research and creative processes.

“Writers live twice. They go along with their regular life, are as fast as anyone in the grocery store, crossing the street, getting dressed for work in the morning. But there’s another part of them that they have been training. The one that lives everything a second time. That sits down and sees their life again and goes over it. Looks at the texture and detail.” – Natalie Goldberg

ENGLISH 101 AND WVU’S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU’s GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 101, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU’s General Education Foundations visit <http://registrar.wvu.edu/gef>.

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you use them for emergencies.

- Students may miss three days of class without penalty.
- Students who miss more than three days of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than six days of class will be assigned a failing grade for the course.

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 101 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial 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:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see *grade* descriptions in *Work in Progress*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Work in Progress*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Work in Progress*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

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. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

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, too, may 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-plagiarism>). 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.

RESOURCES

The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located for the semester in room 202 of Hodges Hall. The Writing Studio will open for the spring semester on Tuesday, January 17th, and the hours will be M-Th, 10:00 am - 5:00 pm and F, 10:00 am - 3:00 pm.

For more information about the Eberly Writing Studio see Work in Progress or visit speakwrite.wvu.edu/writing-studio.

WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

SCHEDULE OF WORK

This course will meet regularly meet in Clark 206 at 2:30 PM. The schedule of work below is subject to minor changes based on our progress. Our class meetings will alternate between Clark 206 and Clark 404, as designated in the syllabus schedule written below.

Weeks	Topics and Activities	Assignments and Readings
Week 1 January 9-13 *January 13 th is the last day to register for classes.	Monday: Syllabus Overview Introduction to Google Classroom Introduction to Narrative	1.) Use the class code to register for google classroom. CODE: w7ebywb 2.) Complete Introduction Assignment 1 on Google Classroom 3.) Sign Up for Remind 101
	Wednesday: What do your readers WANT to read? Imagery and Sensory Details Figurative Language Overview	1.) Read <i>Work in Progress</i> pg. 52-65

	Friday: What did you just say? Tone/ Mood Audience and Purpose (Ethos, Pathos, Logos)	1.) Introduction Assignment Due Today 2.) Complete Journal Assignment 1 on Google Classroom
Week 2 January 16-20 *No Class Monday- Martin Luther King Day *Meet in Clark 404*	Wednesday: Did I do this right? Peer Review Strategies Punctuating Dialogue	1.) Journal Assignment 1 due today by 11:59pm 2.) Read “This I Believe- Texas Alligators” article (Link on Google Classroom)
	Friday: Is this necessary? Selection of Details Improving sentences Plot Structure/Literary Devices	1.) Complete Journal Assignment 2 on Google Classroom
Week 3 January 23- 27	Monday: Where are we going? Introduction/Closure Literary Devices	1.) Sign up for Conference 2.) Journal Assignment 2 due today by 11:59 pm
	Wednesday: Conferences Today -No Class	1.) Work on Narrative Paper
	Friday: <u>Narrative Paper Due Today!</u> Trouble Shooting the Narrative Introduction to the Profile	1.) Turn in Narrative Paper as a Google Doc on Google Classroom 2.) Complete Journal Assignment 3 on Google Classroom
Week 4 January 30- February 3rd *Meet in Clark 404*	Monday: Introduction to Profile Paper Basics Of a Profile Who/What will you profile	1.) Read <i>Work in Progress</i> pg. 69-88 2.) Journal Assignment 3 due today by 11:59 pm
	Wednesday: What am I supposed to ask? Choosing an angle and interview Constructing interview questions Quotes (and how to punctuate them)	1.) Choose on Profile from <i>The New Yorker</i> and list 5 things you noticed or learned from your reading in google doc (Link and Assignment on Google Classroom)
	Friday: How do I set this up? Integrating Quotes Structuring Essays	1.) Complete Journal Assignment 4 on Google Classroom
Week 5 February 6 th -10 th	Monday: How would I know this? Setting Description Selection of Quotes Cont. Focus in Research	1.) Journal Assignment 4 due today by 11:59 pm
	Wednesday: Am I on topic? Research-MLA structure Review of selected Grammar Point of View Options	1.) Read the MLA guide section in <i>Easy Writer</i> starting on pg. 208
	Friday: How do you feel? POV/ Focus Cont. Peer Review Process	1.) Complete Journal Assignment 5 on Google Classroom
Week 6 February 13 th – 17 th *Meet in Clark 404*	Monday: Peer Review In Class Peer Review	1.) Sign up for Conference 2.) Journal Assignment 5 due today by 11:59pm
	Wednesday: Conferences Today- No Class	1.) Work on Profile Paper

	<p>Friday: <u>Profile Paper Due Today!</u></p> <p>Trouble Shooting the Profile Expectation for the Midterm Portfolio</p>	<ol style="list-style-type: none"> 1.) Turn in Profile Paper as a Google Doc on Google Classroom 2.) Complete Journal Assignment 6 on Google Classroom
<p>Week 7 February 20th – 24th</p>	<p>Monday: How Would You Score It?</p> <p>Rubric Scoring Sample Paper Review Writing the Reflective Cover Memo</p>	<ol style="list-style-type: none"> 1.) Journal Assignment 6 due today by 11:59 pm
	<p>Wednesday: So, what am I doing?</p> <p>Trouble Shooting for Midterm Proof-Reading Tips</p>	<ol style="list-style-type: none"> 1.) Read <i>Work In Progress</i> pg. 89-94
	<p>Friday: <u>Midterm Portfolio Due Today!</u></p> <p>Introduction to Rhetorical Analysis</p>	<ol style="list-style-type: none"> 1.) Submit updated Narrative and Profile paper (Midterm Portfolio) on Google Classroom 2.) Complete Journal Assignment 7 on Google Classroom
<p>Week 8 February 27th – March 3rd</p> <p>*Meet in Clark 404*</p>	<p>Monday: What's the next step?</p> <p>Rhetorical Analysis Structure Research Outlines Identifying controversy</p>	<ol style="list-style-type: none"> 1.) Journal Assignment 7 due today by 11:59 pm
	<p>Wednesday: Is there another way?</p> <p>Another look at Appeals (Logos, Ethos, Pathos) Pulling out the Questions Connotation vs. Denotation</p>	<ol style="list-style-type: none"> 1.) Read <i>Work In Progress</i> pgs. 95-115
	<p>Friday: Is this valid?</p> <p>CRAAP test for sources Use of symbolism Visual rhetoric</p>	<ol style="list-style-type: none"> 1.) Complete Journal Assignment 8 on Google Classroom
<p>Week 9 March 6th – 10th</p> <p>Fall Recess</p>	<p>Fall Recess- ENJOY YOUR BREAK!</p>	<ol style="list-style-type: none"> 1.) Rest- Enjoy Your Break 2.) Don't forget Journal 8 is due Monday
<p>Week 10 March 13th – 17th</p> <p>*Meet in Clark 404*</p> <p>*Mid-semester reports due by noon.</p>	<p>Monday: So, where would I see this?</p> <p>Fact vs. opinion Generating a thesis based on research</p>	<ol style="list-style-type: none"> 1.) Journal Assignment 8 due by 11:59 pm
	<p>Wednesday: Am I analyzing?</p> <p>Summary vs. analysis Review of Selected Grammar</p>	<ol style="list-style-type: none"> 1.) Read <i>Work In Progress</i> pg. 152-165
	<p>Friday: Are you considering you?</p> <p>Bias and credibility Objectivity vs. subjectivity</p>	<ol style="list-style-type: none"> 1.) Complete Journal Assignment 9 on Google Classroom
<p>Week 11 March 20th – 24th</p> <p>March 24th is the Last Day to Drop Classes</p>	<p>Monday: Peer Review</p> <p>In Class Peer Review</p>	<ol style="list-style-type: none"> 1.) Sign up for Conference 2.) Journal Assignment 9 due by 11:59 pm
	<p>Wednesday: Conferences Today – No Class</p>	<ol style="list-style-type: none"> 1.) Work on Analysis Paper
	<p>Friday: <u>Analysis Paper Due Today!</u></p> <p>Introduction to Exploratory Research</p>	<ol style="list-style-type: none"> 1.) Submit Analysis Paper as Google Doc on Google Classroom 2.) Complete Journal Assignment 10 on Google Classroom

Week 12 March 27 th – 31 st *Meet in Clark 404*	Monday: What do I care about? Choosing a topic Finding credible research options	1.) Journal Assignment 10 due today by 11:59 pm
	Wednesday: What do they care about? Identifying opposing angles in research Identifying personal bias Establishing your credibility	1.) Read <i>Work In Progress</i> pgs. 138-145 2.) Read <i>Easy Writer</i> pgs. WVU-10 – WVU-15
	Friday: Which rhetorical strategy works here? Using Ethos/Pathos/Logos in your research Combining rhetorical strategies effectively Word Choice	1.) Complete Journal Assignment 11 on Google Classroom
Week 13 April 3 rd – 7 th	Monday: Is there an easier way? Exploring databases Navigating the Library system	1.) Journal Assignment 11 due today by 11:59 pm
	Wednesday: Is this persuasive? Structure and Organization Review of Selected Grammar MLA research structure	1.) Read “Annoying Ways People Use Sources” by Kyle D. Stedman (Link on Google Classroom)
	Friday: Can this be stronger? Revising a research outline Peer Revision Structure	1.) Complete Journal Assignment 12 on Google Classroom
Week 14 April 10 th – 14 th *Meet in Clark 404* *April 14 th is Good Friday- No Class NOTE PAPER SUBMISSION DATE	Monday: Peer Review In Class Peer Review	1.) Sign up for Conference 2.) Journal Assignment 12 due today by 11:59 pm
	Wednesday: Conferences Today – No Class	1.) Work on Research Paper
	Thursday: <u>Research Paper Due Today!</u>	1.) Submit Research Paper as Google Doc on Google Classroom
	Friday: Easter Recess- NO CLASS	1.) Complete Journal Assignment 13 on Google Classroom
Week 15 April 17 th – 21 st	Monday: Are we done yet? Final Portfolio Expectations	1.) Journal Assignment 13 due today by 11:59 pm
	Wednesday: Remember the Narrative? Review of the Narrative Peer Review Proof Reading for Details	1.) Work on Final Portfolio
	Friday: Remember the Profile? Review of the Profile Peer Review Proof Reading for research and interview	1.) Complete Journal Assignment 14 on Google Classroom
Week 16 April 24 th – 28 th *Meet in Clark 404*	Monday: Remember the Analysis? Review of the Analysis Peer Review Proof Reading for public rhetorical strategy	1.) Journal Assignment 14 due today by 11:59pm
	Wednesday: Remember the Research?	1.) Work on Final Portfolio

<p>*April 27th – Last Day to withdraw from the university</p>	<p>Review of the Research Peer Review Proof Reading for research structure</p>	
<p>*April 28th is the last day of class</p>	<p>Friday: Any questions?</p> <p><u>Portfolio Due Today!!</u></p> <p>Final Portfolio wrap up Revision, Editing, Proofreading</p>	<p>1.) Submit your Final Portfolio as a Google Doc on Google Classroom</p>