

English 101: Composition and Rhetoric, Sections 416 and 417

Spring Semester 2013--TR at 12:30-1:45 (Section 416) and 2:00-3:15 (Section 417)

Instructor: Kevin LeTroy Copeland (Troy)

Email: kcopela4@mix.wvu.edu

Phone: 304-293-3107 (Messages Only)

Office: Colson 230

Office Hours: TR 9:30 AM-11:30 AM

REQUIRED TEXTS

English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.

Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION:

Course Goals: Our class has four major 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 using and recognizing sources with correct research citations.

POLICIES AND PROCEDURES

Attendance/Tardies/Behavior: Success in this and any other course depends largely on the extent to which one attends and participates in class. In accordance with the WVU English Department guidelines, attendance will be taken daily. No more than three absences (excused and unexcused) are allowed per semester. After three absences the student's final grade will be negatively impacted. After five absences, the student will automatically fail the course.

Likewise, excessive tardies are unacceptable. There will be a clipboard and a roster on a table or desk at the front of the classroom. Tardy students must sign/initial their names on the roster in order to be counted present. As there will be no other way to officially verify a student's presence, failure to sign in may result in an absence. Please be aware that a

tardy of more than thirty minutes, for any reason, as well as five or more tardies, for any reason, will result in an absence. Furthermore if, by any ghastly chance, a student has to be asked to leave the classroom due to his disruptive conduct, his dismissal will result in an absence.

Cheating/Plagiarism: Plagiarism and academic dishonesty are serious breaches of the code of conduct as detailed in the University Student Conduct Code, Policy Bulletin 31. The policy can be found online at <http://studentlife.wvu.edu/studentconductcode.html>. Please be familiar with this document. If a student is suspected of plagiarizing or cheating, he will be subject to a process that could lead to punitive actions that may ultimately involve expulsion from this institution.

Computers and Cell Phones: Please refrain from the use of computers and cell phones during periods of whole class or small group discussions and lectures. All cell phones should be silenced before class starts. Failure to comply with this request may result in being dismissed from the learning environment and being marked "absent" for the day.

Students with Disabilities: West Virginia University and any of its branches, and the West Virginia University Institute of Technology, are committed to social justice. I concur with that commitment, and expect to maintain a positive learning environment based upon communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodations in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (304-293-6700).

Writing Center: Located in G02 Colson Hall, The Writing Center is a valuable resource for those who may benefit from writing instruction additional to that which I can provide in this course. Students who struggle with the basic conventions and mechanics of composition are strongly encouraged to avail themselves of this assistance.

University Counseling Services: There may be particular instances in which trained professional assistance is beneficial to your psychological and emotional well being.

Please contact the University Student Center for Health at 304-293-WELL if stress, anxiety or depression have become unmanageable.

RESPONSE AND EVALUATION:

This is a portfolio-based class. This means that you will not receive a letter grade on each individual assignment, but you will receive feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your midterm and final grades are based on the following percentages:

Portfolio (based on major assignments and reflective writing)--70%

Shorter Writing Assignments and Homework--20%

Participation (Classwork, Small Group/Whole Class Discussion, etc)--10%

Please refer to *Work in Progress* for more detailed information about my grading criteria. We will review this information in class throughout the semester as it will provide the basis for what may be a variety of rubrics or scoring guides for use with different assignments. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to talk. However, because only the revised content of the mid-term and final portfolios will receive a letter grade, any conversations we have about your progress will be restricted to my feedback on your developing strengths as a writer. We will not entertain the option of discussing grades as that is against department policy for this course.

MAJOR ASSIGNMENTS AND DUE DATES:

Your writing and revision of four major assignments will provide the foundation for instruction and assessment in this course. As stated above, your final, portfolio submission of these assignments will receive a letter grade worth 70% of your grade for the course. However, the quality of your finished drafts and the timeliness of their submission will significantly affect your final portfolio grade. **I require printed copies of all assignments unless otherwise notified. On occasion, I will require that you post homework and class work assignments to the MIX Message Board.**

The major assignments, their due dates and their **proposed** conference dates are as follows:

Assignment	Date Due	Conference Dates (All held @ Eliza's, The Daily Grind, Starbuck's or Colson 230)
Multi-Angle/Braided Personal Narrative	Jan 31	Jan 28, 29
Feature Article	Feb 21	Feb 18, 19
Midterm Portfolio	Feb 28	
Textual Analysis	Mar 21	Mar 18, 19
Stakeholder Research Paper	Apr 18	Apr 10, 11
Final Portfolio	May 2	

Short Written Responses/Critiques

In addition to the four major assignments above, you will be responsible for ten short written reflections/critiques. Along with your homework, these comprise 20% of your final grade. At approximately 300-500 words each, the reflections/critiques must demonstrate your understanding of how the three basic components of classical rhetoric (logos, pathos and ethos) work or “function” in any example of persuasive text or composition. Five of the ten have to be critical responses to written text. The other five may respond critically to any composition that is written, visual, musical or existential (psychological/emotional experience) in origin. However, for those who wish, the alternative five may also be original examples of creative prose narrative or persuasive non-fiction designed to influence the reader to accept or value a particular point of view. The creative narratives and persuasive non-fiction pieces must be accompanied by your own explanation of how your use of ethos, pathos and logos were both intended and demonstrated.

Supplementary Reading:

In addition to assigned reading from the *Work in Progress* text, you will be responsible for obtaining online or library copies of the following texts. Some of these we will read entirely; however, from the Shakespeare plays we will be reading only selected passages to facilitate our exploration of composition and rhetoric throughout the semester:

William Shakespeare's *Julius Caesar*, *Hamlet*

Top 100 Speeches of the 20th Century by Rank

www.americanrhetoric.com/top100speechesall.html

"Jack and the Beanstalk" <http://www.pitt.edu/~dash/type0328jack.html>

T.S. Eliot "The Lovesong of J Alfred Prufrock"

Tim O'Brien "How to Tell a True War Story"

us.history.wisc.edu/hist102/pdocs/obrien_story.pdf

"Battle Royal" Ralph Ellison (to be provided)

"A Rose for Emily" William Faulkner

http://www.eng.fju.edu.tw/English_Literature/Rose/el-text-E-Rose.htm

"A Good Man Is Hard To Find" Flannery O'Connor

<http://pegasus.cc.ucf.edu/~surette/goodman.html>

"Where Are You Going, Where Have You Been?" Joyce Carol Oates

<http://www.usfca.edu/jco/whereareyougoing/>

Lewis Carroll "Jabberwocky"

A Variety of Teacher Selected Poems and Song Lyrics

Your Choice of Feature Articles

Your Choice of Research Papers

WEEKLY/DAILY PLANS (Subject to change as deemed necessary)

SEMESTER QUESTIONS:

How does an understanding of classical, Aristotelian rhetoric--as contextualized by the philosopher's concern with organic unity--help us to develop an appreciation for how language constructs reality? What implications does this have for any possible pursuit of truth, meaning, etc?

UNIT 1 GUIDING QUESTIONS

What are logos, pathos and ethos? What is organic unity? How are logos, pathos, ethos and organic unity a part of every instance of successful communication? How is communication necessary or fundamental to any experience of reality? How does communication/dialogue create reality? How does narrative/personal narrative function as an aspect of communication/dialogue? As such, how does it function as a part of the process and product of reality? What are the implications to any possible pursuit of truth or meaning?

Tuesday Jan 15

Introduce teacher, syllabus, expectations

Icebreaker: Students brainstorm mutant abilities and deliver short speeches justifying their usefulness.

Diagnostic Writing Sample: Discuss the importance/significance of perception in a key moment in your life.

Introduce Unit Questions, Logos/Pathos/Ethos & Organic Unity/Critical Analysis, Shakespeare's *Julius Caesar*

Homework: Read Brutus' and Antony's funeral speeches from Shakespeare's *Julius Caesar*. Write 150 word analyses discussing your opinion of how the writer imagines the expert use of logos, pathos and ethos.

Thurs. Jan 17

Icebreaker: Small Groups create and perform skits demonstrating their understanding of logos, pathos and ethos in the "real" world.

Review Unit Questions

Review Logos/Pathos/Ethos & Organic Unity/Critical Analysis
Small Group Share/Discuss of Julius Caesar Critical Responses
Whole Class Share/Discuss of Julius Caesar Critical Responses

Homework: Read/Listen to four of the 100 Speeches of the 20th Century by Rank. Using your understanding of ethos, logos and pathos, write a 250-300 word response discussing how and why you agree or disagree with how the four speeches are ranked. Make sure to include specific examples of HOW each rhetorical device is being used in each speech. Make sure to explain how the use of this device supports your opinion of how the speeches should be ranked. The response should have at least four paragraphs. Post it to the MIX Message Board.

Tues. Jan 22

Icebreaker: Small Group (If you could be any book, play, comic book series, television series, etc...)

Review Unit Questions

Review Logos/Pathos/Ethos & Organic Unity/Critical Analysis
Small Group Share/Discuss Speech Rank Responses (Guided Peer Review)
Whole Class Share/Discuss Speech Rank Responses

Introduce/Share/Discuss the concept of narrative/narrative structure as rhetoric

Homework: Read Tim O'Brien's "How to Tell a True War Story."

Teacher Option 1: Write student centered reflections and critiques. Post to Mix Message Board.

Teacher Option 2: Answer Guided Reading Discussion Questions focusing on rhetorical devices in personal narratives or personal narrative as rhetoric. Turn in hard copies.

Thurs. Jan 24

Icebreaker/Opening: Most powerful scenes from your life. What do they have in common? Why does it matter? How do you know?

(A) Continue small group and whole class discussions on narrative as rhetoric through

sharing reflections and/or discussion questions from "How to Tell a True War Story."
(B) Using "How to Tell a True War Story" as a model, begin discussing the Braided Narrative Assignment.

Homework: Begin drafting the Braided Narrative. Bring works-in-progress drafts to conferences.

Tues. Jan 29

Writing Conferences CLASS CANCELLED

Homework: Finish drafting Braided Narratives

UNIT 2 GUIDING QUESTIONS

Review logos, pathos and ethos. Review organic unity. Review how logos, pathos, ethos and organic unity are a part of every instance of successful communication.

Review/discuss how communication is necessary or fundamental to any experience of reality. Review/discuss how communication/dialogue create reality. How does the feature article function as an aspect of communication/dialogue? As such, how does it highlight presumptions and challenge them? In doing so, how does it function as a part of the process and product of reality? What are the implications to any possible pursuit of truth or meaning?

Thurs Jan 31

Collect hard copies of Braided Narrative finished drafts

Icebreaker/Opening:

Begin small group/whole class discussion of Critical Responses/Creative Persuasive Writing. Emphasize thesis/focus and support/details.

In Class Whole Class Writing Workshop for first Critical Response/Creative Persuasive Writing

Whole Class discussion of Unit 2 Questions (see above)

Share/discuss a common feature article from WiP textbook.

Students interview one another on a commonly constructed research question. What presumptions do we wish to highlight and challenge? How will we do that? How does questioning play a crucial role in the process? How does using answers/responses play an important role in the process? What research is necessary for helping us develop our ethos for emphasizing and challenging presumptions?

Conduct online research.

Homework: Make up interview questions. Find feature articles in favorite magazines, journals, etc. Bring these articles to class on Tues, Feb. 5. Be prepared for whole class presentations on how each article uses logos, pathos, ethos, style and diction on Feb 7th.

Tues Feb 5

Turn in Critical Response 1

(Work and Activities continued from January 31)

Review Whole Class discussion of Unit 2 Questions.

Resume work on practice feature article interviews. Students interview one another on a commonly constructed research question. What presumptions do we wish to highlight and challenge? How will we do that? How does questioning play a crucial role in the process? How does using answers/responses play an important role in the process? What research is necessary for helping us develop our ethos for emphasizing and challenging presumptions?

Conduct 10-15 minute interviews.

Between interviews, share/discuss quality of interview questions and answers. How would you revise questions for second round? Why?

Small Group/Whole Class discussion of potential topics for real feature articles.

Develop authentic interview questions for a real feature article.

Homework: Schedule and conduct interviews. Begin outlining/drafting.

Thurs Feb 7

Opening: Share and discuss at least one Critical Response Journal from those that were posted to MIX. Continue emphasizing thesis/focus and support. Teacher discretion of which ones are to receive focus.

Whole Class Presentations of the Magazine Feature Articles. Each student will share her/his perspective on how and why he or she values the chosen author's use of rhetoric,

style/voice, etc.

Writing Workshop: Discuss progress on original feature articles. Discuss revising original Feature Article rough drafts according to what you value most and least in those presented.

Homework: Continue writing drafts of FA. Due Feb 21.

Tues Feb 12-14

Opening: Small Group/Whole Class discussion of Feature Articles Presentations

Writing Workshop: Revise Original Feature Article Rough Drafts according to what you value most in selected Magazine Feature Articles.

Small Group/Whole Class discussion of progress on original feature articles. Peer Review/Edit where possible.

Schedule conferences.

Homework: Continue writing drafts of FA. Due Feb 21.

Thurs Feb 21

FA Due.

Opening: Share/Discuss Sample Critical Response Journal(s)

Introduce/Review basic literary elements/poetic devices

Homework: Begin reading assigned short stories, poems, etc to be read for Text Analysis Discussion. BEGIN WORKING ON MID-TERM PORTFOLIO. This is due Feb 28.

Tues. Feb 26

UNIT 3 GUIDING QUESTIONS

Review logos, pathos and ethos. Review organic unity. Review how logos, pathos, ethos and organic unity are a part of every instance of successful communication.

Review/discuss how communication is necessary or fundamental to any experience of reality. Review/discuss how communication/dialogue create(s) reality. How does the literary text function as an aspect of communication/dialogue? How is a literary text different from that which is not considered “literary”? What role does classical rhetoric play in how we determine this? As literature, how does it function as a part of the process and product of reality (as defined by history)? What are the implications to any possible pursuit of truth or meaning in the broader sense?

Share/Discuss Sample Critical Response Journal for Text Analysis Reading.

Share/Discuss Unit 3 Guiding Questions

Small Group/Whole Class: Share/Perform/Discuss student selected passages of text. from the assigned reading. Using our discussion of the Unit 3 Guiding Questions, explain the significance of your passage according to rhetoric.

Writing Workshop: Midterm Portfolio Revision/Memo-Reflection Writing. Teacher monitor/feedback

Homework: Continue working on Mid-Term Portfolios.

Thurs Feb 28

Turn in Midterm Portfolios and Memo-Reflections. Grades Due October 11th.

Share critical responses to assigned reading in small Groups. Explain objective arguments for how and why the rhetoric works.

Tues Mar 5

Continue Small Group/Whole Class Discussion of assigned texts according to Unit Questions.

Thurs Mar 7

Continue Small Group/Whole Class Discussion of assigned texts according to Unit Questions.

Tues Mar 12

Continue Small Group/Whole Class Discussion of assigned texts according to Unit Questions.

Homework: Research the historical period, author's biographical information, in which the texts were written and published. Collect information that can help you decide how the time period shaped the writing/interpretation of the text. Begin writing the Textual Analysis Essay.

Thurs. Mar 14

Continue Small Group/Whole Class Discussion of assigned texts according to Unit Questions and research.

Schedule Conferences.

Homework:

Continue writing the Textual Analysis Essay.

Tues Mar 19**Conferences****Thurs. March 21**

Text Analysis Papers due. Begin Unit 4

UNIT 4 GUIDING QUESTIONS:

Review logos, pathos and ethos. Review organic unity. Review how logos, pathos, ethos and organic unity are a part of every instance of successful communication.

Review/discuss how communication is necessary or fundamental to any experience of reality. Review/discuss how communication/dialogue create(s) reality. How does the research paper function as an aspect of communication/dialogue? How is a research paper different from other forms of the essay? How does it challenge or establish presumptions? What role does classical rhetoric play in how we determine its quality? What role does an understanding of logical fallacies play in helping us answer the previous questions? How does it function as a part of the process and product of reality? What are the implications to any possible pursuit of truth or meaning in the broader sense

Begin discussing Unit 4 Guiding Questions. Share discuss logical fallacies.
Read sample research papers.

Homework: Develop five research questions. Research! See how valid these are. Decide on one by the next class after Spring Break. Be able to explain why it made the most sense to choose this question.

Tues March 26 and 28 SPRING BREAK

Tues April 2-April 11

Small Group Share/Discuss five research questions. Which are the best? How can we tell?

Whole Class Share/Discuss research paper process

Homework: Begin and Continue research paper process
Research Paper Process. Teacher monitored/feedback. Guided Peer Review. Start the class with small group process/progress discussion. End class with whole class discussion/targeted mini-lesson, focus sessions. Online research, library research, note taking/summarizing, responding, drafting the paper, integrating quotes, citing sources, bibliography, proofreading/revising the paper. Class Attendance is still mandatory. Progress will be assessed and evaluated each day. Bring all necessary resources to class daily. Failure to do so will result in an absence for the day. Due date is April 16.

Conferences on April 10 and 11

Tues. April 16

Stakeholder Research Paper is due.

Thurs. April 18--Tues. April 30

Portfolio Process

Writing Workshop: Portfolio Revision. Teacher monitored. Ongoing feedback. Make sure that you have digital and hard copies of your material for daily proofreading/revisions.

Daily Homework/Opening: Dream Journal/Synchronicity Journal/Active Imagination Journals. Small Group/Whole Class Discussion according to Semester Questions.

Turn in portfolios at the end of class on **May 2**. Will be returned by Final Exam Slot (or TBA).

