

English 103 Syllabus—Spring 2012
Accelerated Academic Writing

Instructor: Mary Angel Blount	Class times: Section (1) 10:00-11:15 TR G10 Colson Section (2) 11:30-12:45 TR G10 Colson	CRN: 13247 (Diamond) 13248 (Wright)
Office hours: Mondays & Wednesdays: 1:30-3:30, Tuesdays & Thursdays 2:00-4:00 & by appointment	Office: 346 Colson Hall Mailbox: 120 Colson Hall	
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Course Texts

Your original written work—composed, polished, and due as indicated on the schedule.

English 103 faculty. *English 103: Accelerated Academic Writing*. Third Edition. Plymouth, MI: Hayden McNeil, 2011.

- abbreviated as *AAW* on the schedule and in assignments
- DO NOT BUY USED COPIES OF THIS BOOK! It is a workbook and could have pages removed.

Lunsford, Andrea A. *Easy Writer (for WVU)*. Fourth Edition. Boston: Bedford/St. Martins, 2010.

- abbreviated as *EW* on the schedule and in assignments

Additional Materials and Resources

In addition to your texts and computer, you will need a folder or binder to keep all of your writing organized and together, a notebook for taking notes, a two-pocket folder for essay submissions, and an activated MIX account. NOTE: You may e-mail me from any address you wish; however, if I need to contact you individually or the class as a whole, I will rely on the Mix system. You are responsible for setting up and regularly checking your Mix e-mail. For help with Mix, contact OIT Help Desk at 293-4444, extension 1. Lastly, you will also need access to WVU's eCampus page for this class.

Welcome to English 103: Overview and Objectives

This course is part of WVU's General Education Curriculum Writing Program, which recognizes that effective writing skills are essential to success in every field of study and work. Most WVU students are required to take a sequence of two introductory composition courses—English 101 and English 102. This course, English 103, is an accelerated introduction to academic writing; successful completion *with the grade of C or better* in this 3-credit course will satisfy the introductory composition requirement. Since 103 is an accelerated 3-credit hour composition course, it is specifically designed for students who have already demonstrated a certain level of writing proficiency, and it emphasizes a more rigorous approach to both research and writing—one based on your ability to work more quickly and more independently than students who take the traditional two-course sequence.

Students enrolled in this course may already have composed award-winning fiction and poetry; others in the class may have contributed to their high school newspapers or regional magazines; still others have simply always done well on high school essay assignments. You've probably all had some—perhaps considerable—experience in stating your opinion clearly, and you should all have control of your writing style and mechanics. In other words, you are already strong writers. Building on your existing strengths, English 103 will provide you with opportunities to write:

- as a means of discovery and learning;
- as an integral part of inquiry about the material, social, and cultural contexts we share with others; and
- as a means of exploring, understanding, evaluating, and formulating ideas in academic disciplines.

As you polish your abilities to develop academic arguments, you will also become more articulate about your own knowledge of writing. By the end of English 103, you should be able to:

- know how to choose various kinds of writing (i.e., genres) to match the purpose and audience of a writing situation;
- evaluate multiple audiences and varied rhetorical contexts for writing, particularly for researched, persuasive writing;
- formulate strategies for civic and academic arguments;
- find and evaluate resource material appropriately;
- use academic citation systems to document work while understanding the need for and logic of such systems.

Assignment Overview

To learn more about the work you will be doing in this course, read pages xiii – xiv in AAW. We will review detailed assignment hand-outs as we begin each of the four major essays; likewise, informal writing assignments called writer’s notebook entries will supplement your reading and writing with each essay. NOTE: In addition to the four major essays, reflections on them, and the writer’s notebook entries that you will complete, you will also attend four information literacy instructional sessions at the library that will require conscientious preparation as well as feedback in three extended research notebook assignments. For more information about these assignments, consult the evaluation criteria described below. Finally, you should save all of your papers this semester because this course utilizes a portfolio approach to emphasize ongoing writing and revision. For more information about what may be a new approach to you, consult page xiv of AAW. I will refer to these four essays as the **Braided Narrative, Vetting a Documentary, Speech Analysis, and Researched Argument**. *Every student must complete every essay in full in order to pass the course.*

Evaluation Criteria and Grade Descriptions

Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, and to take risks. Your final grade will be based on the following percentages:

Writer’s Notebook Entries (abbreviated as WN) – 6 short, informal writing assignments	20%
Participation – in class and online	10%
Research Notebooks (abbreviated as RN) – 2 assignments assigned in conjunction with your library visits	10%
Midterm Memo	5%
Final Portfolio – polished and revised versions of all major essays and reflective writing	55%

The full grade descriptions for each aspect of your grade, listed above, can be found on pages xv – xvi of AAW.

Policies and Procedures

As you can see, this class relies on your direct engagement with the processes of reading and writing. For more information on course policies and procedures, please read pages xvii – xix in AAW. These policies guide my expectations for English 103 students regarding absences, participation, late work, cheating/plagiarism, classroom courtesy, social justice, and special needs. Additionally, please note the following policy reminders:

- **Absence Policy** – Students are allowed up to 2 absences in this class; a third absence will compromise your grade as much as one full letter; each additional absence will lower your final grade by an additional letter. Five or more absences will result in a failing grade. This is a policy established by the Center for Writing Excellence, which I must support. Also, a missed conference counts as two absences, and *three tardies equal one absence*. There are no excused absences. Save your allotted

absences for personal situations and university events. If you have an emergency, please get in touch with me and contact the Dean of Student Life, E. Moore Hall, 293-5611, who will provide me with appropriate documentation to consider how to best help you catch up.

- **Late Work Policy** – Late work is unacceptable. If you ever have a problem with an assignment, please talk with me (*in person and in advance*) for extra help or an extension, but you must adhere to your extended deadline. Deadlines are not negotiable after you’ve missed them. **I will not print an emailed essay; you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero.** Remember, missing class does not mean that the assignment is not still due; you are still responsible for missed class and homework. **However, if circumstances force you to turn in late work, you have one week after the due date to turn it in, and you will receive a penalty of 10 points. After that, your grade will become a zero.**
- **Plagiarism Policy** – Because they undermine education, plagiarism and cheating will result in an immediate F for the course and academic discipline. The WVU undergraduate catalog defines plagiarism as “[s]ubmitting, without appropriate acknowledgement, . . . material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual’s academic composition, compilation, or other product, or commercially prepared paper” (47). The catalog defines cheating in part as “doing academic work for another student or providing one’s own work for another student to copy and submit as his or her own” (47).

Useful Resources

WVU Writing Center: Located in Room G02 of Colson Hall, you may come to the center for tutoring, or schedule an appointment (a 30 or 50 minute session) by calling 293-5788. For more information or links to useful information regarding MLA citation and writing development: <http://english.wvu.edu/centers_and_projects/wcenter>. You are required to visit the Writing Center at least once during the semester.

WVU Term Paper Clinic: Located in the Downtown Library Study Room 1028, staff at the Term Paper Clinic can assist you in gathering, sorting through, and incorporating research. Hours are Monday – Friday, 1:30 – 3:30; appointments are necessary.

Office Hours

If you ever have any questions, please feel free to stop by during my office hours, which are listed at the top of this document. If these times are not convenient, you may make an appointment with me. For immediate help, I suggest that we talk in person, but you may also use e-mail: mablount@mix.wvu.edu. In *special and urgent circumstances only*, you may leave a message for me at the English Department: 293-3107.

Final Grade Distribution

Type of essay/ assignment	Value	Due Date
Writer’s Notebooks (6 short, informal writing assignments—2 pages each)	20% (or 3.3% each)	WN #1 due 1/17 WN #2 due 1/19 WN #3 due 2/2 WN #4 due 2/28 WN #5 due 3/8 WN #6 due 3/22
Participation (in class & online)	10%	Ongoing
Information Literacy (2 research notebook assignments –2-3 pages each)	10%	RN #1 due 2/7 RN #2 due 3/6
Midterm Memo	5%	February 21
Portfolio (4 major papers and reflective writing)	55%	April 26

Assignment	Due Date
Braided Narrative	Thursday, 1/26
Vetting a Documentary	Thursday, 2/16
Midterm Memo	Tuesday, 2/21
Speech Analysis	Thursday, 3/15
Researched Argument	Thursday, 4/12
Final Portfolio	Thursday, 4/26

103 SCHEDULE OF WORK DUE (subject to slight changes announced in class). Every underlined item represents a handout you should download from eCampus before the day it is assigned. *Italicized items represent those I will provide for the class.* To get to our ecampus page, go to **ecampus.wvu.edu** & click on English 103.

Date	Day	Classwork	Homework
<i>Wk. 1</i> <i>T</i> 1/10	1	Intro to course + <i>Syllabus</i> . What is rhetoric? Poll for laptops. Assign <i>Writer's Profile</i> . Do <i>Research Background Survey</i> in class. Class Activity: <i>Generating Interest</i> .	Purchase books. Read: In <i>AAW</i> read pages xi – xix, 3-4 (“Reading like a Writer”), 35 (“General Advice”), 7-15 (selections from <i>Bird by Bird</i>). Write: Complete <i>Writer's Profile</i> , last exercise in <i>Generating Interest</i> .
R 1/12	2	Due: <i>Writer's Profile</i>, & the last exercise in <i>Generating Interest</i>. Assign Braided Narrative (<i>AAW</i> 65+) & <i>Writer's Notebook #1</i> (<i>AAW</i> 68). Assign “Me” Bags. Review <i>Bird by Bird</i> . Class Activity: Using Showing Writing (<i>AAW</i> 71-72).	Read: Alice Walker’s “Beauty: When the Other Dancer is the Self” (found on eCampus: Unit 1, Selected Readings)—read it, take notes, print it out & bring it in; write a 2-¶ synopsis/critique of it. <i>EZ</i> ch. 1 (pp. 12-17) “A Writer’s Choices.” Write: Complete <i>WN #1</i> . Activity: “Me” Bags. Gather 4-6 items (no I-pods, phones, or other electronics please) that reveal something about your identity and place them in a bag. Bring them to class and be prepared to discuss them aloud in class on Tuesday. Print out underlined items for next class.
<i>Wk. 2</i> <i>T</i> 1/17	3	Due: <i>Writer's Notebook #1</i> and 2 ¶s on Alice Walker’s “Beauty.” Discuss <u>Alice Walker’s “Beauty. Braids</u> ; Assign <i>WN #2</i> : write a mini history of your self-esteem à la “Beauty.” (This exercise should follow the conventions of a braid ; that is, it should use showing language, present tense and first person). Either <i>WN #1</i> or <i>#2</i> can serve as the first draft of your <i>BN</i> . Students do “Me” bags.	Write: <i>Writer's Notebook #2</i> . Choose whether <i>WN #1</i> or <i>WN #2</i> will be the first draft of your <i>BN</i> . Print out underlined items for next class.
R 1/19	4	Due: <i>WN #2</i>, Draft #1 of your <i>BN</i>. <u>Hats Worksheet. Tracking Changes.</u> Class Activity: Rewrite a section of your <i>BN</i> using showing writing. Remind them about <u>Grammar Gremlins</u> .	Write: Turn Draft #1 of <i>BN</i> into Draft #2. Bring in 2 copies of your <i>BN #2</i> & 3 copies of <u><i>BN peer crit.</i></u> Print out <u>Grammar Gremlins</u> and use <i>EZ</i> “Find it, Fix it” pp 2-10 to correct errors. Read: <i>AAW</i> 37 (“Successful Peer Groups”), 19

		Discussion: Elements of narrative.	(“Revision Strategies”).
Wk. 3 T 1/24	5	Due: Draft #2 of Braided Narrative with 3 copies of <u>BN Peer Crit</u> for in-class conferences and peer crit. Discussion: Rhetorical Situation (<i>EZ</i> ch. 1). Review <u>Grammar Gremlins</u> in class.	Complete “Final for Now” draft of Braided Narrative.
R 1/26	6	Due: “Final for Now” draft of Braided Narrative; essay reflection (AAW 77-78); Assign Vetting a Documentary (AAW 81-87) & WN #3 (#3 on page 84). Discussion: What is <i>argument</i> ? (<i>EZ</i> 29-31). Assign Logical Fallacies (AAW 151-152). I will show a sample clip from a Michael Moore documentary & use “Filmography” (AAW 87) to evaluate it. Class Activity: <u>Fact, Opinion & Belief.</u>	Read: <i>EZ</i> ch. 2 “Exploring, Planning, Drafting”; review “V-Doc” AAW 81-83. View your chosen film and choose a scene/claim to vet. The four MM films, <i>Bowling, Sicko, Capitalism, & Fahrenheit</i> , are on reserve at the Downtown Library. Be ready to research your claim in the Info Lit Instructional Session on Tues.; work on WN #3. Go to <i>MichaelMoore.com</i> , film footnotes.
Wk. 4 T 1/31	7	*Info Lit Instructional Session. Both sections meet in Room 136 Downtown Library*	Read: <i>EW</i> ch. 3 “Critical Thinking and Argument.” Write: Complete WN #3; work on RN #1.
R 2/2	8	*Info Lit Instructional Session* 10:00 class meets in Room 104 in Downtown Library. 11:30 class meets in Room 136 Downtown Library [10:00 Class, bring laptops and know your Master ID & password]. Due: WN #3. Classwork: Workshop topics.	Write: Complete RN #1, logical fallacy report. Read: David Martin’s Review of <i>Why We Fight</i> from Unit 2, Selected Readings on eCampus.
Wk. 5 T 2/7	9	Due: RN #1 + Student Reflection Survey #1 on ecampus. <u>Who Says?</u> (Warrant Worksheet). <u>Strategies for rebutting evidence.</u> Discuss <u>David Martin’s Review of Why We Fight. Conference signup sheet.</u> Assign & work on in class <u>V-Doc Worksheet for Draft #1.</u> Hear Logical Fallacy reports. <u>MLA Worksheet.</u>	Read: <i>EW</i> ch. 42, esp. sample student essay 246-253. Familiarize yourselves with MLA format. Write: Bring in a completed <u>V-Doc Worksheet for Draft #1</u> to your conference.
R 2/9	10	Conferences. We will have no class in the classroom; instead you will come to my office in 346 Colson for a conference.	Incorporate comments from conference and turn draft #1 into Draft #2 of Vetting a Documentary for workshop. Bring in 3 copies of <u>V-Doc Peer Crit.</u>
Wk. 6 T 2/14	11	Draft #2 due for Peer Crit. Peer Crit of Works Cited page; Review rubric on AAW 83. <u>Clarifications for Formatting V-Doc.</u> Assign Midterm Memo (AAW 163-165). Review argument (<i>EZ</i> ch.3), MLA (<i>EZ</i> ch. 42).	Convert Draft #2 into your FFN copy of the V-Doc. Bring in laptops.
R 2/16	12	*Bring in laptops* Due: “Final for now” draft of Vetting a Documentary; essay reflection; work on your Midterm Memo on laptops.	Complete Midterm Memo with <u>Midterm Participation Self-Evaluation.</u> Complete AAW p. 167 (anonymous survey—don’t write your names on these).
Wk. 7 T 2/21	13	Due: Midterm Memo with <u>Midterm Participation Self-Evaluation</u> + p. 167 Anonymous survey. Assign Speech Analysis (AAW 111+); Review logos/pathos/ethos (<i>EZ</i> 28-34). Assign Writer’s WN #4 = timeline. Show MLK’s “Mountaintop” speech. <u>How to Analyze a Speech</u> with p. 99 AAW “Says/Does. <u>Error Grid.</u>	Visit www.americanrhetoric.com/speechbank.htm . Read over several speeches and choose 3 potential civil rights speeches from the 1960’s.

R 2/23	14	Assign WN #5 (#2 on p. 115). <u>Top 10 Rhetorical Devices</u> . Activity for Writers: Workshopping the TS, Intro, & Outline (AAW 117-120).	Complete WN #4; write TS for class. Use guidelines on SA Draft #1 (117-120). Come to class prepared to ask the librarians questions about your speech. Write a one-paragraph synopsis of your speech.
Wk. 8 T 2/28	15	*Info Lit Instructional Session. Meet in Room 136 Downtown Library* 10:00 class meets in Room 104 in Downtown Library. 11:30 class meets in Room 136 Downtown Library [10:00 Class, bring laptops and know your Master ID & password]. Due: WN #4.	For info lit instructional session – focus your research plan; work on WN #5. Come to class prepared to ask the librarians about your own speeches.
R 3/1	16	*Info Lit Instructional Session. Both sections meet in Room 136 Downtown Library* Show Eyes on the Prize. Assign: WN #5 (#3 on p. 115).	Complete RN #2 & <u>How to Analyze a Speech</u> . Write a one-minute synopsis of your speech and polish your TS for your SA. Prepare to workshop both in Tuesday’s class.
Wk. 9 T 3/6	17	Due: RN#2 & How to Analyze a Speech. Read your intro to the class. Academic Honesty (AAW 59-60, EW 182-186). Review <u>Peer Crit for Read Aloud</u> . Review the rhetorical situation and how to identify logos, pathos, ethos and kairos appeals in your speeches. <u>Exercise for Recognizing Rhetorical Appeals</u> .	Complete WN #5 and your intro for your SA (see first half of p. 118 AAW for help). Bring in your intro for workshop. Print out 10 copies of <u>Peer Crit for Read Aloud</u> .
R 3/8	18	Due: WN #5. Peer crit of intros. <u>SA Peer Crit for Read Aloud. 3-Step Quotation Analysis. Handling Quotations.</u>	Convert Draft #1 into Draft #2.
Wk. 10 T 3/13	19	Due: Draft #2 of Speech Analysis. In-class Conferences/peer crit. <u>Emphasis Worksheet. MLA Checklist.</u> Workshop Works Cited page.	Complete “final for now” draft of Speech Analysis.
R 3/15	20	Due: “Final for now” draft of Speech Analysis; essay reflection; assign Researched Argument (AAW 129+). I assign WN #6; start planning your primary research. Discussion: Survey Monkey and what makes a good survey question.	Read Bethany Full’s “Food Stamps and Sodas” (Unit 4, Selected Readings on eCampus); work on WN #6; Do some preliminary research on your topic because you’ll need a prospective RQ for class on Tuesday.
Wk. 11 T 3/20	21	Quiz on/discuss Bethany Full’s “Food Stamps and Sodas”; Review “Conducting Research” (ch. 38 EZ); Go around the room & state your topic. Activity for Readers: Invention Questions p. 135 AAW.	Read “Conducting Research” EW ch. 38; confirm your research topic & question. You need a RQ for Thursday.
R 3/22	22	*Bring in laptops * for <i>Research Day</i> . Due: WN #6 Bring your RQ & answer the questions on “Guided Proposal Workshop” (AAW 139). Workshop RQs. Do <u>RA Worksheet for Draft #1</u> .	Complete <u>RA Worksheet for Draft #1</u> . Gather all your research & bring to class; conduct your primary research—interview, survey, experiment, or observation.
Spring Break March 19-23			
Wk. 12 T 4/3	23	I will go around & check your primary research. <u>Sample Outline for RA</u> . We will workshop intros (must be balanced, visual, and interest-getting); <i>Walter Annenberg</i> .	Complete Draft #2 of Researched Argument for workshop – bring 2 copies of RA and 3 copies of <u>RA Peer Crit</u> to class.
R 4/5	24	Due: Draft #2 of RA. Bring in 3 copies of <u>RA for Peer Crit</u> & in-class conferences. <u>Citing Primary Sources</u> .	Keep working on your draft.
Wk. 13 T	25	Peer Crit Day 2. Peer crit of your Works Cited page. <u>MLA Checklist</u> .	Complete “final for now” draft of Researched Argument; Print out <u>Final Reflective Essay</u>

4/10			<u>prompt</u> and other handouts.
R 4/12	26	<p>“Final for now” draft of Researched Argument due; essay reflection (AAW 159-160). Assign final portfolio. <u>Final Reflective Essay prompt. Specific Guidelines for Revising Essays.</u></p> <p>Radical/substantive revision vs. editing. <u>What’s due on the Last Day.</u></p>	Gather & read “final for now” drafts of Essays #1, #2, & #3 & AAW 41(“Creating Effective Titles”); Bring in to class on Tuesday all of your essays with my comments written on them. Portfolio revision: revise BN & V-Doc for workshop
Wk. 14 T 4/17	27	<p><u>Revision Chart.</u> Write <u>Revision Plan.</u> Peer Crit. Due: New draft of Braided Narrative and V-Doc for workshop. Bring in <i>Easy Writer</i>.</p>	Portfolio revision: revise Speech Analysis and RA for workshop
R 4/19	28	Peer Crit. new draft of Speech Analysis and Researched Argument due for workshop. Bring in <i>Easy Writer</i> ; <i>Sign up sheet for optional conferences.</i>	Portfolio revision. Complete Reflective Memo for peer crit.
Wk. 15 T 4/24	29	Optional Conferences or Peer Crit for Reflective memo. Bring in <i>Easy Writer</i> ; <u>Reflective Memo Peer Crit</u> (3 copies). <i>Homegrown Evaluations.</i>	Complete Final Portfolio.
R 4/26	30	FINAL PORTFOLIO DUE ; course evaluations. <i>Portfolio Pickup signup sheet.</i>	Final Exam Week is April 30-May 4. I will be in my office on May 2-4 in order to return your final portfolios to you.