

## ENGLISH 101\*401: COMPOSITION AND RHETORIC

Fall 2013  
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Percival Hall, Room 315 & 314A  
Class Time: 9:00-9:50 a.m.  
Office: 345 Colson Hall  
Office Hours: T 3:00-4:00 p.m.  
Th 3:00-4:00 p.m.  
and by appt.

"Successful writers are not the ones who write the best sentences. They are the ones who keep writing. They are the ones who discover what is most important and strangest and most pleasurable in themselves, and keep believing in the value of their work, despite the difficulties."  
--Bonnie Friedman, *Writing Past Dark*

### Course Description:

Throughout this semester of English 101, we shall explore the interconnectedness of reading, writing, and critical thinking. In completing the four major assignments of this course, you, as the young academic, will play the role of memoirist and reflective writer (paper #1), interviewer and journalist (paper #2), rhetorical analytical writer (paper #3), and researcher and argumentative writer (paper #4) in order to expand your skills as an effective communicator of a message that you wish to communicate to your audience. Each of the four major assignments will require you to reflect upon (1) who your audience is, (2) your organizational structure, (3) your purpose, (4) your theme, and (5) the finer points of grammar and styling. Collectively, the four major assignments will require you to focus on writing as a **process** by which revision is *essential* to your successful completion of a well-written final portfolio.

In class, we shall examine various texts and contexts to learn how writers go about the process of composition for different purposes and for different audiences. We will read a variety of essays submitted for past intonations of the course and, at times, you, as budding academics, will comment on what you feel made a paper particularly strong as well as point out areas in which the paper might have been improved. You will also have time in class to peer review the work of your colleagues in order to point out places in which you feel your colleagues' essays were particularly strong AND ALSO places in which you feel their work could be improved (Remember: Since writing is a process – a journey to becoming a better writer – please do not feel the need to commence the course with a final product. *There will be plenty of time to edit and revise based upon the feedback you receive from me and from your classmates.* However, be prepared to work diligently and to learn!)

### Required Texts:

Lunsford, Andrea A. *Easy Writer, WVU Edition*. 4<sup>th</sup> ed. Boston: Bedford/St. Martins, 2013.  
ISBN-13: 9781457669224

Undergraduate Writing Committee: *Work in Progress*, 6<sup>th</sup> ed. Detroit, MI: Hayden-McNeil, 2013.  
ISBN-13: 978-073805268-7

**Course Policies & Procedures:** Please see *Work in Progress* for more in-depth departmental policies and procedures.

Accessibility Accommodations: If you need any accommodations for this course or any other, please seek accommodations through the Office of Accessibility Services at 304-293-6700 or [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Accessibility Services is now located at Suite 250 at 1085 VanVoorhis Road (beside Applebee's and across from the Mountaineer Station transportation center).

Attendance: Because of the importance of discussion, editing, and revision in this class, attendance is **mandatory**. The expectation is that you are present *for each and every class period*. (Note: I look favorably upon perfect attendance because it shows strong initiative.) However, because unforeseen accidents, illnesses, family emergencies, and so forth can occur, you are allowed **3** absences in the course without grade penalty. If you miss **6 or more** class meetings, you will fail the class, in accordance to the policy stated on the bottom right of page xxi of *Work in Progress*, 6<sup>th</sup> ed., which states that those “who miss six or more M-W-F classes will fail the course.”

Cell Phones/Electronics: Personally, I do not have a problem with cellular phones. However, I would appreciate if you would turn them to silent during class so as not to cause disruptions. Furthermore, if you are text messaging during class rather than paying attention, please do not complain about not understanding the material or about a low class participation grade.

Cheating/Plagiarism: Plagiarism (submitting someone else’s work as though it were your own) is unacceptable since it is both unfair to others who have worked diligently and cheats you out of having to learn the material yourself. Clear evidence of plagiarism will result in an unforgivable F for the course. In addition, *I do NOT allow you to submit assignments you completed for previous classes or will submit/ have submitted for concurrent classes*. For more information, refer to *Work in Progress*, pp. xxii.

Conferences: Conferences are opportunities to discuss your papers in progress and consider ways in you might improve them as well as ask any other questions you may have about your work in progress. Conferences are scheduled for 10 minutes. (Conferences scheduled during class time will take place in the classroom. Other conferences will take place in my office.)

Email: I will likely send you a large amount of information including links and attachments via email. Please check your WVU MIX account email *at least once every day* and download important information from the emails to your computer desktop or flashdrive. If you email me, I will try to respond to your emails in a timely fashion, although I do not own any hand held devices and do not have Internet in my apartment so emails sent late in the evening may not be responded to until the next day.

Extensions: I am usually pretty lenient about granting extensions for major papers so long as you request them *before* the day the paper is due. In your application for an extension, I would like to know (1) the unexpected circumstance that arose, (2) the proposed date to submit your paper to me – usually not more than 3 days later than the original deadline, and (3) how you will use this extra time to improve the quality of your written product. Of course, I expect applications for extensions to be professionally written. In respect to informal writing assignments, I do not grant extensions.

FFN Drafts: Final-for-now drafts are due by 11:59 p.m. on the date specified. Please email your draft in .doc format (or .rtf if you don’t have .doc). If these formats do not work for you, please talk with me about other arrangements. While FFN drafts are not assigned a binding grade, *it is to your advantage to spend serious time formulating your FFN draft*. If you submit a draft that still requires a lot of work, I will have to focus my comments on the most important places for revision. I would prefer to spend the time assisting you in polishing your FFN drafts into portfolio-quality work.

Food and Drink: No food or beverages are allowed in the computer classroom (Percival 315) since accidental spills could result. Coffee and soda, regardless of the container, are prohibited in the computer lab. Beverages and small snacks may be brought into the non-computer classroom (Percival 314A) so long as you take responsibility for cleaning up any spills that result.

Late Work: Late work is not acceptable. The best way to harm your grade substantially is not to submit anything at all. Maybe your schedule has been really busy but at least submit something!!! Even submitting 2 or 3 pages for a first draft will provide something upon which to give feedback. Not submitting anything totally locks you out of the important process of writing and revising. Your colleagues cannot critique your work if you have no work for them to peer review. In the event that you must miss class because of illness, try to email me an electronic version of your draft before class, which will still allow you to receive feedback either from one of your colleagues or from me. For more information, refer to *Work in Progress*, p. xxiii.

Office Hours: My scheduled office hours are listed at the top right-hand side of page 1 of the syllabus. I will also usually be available before my 9:00 a.m. class or after my 10:00 a.m. class. If you wish to stop by my classroom in Percival after class (circa 10:50) to chat about a paper topic, a progressing draft, etc., please feel free to do so. Also, if the previous times do not work for you, email me or talk with me before or after class about other possible meeting times that might fit both our schedules. Finally, if you want to stop by my office in Colson and you see I'm there, feel free to ask if I have time to chat about your progress. I may say, "No," but asking can't hurt.

Peer Reviews: Peer reviews count toward your class participation grade and perhaps, at times, toward your informal writing grade. For each paper, try to choose a **different person** with whom to partner. (Outside of class, you may, of course, have other students in your 101 class further peer review, so long as you peer edit in person, and you include the peer-edited copy in your portfolio.) Be sure to print and sign your name to any colleague's paper for which you peer reviewed so that I know whose papers you peer edited so that I can give you credit while assessing portfolios. Although I prefer you focus peer editing among your 101 classmates, you may also have a roommate or another fellow student read your work and offer feedback for improvement. As always, you may visit the Writing Center for help [see *Writing Center*].

Prompts: I will distribute a prompt for each of the 4 major papers as well as a Mid-Term and Final memo prompts. Follow the procedures and requirements of the prompt. Also, if you wish to obtain brainstorming help from someone in the Writing Center [see *Writing Center*], please bring your prompt as different 101 instructors sometimes have slightly different expectations for the major papers.

Quality Writing: For your final portfolio (and hopefully before that point), proper grammar, syntax, capitalization, punctuation, and spelling are required if you wish to receive an A. Information pertaining to quality of writing can be found in *Easy Writer*. Please read the required selections in *Easy Writer*!!! If I indicate on your final-for-now (FFN) draft that your grammar, syntax, etc. need improvement, *please visit me during office hours to discuss the matter.* (You might also visit the Writing Center [see *Writing Center*].) Proper grammar is fundamentally important to all successful college writing, whether you are writing formal scientific theses, history research papers, or applying for jobs after graduation.

Supplementary Peer Editing: Refer to *Time Commitment*

Time Commitment: Ideally, you should see yourself spending an average of **6 hours** per week outside of class working on material related to this class. I take this policy seriously! This time commitment may include visiting the Writing Center (or visiting me) for grammar assistance, reading supplementary articles, interviewing for your second paper, researching for your third and especially fourth papers, and, of course, editing and revising your work up to this point. (You might also consider meeting with other class members outside of class to receive feedback on your writing. However, if you do choose this option, please include the draft for which you received help in your portfolio and note the name of the classmate who assisted you in supplementary peer editing.)

University Counseling Services: The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their hours, services, and location see *WiP* p. xxiv.

USB Drive: It would be very helpful to purchase one (perhaps a 4GB one at Wal-Mart for \$5). These flash-drives allow you to keep your files organized and backed up on places other than your computer desktop. It is always best to save your work for each of your classes as *many different places as possible* since computer crashes do happen.

Writing Center: If you find coming up with an idea for a paper topic challenging (and you do not want to visit me personally), you might take advantage of WVU's Writing Center located in G02 Colson Hall (the lower level). You can schedule an appointment by calling 304-293-5788 or drop in to see if a tutor is available. The Writing Center is also a great place to visit for assistance in organizing your papers and improving your grammar and styling. For more information, refer to *Work in Progress*, p. xxiv.



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| 8-26<br>M<br>Classroom | Assessing Sample MAPNs<br>(Recall what we discussed 8-21 & 8-23)<br><br>How do I peer review constructively?<br><br>(Schedule MAPN conferences)   | I will have emailed you some sample narratives to read and critique over the weekend. Read sample MAPNs keeping in mind material covered on 8-21 & 8-23 | Be prepared to discuss these sample narratives in class 8-26 to comment upon their strengths and weaknesses and mention how/where they could be improved and why. (I'll give you my own notes in respect to these MAPNs in class as well as emailing them to you after class on 8-26.)<br><br>Finalize your topic for MAPN |
| 8-28<br>W<br>Classroom | Basic MLA paper formatting<br>Using Microsoft Word and technology<br><br>Grammar Introduction<br><br>Why does grammar matter? ( <i>Ethos</i> )<br>Addressing common grammar errors<br>→ Review grammar websites<br><br>Mention Unit #2 Interview (start thinking about topics/people to interview)  |   | <b>Writing Activity Due</b><br>*Email me approximately 2 pages of your MAPN in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll try to have these back to you at conference with comments/suggestions.                                       |
| 8-30<br>F<br>Classroom | No Class: Conferences on your MAPN in progress.   |   |  |
| 9-2<br>M               | Labor Day Recess: No Class  |   | Finish complete MAPN draft for 9-4   |
| 9-4<br>W<br>Lab        | MAPN Peer-Review<br>(1) Read colleague's MAPN<br>(2) Give feedback on MAPN evaluation form and give the form to the colleague whose MAPN you have read.<br>(3) Make some notes/comments on hard copy of colleague's MAPN<br>(4) Be sure to have written YOUR name on both your colleague's evaluation form and hard copy MAPN<br><br>*Note: This evaluative criterion will be used for every peer review session. |   | <b>Paper #1 draft one due (print hard copy for peer review editing)</b>  |
| 9-6<br>F<br>Lab        | Research Overview for FA<br><br>Interviewing Protocol<br>Ethics of representation   |   | <b>Paper #1 FFN copy due</b><br><b>Reflection on Paper #1 due</b>  |
| 9-9<br>M<br>Classroom  | Begin Unit #2<br>Introduction to Feature Article<br>- What is a (strong) feature article?<br>- Leads<br>- Vivid descriptions  | Read "Badlands" and other professional sample FAs emailed over the weekend.   | *Know your topic and whom you are interviewing by Friday!  |
| 9-11<br>W<br>Classroom | Discuss <i>WiP</i> 15-20, 23, 27<br>Integrating Sources<br>- Paraphrase/Quotation<br><br>MLA citations (more later on)  | <i>WiP</i> 15-20, 23, 27  |  |
| 9-13<br>F<br>Classroom | Assessing Sample FAs<br><br>Discussing the different types of FAs<br><br>(Schedule FA conferences)  | On Wednesday, I will have emailed you some student FAs to read and critique for class Friday.   | Be prepared to discuss these sample feature articles in class 9-13 to comment upon their strengths and weaknesses and mention how/where they could be improved and why. (I'll email you my own notes in respect to these FAs after class.)   |

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| 9-16<br>Lab       | M | Assessing Sample FAs<br><br>Time to work on FAs in class   |  | <b>Writing Activity Due</b><br>*Email me approximately 2 pages of your FA in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll have these back to you before or at conference with comments/suggestions. |
| 9-18<br>Lab       | W | No Class: Conferences on your FA in progress.  |  |   |
| 9-20<br>Lab       | F | FA Peer-Review<br>[see date 9-4 for instructions]  |  | <b>Paper #2 draft one due (print hard copy for peer review editing)</b>   |
| 9-23<br>Classroom | M | Discussion of Midterm Memos<br><br>Discussion of Midterm Portfolio   | Read my sample Midterm Memo that I will have emailed you.              |   |
| 9-25<br>Classroom | W | Begin Unit #3<br>Introduction to Text Analysis<br>- What is text?<br>- Review of context<br><br>Discuss <i>WiP</i> 41-44<br><br>Decide student topics with students<br><br>CAP → ANALYSIS organizational   | <i>EW</i> 206-252 (browse)<br><i>WiP</i> 41-44                         | <b>Paper #2 FFN copy due</b><br><b>Reflection on Paper #2 due</b>   |
| 9-27<br>Classroom | F | Discuss sample contextual papers emailed to you  | Read sample contextual papers emailed to you                           | <b>Writing Assignment Due:</b><br>Write 300 word summary/précis of each sample contextual paper emailed to you and bring print copy to class Friday. This will form basis of conversation on Friday.  |
| 9-30<br>Lab       | M | Answer questions about TA unit (ex: from <i>WiP</i> 41-44)<br><br>Rhetoric and rhetorical strategies (emotional appeals, logical appeals, and appeals to the speaker)<br><br>Discuss textual analysis v. rhetorical analysis<br><br>Create Your Own Advertisements<br>→ Work in pairs<br>Present your ads to class | Watch film by 9-30 <i>Class Dismissed</i> (I'll provide link to film.) | Craft Midterm Memos   |
| 10-2<br>Lab       | W | Present & Discuss Advertisement<br><br>*Even if you present on Wednesday, your short paper is still due Friday although you may submit early.  | Find your own advertisement (see writing assignment)                   | <b>Midterm Portfolios Due</b><br><b>Midterm Memo Due</b><br><b>(include in portfolio)</b><br><br><b>*These are due at beginning of class 10-2</b>   |
| 10-4<br>Lab       | F | Present & Discuss Advertisement  | Find your own advertisement (see writing assignment)                   | <b>Writing Activity Due</b><br>(Find your own TV advertisement to share with the class (ex: from Youtube) – Be prepared to give short 1-2 minute presentation in clip chosen; write an approximately 2 page rhetorical analysis.  |

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| 10-7  | M | MLA citation style<br>- In-text citations<br>Works cited page<br>Summary/analysis workshop  |  | Get to know your film for TA paper.<br><br>*Be sure to select a film that is serious enough to warrant analysis of the rhetorical appeals used to convey a specific theme within the film.                                   |
| 10-9  | W | Assessing Sample TAs  | I will have emailed you some sample text analysis papers to print, read, and mark up <u>before</u> class on 10-9 | <b>Writing Activity Due</b><br>(Ex: What is your text that you plan to analyze and what theme within the text will you analyze? How is your research progressing for CAP?) (circa 1-2 page)                                  |
| 10-11 | F | No Class: Conferences on your TA in progress.   |  |  |
| 10-14 | M | No Class: Fall Break Recess   |  |  |
| 10-16 | W | TA Peer-Review #1<br>[see date 2-1 for instructions]  |  | <b>Paper #3 draft one due (print hard copy for peer review editing)</b>  |
| 10-18 | F | Continue Fashioning TA Paper  |  |  |
| 10-21 | M | TA Peer-Review #2<br>[see date 2-1 for instructions]  |  | <b>Paper #3 draft two due (print hard copy for peer review editing)</b>  |
| 10-23 | W | Begin Unit #4<br>How to Choose Research Topic?<br>- Of what are you passionate?<br>- Stakeholders<br><br>Developing a research plan   |  |  |
| 10-25 | F | Discuss Preliminary List (with class, consider strength of topic, possible difficulties of particular topic, etc.)<br><br>Using Web Resources (ex: for research)<br><br>Discuss synthesis (see 45-15 education paper) | <i>WIP</i> 57-61<br><br>Read sample SRP on 45-15 education (which I will have electronically sent you).          | <b>Paper #3 FFN copy due</b><br><b>Reflection on Paper #3 due</b>  |
| 10-28 | M | Discuss sample SRPs in class<br><br>Discuss your SRP proposal ideas [have list of proposal topics prepared]   | I will have emailed you some sample student SRP FFNs to read and mark up <u>before</u> class on 10-28            | Write preliminary list of possible proposals for change that interest you and why  |
| 10-30 | W | Logical Fallacies: Lecture  |  | <b>Writing Activity Due</b><br>Choose Topic (write a formal proposal about the topic you have chosen for your SRP and why you have chosen it. List your stakeholders. – I'll try to have proposal back to you before Monday. |
| 11-1  | F | Logical Fallacies: Group Activity   | Read Logical Fallacy handout I will have sent you for 11-1.  |  |
| 11-4  | M | No Class: Conferences<br>* on SRP   | Research for your SRP!   |  |

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| 11-6      | W | Find research sources SRPs in class<br>→ Taking advice from our conferences  | Research for your SRP!   |  |
| Classroom |   | Discuss Academic Conference Process  |  |  |
| 11-8      | F | Oral Presentations of SRPs<br>6-8 minute presentations   | Research for your SRP!   | <b>Writing Activity Due</b><br>Contribute messages to chain email on students who presented SRPs in class on 11-8.   |
| Classroom |   | *Students who insist upon writing their SRP on hackneyed topics will present today as will students who volunteer. | *It is imperative you spend time researching over this weekend!!!!   |  |
| 11-11     | M | Oral Presentations of SRPs   | Research for your SRP!   | <b>Writing Activity Due</b><br>Contribute messages to chain email on students who presented SRPs in class on 11-8.   |
| Lab       |   |  |  |  |
| 11-13     | W | Oral Presentations of SRPs   | Research for your SRP!   | <b>Writing Activity Due</b><br>Contribute messages to chain email on students who presented SRPs in class on 11-8.   |
| Lab       |   |  |  |  |
| 11-15     | F | SRP Peer Review #1<br><br>[see date 9-4 for instructions]  |  | <b>Paper #4 draft one due</b><br>(This may mean engaging in additional research in order to make a stronger claim or further refute the claims of those on the other side of the issue.) |
| Lab       |   |  |  |  |
| 11-18     | M | Revise MAPN FFN Draft  |  | Spend this time revising SRP based on peer's suggestions   |
| Classroom |   |  |  |  |
| 11-20     | W | Revise FA FFN Draft  |  |  |
| Classroom |   |  |  |  |
| 11-22     | F | SRP Peer Review #2<br><br>[see date 9-4 for instructions]  |  | <b>Paper #4 draft two due (print hard copy for peer review editing)</b>  |
| Classroom |   |  |  |  |
| 11-25     | M | Thanksgiving Break: No Class   | Thanksgiving Break is a great time to work seriously on revising your final portfolios, especially in respect to first 3 papers. | <b>Paper #4 FFN copy due 11-24 (feel free to submit before due date)</b><br><b>Reflection on Paper #4 due</b>  |
| 11-27     | W |  |  |  |
| 11-29     | F |  |  |  |
| 12-2      | M | Review Course Goals<br>Discuss Final Memo<br>Discuss Final Portfolio   |  |  |
| Lab       |   |  |  |  |
| 12-4      | W | Revise TA FFN Draft<br><br>(Complete SEIs)   |  |  |
| Lab       |   |  |  |  |
| 12-6      | F | Revise SRP FFN Draft   |  |  |
| Lab       |   |  |  |  |
| 12-9      |   | Final Day of Class   |  | <b>Final Portfolios Due</b><br>*These are due at beginning of class 12-9 OR dropped in my mailbox in Colson before 4:00 pm   |
| Classroom |   |  |  |  |

You may pick up your final portfolios from my office on Tuesday, December 17<sup>th</sup> from 8:00 a.m. to 10:00 a.m.