

English 101: Composition and Rhetoric Section __ 37 __ (CRN __ 81002 __)	
Fall Session 1, 2016 Building: __ Clark Hall __ Room __ 212/410 __ 8:30-9:45 (Tuesdays & Thursdays)	
Instructor: NITYA PANDEY	
Email: np0012@mix.wvu.edu	Phone:
Office: Colson Hall 228	Office Hours: 1:00-2:00 (T) 1:00-2:00 (Th) & by appointment

REQUIRED TEXTS

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

INTRODUCTION

Welcome to English 101. This course focuses on developing your knowledge of writing in several areas beyond just grammar and punctuation. In this course, you will examine how intellectual arguments are made through a variety of writing purposes including writing to persuade, evaluate, propose ideas, share research, and test out multiple perspectives. You will use all kinds of visual, audio and printed tools to draw your analyses. This course will also place a specific emphasis on conducting research and understanding and assessing information. Finally, you will develop a richer sense of how your own research can give your writing power and purpose so that you can confidently apply what you know in your personal, professional, academic, and civic lives.

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 in all sections may miss one week (i.e. two consecutive days) of class without penalty.
- Students who miss more than one week of class may be penalized up to one letter grade for each additional absence
- Students who miss more than three weeks 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 at regular intervals.

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 *Joining Academic Conversations*.

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 *Joining Academic Conversations*.

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 *Joining Academic Conversations*.

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 in G02 Colson Hall. For more information about the Eberly Writing Studio see [Joining Academic Conversations](#) or visit speakwrite.wvu.edu/writing-studio.

Well WVU: 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 _____ 212/ 410 _____ Clark Hall _____ at _____ 8.30 _____. The schedule of work below is subject to minor changes based on our progress.

Weeks	Topics and Activities	Assignments and Readings
Week 1 August 15-19 *August 17 is the first day of classes.	8/18, Thursday: (Clark Hall 212) Introduction to English 101, the course objectives and textbooks Introduction to writing assignments, exploratory essays and the whole portfolio system Freewriting exercise as a warmup	Read Chapters 1 and 2 (Work in Progress)
Week 2 August 22 – 26 *August 23 is the day to register	8/23 Tuesday: (Computer Classroom 410) Talk about writing assignment #1 Look at a few video clips on YouTube (on ethos, pathos, logos and rhetorical situations) Discuss about the observations and presentation	Reflect on the class proceedings and come up with suitable areas for discussion
	8/25 Thursday: (Clark Hall 212) Read some children's stories, fairytales or fables as a narrative exercise Note down the most interesting points Discussion of individual responses and sharing of own personal narratives <u>Due: Writing assignment #1 (in class)</u>	Read Easy Writer (Pgs 21-35)
Week 3 August 29 – September 2 *May 30 is the Memorial Day	8/30 Tuesday: (Computer Classroom 410) Conference on Personal Narrative	Work on the Portfolio (Personal Narrative)

Recess.No class meetings.	<p>9/1 Thursday: (Clark Hall 212)</p> <p>Reflection on the written work so far</p> <p>Reading “Only Daughter” by Sandra Cisneros</p> <p>Talk about writing as a process</p> <p>Talk about writing assignment #2</p>	<p>Read Chapter 3 (Work in Progress)</p> <p><u>Due: Personal narrative for Portfolio</u> (11:59 pm)</p>
<p>Week 4 September 5 – 9</p> <p>*September 5 is the Labor Day Recess</p>	<p>9/6 Tuesday: (Computer Classroom 410)</p> <p>Discuss the reading assignment</p> <p>Documentary on a remarkable personality</p> <p>Notetaking and discussion</p> <p><u>Due: Writing assignment #2 (in class)</u></p>	<p>Read the sample profile on Work in Progress</p>
	<p>9/8 Thursday: (Clark Hall 212)</p> <p>Talk about Writing assignment #3</p> <p>Role play exercise (for interview)</p> <p>The entire class’s reflection on the exercise</p>	<p>Read chapter 3 (Work in Progress)</p>
<p>Week 5 September 12 – 16</p>	<p>9/13 Tuesday: (Computer Classroom 410)</p> <p>Talk about Writing assignment #4</p> <p>Discuss the assigned readings and base the analysis on a profile from The Saturday Profile of NY Times.</p> <p><u>Due: Writing assignment #3 (in class)</u></p>	<p>Reflect on the class proceedings and come up with points to discuss in the class</p>
	<p>9/15 Thursday: (Clark Hall 212)</p> <p>Conference on Profile</p>	<p>Assigned reading on Plagiarism (“The Plagiarism Plague” by Raymond A. Schroth)</p>
<p>Week 6 September 19 – 23</p>	<p>9/20 Tuesday: (Computer classroom 410)</p> <p>A brief discussion about citation and plagiarism</p> <p>Reflection on the assigned reading</p> <p>Characterization activity on Profile</p> <p><u>Due: Writing assignment #4 (in class)</u></p>	<p>Work on the portfolio (Profile)</p>
	<p>9/22 Thursday: (Clark Hall 212)</p> <p>Talk about Writing assignment #5</p> <p>Class activity of chapter 4 (Pgs 93 & 94)</p>	<p>Read chapter 4 (Work in Progress)</p> <p><u>Due: Profile (11:59 pm)</u></p>
<p>Week 7 September 26 – 30</p>	<p>9/27 Tuesday: (Computer Classroom 410)</p> <p>Talk about Writing assignment #6</p> <p>Talk about memo</p> <p>Read a few samples and reflect on them</p> <p><u>Due: Writing assignment #5 (in class)</u></p>	<p>Finish the readings of chapter 4 (Work in Progress)</p>
	<p>9/29 Thursday: (Clark Hall 212)</p> <p>Conference on Mid-term Portfolio</p>	<p>Read chapter 5 (Work in Progress)</p>
<p>Week 8 October 3 – 7</p> <p>*October 5 is the midterm point.</p>	<p>10/4 Tuesday: (Computer Classroom 410)</p> <p>Discussion on the assigned reading</p> <p>Talk about Writing assignment #6</p>	<p>Continue reading Chapter 5</p> <p><u>Due: Mid-term Portfolio (11:59 pm)</u></p>
	<p>10/6 Thursday: (Clark Hall 212)</p> <p>Critical analysis of famous speeches by Lincoln and MLK (Junior)</p> <p>Response and peer review</p>	<p>Reflect on the class proceedings and come up with points for discussion</p>

Week 9 October 10 – 14 *Mid-semester reports due by noon.	10/11 Tuesday: (Computer Classroom 410) Tom and Jerry cartoon analysis Presentations about the findings <u>Due: Writing assignment #6 (in class)</u>	Work on the midterm portfolio
	10/13 Thursday: (Clark Hall 212) Talk about Writing assignment #7 Painting analysis	Reflect on the class proceedings and come up with points for discussion
Week 10 October 17 – 21	10/18 Tuesday: (Computer Classroom 410) Talk about Writing assignment #8 Rhetoric and critical analysis using printed ads <u>Due: Writing assignment #7 (in class)</u>	Write a short proposal for Writing assignment #8
	10/20 Thursday: (Clark Hall 212) Discussion about the proposals Writing activity with critically analyzing news pieces Peer review	Work on the writing assignment #8
Week 11 October 24 – 28 *October 26 is the last day to drop a class.	10/25 Tuesday: (Computer Classroom 410) Conference on critical analysis <u>Due: Writing assignment #8 (in class)</u>	Work on the portfolio (critical analysis)
	10/27 Thursday: (Clark Hall 212) Talk about Writing assignment #9 Reading and discussion on chapter 6	Finish reading chapter 6 <u>Due: Critical analysis (11:59 pm)</u>
Week 12 October 31 – November 4	11/1 Tuesday: (Computer Classroom 410) Talk about Writing assignment #10 Read different write-ups and analyze their standpoints Peer review and discussion on those responses <u>Due: Writing assignment #9 (in class)</u>	Think of points to analyze and discuss in the class
	11/3 Thursday: (Clark Hall 212) Continued reading and discussion on multiple perspectives Debate and brainstorming on different issues where difference in point of view can be acknowledged Response and peer review	Think of points to analyze and discuss in the class
Week 13 November 7 – 11 *November 8 is election day. University is closed.	11/10 Thursday: (Computer Classroom 410) Conference on Stakeholder's Research <u>Due: Writing assignment #10 (in class)</u>	Work on the portfolio (Stakeholders' research)
Week 14 November 14 – 18	11/15 Tuesday: (Clark Hall 212) Reflections on all the write-ups so far A fun writing game	Work on the portfolio (Stakeholder's Research) <u>Due: Stakeholders' research (11:59 pm)</u>
	11/17 Thursday: (Computer Classroom 410) A short movie Applying the concepts (as many as possible) that have so far been discussed in the class Give presentations on the findings	Go through all the lessons to locate points of confusion
Week 15 November 21 – 25 *This week is fall recess.		
Week 16 November 28 – December 2	11/29 Tuesday: (Clark Hall 212) Revision: Memo/Reflection, Personal Narrative and Profile	Work on the final portfolio

	12/1 Thursday: (Computer Classroom 410) Revision: Memo/Reflection, Critical Analysis and Stakeholder's research	Work on the final portfolio
Week 17 December 5 – 9 *December 5 is the last day to withdraw from the university. *December 6 is the last day of class. *December 7 is a prep day for finals.	12/5 Tuesday: (Clark Hall 212) Individual presentations on the overall Portfolio research	<u>Due: Final Portfolio (11:59 pm)</u>