

SPRING 2015 | ENGLISH 103 – ACCELERATED ACADEMIC WRITING
TUESDAYS & THURSDAYS | WOODBURN 110
SEC 001, 10:00AM TO 11:15AM | SEC 002, 11:30AM TO 12:45PM

GENERAL COURSE INFORMATION

Instructor: David Beach | **Office:** 116 Colson | **Phone:** 304-293-9711

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Office Hours: Tuesdays & Thursdays, 2pm to 3:30pm or by appointment.

LibGuide: <http://libguides.wvu.edu/english103>

Required Texts:

- Braziller & Kleinfeld, *The Bedford Book of Genres: A Guide & Reader* (2014) – ISBN 978-0-312-38656-6
- Lunsford, *Easy Writer (EW)*, WVU 5e (2014) – ISBN 978-1-4576-9120-1

INTRODUCTION

This course is part of WVU's General Education Curriculum (GEC) that recognizes that effective writing skills are essential to success in every field of study and work. 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 GEC Objective 1, to communicate effectively in English.

English 103 accomplishes this through eight course-specific goals:

1. Understand writing as a process
2. Develop a personal learning process for effective writing.
3. Recognize contexts that shape writing and research.
4. Think critically to understand texts, contexts and writing strategies.
5. Explore and evaluate ideas
6. Integrate research effectively
7. Argue effectively and persuasively in a variety of contexts
8. Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations.

This course 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.

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 for general inquiry and focused within your field of study. By the end of English 103, you should achieve the following objectives:

- Identify various kinds of writing (i.e., genres) to match the purpose and audience of a writing situation;
- Identify conventions of writing in a particular field of study;
- Distinguish among multiple audiences and varied rhetorical contexts for writing, particularly for researched, persuasive writing;
- Demonstrate strategies for civic and academic arguments;

- Demonstrate creation, production and distribution of texts in multimodal environments;
- Locate and evaluate resource material and appropriately use academic citation systems to document work while understanding the need for and logic of such systems; and,
- Communicate effectively in writing at the college level.

Disciplinary Inquiry:

- What is the fundamental question in the discipline?
- How do we know what is known/we know? (How to identify gaps)
- How do we build on what is known to develop more knowledge? (How to ask researchable questions/How to develop a research process)
- How do we communicate what we know to scholars and a wider audience? (How do we create, produce and distribute knowledge)

COURSE POLICIES

Social Justice & Accessibility

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 (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Cheating/Plagiarism

The WVU community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. WVU's Academic Integrity Policy states:

Students of West Virginia University are citizens of a broader academic community. As such, the University expects that every member of its academic community share its historic and traditional commitment to honesty, integrity, and the search for truth. To meet these standards, academic dishonesty will not be tolerated.

It is your responsibility to be fully familiar with the Campus Student Code which can be found at <http://campuslife.wvu.edu/r/download/180235>. If you are at all confused about what is or is not plagiarism, ask!

Attendance

Because this course depends on your preparation for every class and your involvement during every class meeting, regular and on-time attendance and active participation are critical to your success. On a T-Th schedule, **each student is allowed up to two absences without penalty**. A third absence will result in the loss of *up to one letter grade* for the course. Each subsequent absence will result in the further loss of *up to one letter grade*. Students who miss three weeks' worth of classes will fail the course. Arriving late will also impede your success in class. **Four late arrivals will be counted as an absence**.

You are expected to conduct yourself professionally and be an active, dedicated participant and colleague. This means participating in classroom and online discussions, meeting with group members either face-to-face or via a variety of media, attending conferences with me at mutually agreeable times, and posting assignments on time. This also means notification of any issues that could impede attendance or completion of work. Things happen in life (loss of job, illness, illness or death of loved ones), and when these things occur, I am empathetic and flexible *if I know about them*. For example, if one has a family emergency, one does not disappear from work without notice; the same thing applies to school (not just this class, but all classes). Maintain contact, and we can work around issues.

Enrollment

Students are responsible for verifying their enrollment in this class.

- Last Day to Add: Jan 16th
- Last Day to Drop: Mar 20th
- Last Day to Withdraw from the University: Apr 30th

Late Assignment Policy

Late work is unacceptable. If you miss either a draft or a final deadline listed on the schedule of work due, that work will reduce your final grades. Missed in-class activities or informal writing assignments cannot be made up and will receive a zero.

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. Such arrangements are, however, exceedingly rare and require a formal, written request to me that must include 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 the request will be granted.

Computers and Cell Phones

You are welcome to bring laptop computers, tablets and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to the class, you will be asked to put them away. All mobile phones should be turned off or set to a silent mode. If you must take a phone call because of an emergency, please quietly excuse yourself from the room.

Eberly Writing Studio

The Eberly Writing Studio, located in G02 Colson Hall, strives to help all members of the university community learn more about writing and become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. Because the Writing Studio works to teach students ways to improve their own writing, consultants will not proofread, edit papers, or discuss grades. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call 304-293-5788 or visit the Writing Studio web site at <http://speakwrite.wvu.edu/writing-studio>.

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 its hours, services, and location, see its web site at <http://well.wvu.edu/ccpps>.

eCampus & Other Technology Tools

We will use eCampus for course materials, assignments, submissions, discussions and collaboration. To access eCampus, follow these directions:

- Open a browser.
- Go to <http://ecampus.wvu.edu>
- Enter your MyID username and password.
- Click on ENGL-103 (course material will be available on January 12th)

E-Mail

You should use your MIX e-mail account for class-related correspondence. I will only send material to MIX accounts to ensure confidentiality. If you use an e-mail account other than your MIX account, you can have your WVU e-mail forwarded to that account. Your other account should identify you by name,

and if possible, you should change the settings on a class-related e-mail to have responses sent to your MIX account.

Document Format

Presentation is an evaluation factor. It is important to remember that one way to “invite” reading of your work is to make it attractive.

Submission of Mid-Term and Final Portfolio

The Mid-Term and Final Portfolios will be submitted in eCampus by their due dates. More details will be on the assignment sheets as to their contents.

Using Sources

A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time, and have three class sessions with reference librarians, to understand how sources are used, how to locate sources and how to evaluate sources.

Keep in mind that ***Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any submitted college paper.*** With that said, Wikipedia can be a good place to start your research since it does list original sources and links from contributors. (Note: You may, of course, cite Wikipedia in a paper in which you are discussing Wikipedia itself.)

Extra Credit

I am fundamentally opposed to the concept of extra credit since if I offer extra credit to one person, I have to offer it to all.

ENGL103 GRADING POLICY

Our Undergraduate Writing Program uses a portfolio approach for evaluation. Since writing is recursive, and stronger writing results from both application of feedback and revision, we evaluate your progress in this class holistically based on a formal portfolio. Many studies have indicated that the portfolio approach, in which revision is a key component, helps writers develop stronger, overall skills. Studies also show that students earn higher-than-average grades when consistently and diligently using the portfolio approach; the average final grade is in the mid-B range for students in our Undergraduate Writing Program courses.

Your course grade will be based on the following:

Mid-Term Portfolio: (not binding, but provides mid-term status)

Reflective Memo plus revisions of major assignments #1 and #2. Also, the Mid-Term Portfolio will include a one-page (single-spaced) discussion of genres in the disciplines (based on your collaborative project) and a one-page summary of the readings.

Final Portfolio: (70%)

Graphic cover, table of contents, reflective memo plus revisions of all major assignments with selected informal writing assignments.

Portfolio (70%)
A: Superior portfolios will demonstrate originality and initiative and rhetorical sophistication that go <u>well beyond</u> the course requirements. A portfolio at this level is composed of well-edited texts of different genres; all consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise/rewrite accordingly. The writer takes risks that work. The work is uniformly excellent.
B: Strong portfolios succeed in meeting the rhetorical goals in terms of audience, purpose and genre conventions without need for further <i>major</i> revisions (although some fine-tuning would still be in order). The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.
C: Satisfactory portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, development, audience or writing style/mechanics (or some combination), and a stronger understanding of rhetorical decision-making. The writer composes across tasks at varying levels of success with some superficial revision. The writer

has taken some risks in writing and exhibits some style.
D: Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding. Texts generally require extensive revisions to address problems with purpose, development, audience and/or writing style and mechanics.
F: Unacceptable portfolios exhibit pervasive problems with purpose, development, audience or writing style/mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's own original work.

Informal Writing: (20%)

Response papers, online discussions of readings, collaborative presentation on genres in the disciplines

Informal Writing (20%)
A: The writing is well-developed, original, and succeeds in mastering new techniques and knowledge. The writing shows risks that work.
B: The writing is done with considerable care and attention. It is developed and detailed.
C: The writing is all done on time and is always satisfactory. The writer needs to spend more time or thought on the assignment.
D: The writing is missing or unacceptable. It may be unfinished, late, or inappropriate to the assignment.
F: No writing turned in.

Participation: (10%)

Attendance/punctuality, peer review, class engagement, in-class writing, co-leading reading discussion

Participation (10%)
A: Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic and written contributions. Reading and writing assignments were always completed with attention to detail. In workshop or conferences, suggestions to group members were tactful, thorough, specific and often provided other student writers with a new perspective or insight.
B: Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments were completed with attention to detail with only an occasional need for further development. In workshop or conference, suggestions to group members are tactful, specific and helpful.
C: Satisfactory participation demonstrates consistent written and verbal work that meets basic requirements. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.
D: Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.
F: Unacceptable anticipation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, too brief and general to be of help, disrespectful or disruptive.

OVERVIEW OF REQUIRED WORK

Essays, informal writing and participation together comprise the work for English 103. Each of these components is described below:

Essays and Reflective Writing. You will write five major essays in this class (totaling about 20+ polished pages of writing), and this work will represent the bulk of your grade. You will be given ample opportunity to revise all of your essays. Other work will be counted as the Informal Writing part of your final grade.

1. *Reading, Writing & Telling a Story in Your Field of Study.* (4-5 pages) In this assignment, you will write about a research project at WVU or nearby. You'll need to do some background reading and then interview at least one faculty member, graduate student or research assistant, or a professional in the field. The rhetorical emphasis is on narrative and exposition with the use of interviews to illustrate your observation. Your goal is to write a short feature that explains the

research to a general readership (like readers of the *DA* or the readers of a general University web page).

2. *Writing to Analyze a Question in Your Field of Study.* (5+ pages) In this assignment, you will read and summarize three or four assigned essays closely related to your field of study before choosing one for an in-depth analysis. Summarize the key findings in language for the layperson. What is interesting about the finding? Why is it new information (i.e. “news”)? How does the author establish credibility? How does the author develop and support the central claims? How do the audience, genre, and medium each shape the text? What about timing and situation? This paper requires analysis: breaking a text down into its component parts, and then assessing how these elements work together—and to what effect(s).
3. *Collaborative Presentation.* Before the mid-point of the semester, we will hear presentations from groups on the differences in rhetoric and genres across disciplines. Each student will write a one-page (single-spaced) summary of the presentation to include in the mid-term and final portfolios.
4. *Writing to Compare and Evaluate Different Perspectives.* (5+ pages) In this assignment, you will analyze selected articles from *scholarly* and *popular* sources to understand how the same reality can be documented in different ways. The approach to this assignment will vary depending if you are in the humanities or the sciences.
5. *Writing to Test Ideas.* (8+ pages) In this assignment, you will explore a variety of research avenues to develop your understanding of new work in your field and write an informed essay that, while establishing your position effectively, reflects your knowledge of existing and relevant scholarship. For those in science fields, you will use an IMRaD structure (Introduction, Methods, Research [and] Discussion).
6. *Reflective writing.* For each major assignment and in each portfolio, you will write a reflection in which you provide commentary on your growth as a reader, writer and thinker within the context of the assignment(s).
7. *Periodic responses to articles/essays.* You will respond to some of our readings to understand how argument informs knowledge.

GRADING

You will receive an “in-progress” midterm grade and commentary, which will describe how your overall work is evaluated. Individual papers will not receive grades (letter or numerical), but you will be given feedback in order to strengthen your writing. You are welcome to talk to me if you have questions about your progress in the class.

The schedule is subject to slight alteration based on the progress of the class. TBBog = The Bedford Book of Genres; EW = Easy Writer

DATE	DUE	DISCUSSION
Jan 13		Introductions, Achieving mastery in research and writing, Information Literacy, Genres
Jan 15	DUE: Response #1	TBBog 1, Understanding Genres EW, A Guide to Writing at WVU Rhetorical situations, Genre conventions
Jan 20		TBBog 2, Narrative Genres EW, Ch. 1-3 Finding narratives in your field, Identity genres
Jan 22	DUE: Response #2	TBBog 11, Identity & Self / Shaping Identity EW, Ch. 4-6 Writing a narrative, Peer Review
Jan 27	DUE: Peer Review Draft of Telling a Story	TBBog 3, Informative Genres EW, Ch 39, 41-44
Jan 29	Meet in Library 136: Information Literacy DUE: Draft of Telling a Story	Visual rhetoric
Feb 3	NO CLASS – INDIVIDUAL CONFERENCES	TBBog 11, American/Subculture Identity (online discussion)
Feb 5	DUE: Response #3	TBBog 4, Persuasive Genres Writing to analyze, Collaborative research
Feb 10	DUE: Peer Review Draft of Analyzing a Question	TBBog 12, Bodies 101 / Food, Obesity and Fat Advocacy EW, Ch. 37-38 Argument models
Feb 12	DUE: Draft of Analyzing a Question	TBBog 10, Assembling a Multigenre Project Argument as inquiry
Feb 17		TBBog 12, The Brain & Mental Health / Cigarettes, Drugs & Alcohol Finding and using sources
Feb 19	DUE: Genres in Contexts— Collaborative Project Presentations	Synthesizing information, Putting together the portfolio, Reflective writing
Feb 24	DUE: Mid-Term Portfolio	EW, Ch. 40 The second half; Writing to evaluate
Feb 26	DUE: Response #4	TBBog 5, Exploring Topics & Creating a Research Proposal EW, Ch. 29-32 Research methodologies, statistical analyses and writing
Mar 3		TBBog 13, Going Green: Ethics & Crisis / Pollution & Activism (online discussion)
Mar 5	Meet in Library 136: Information Literacy	Crafting research questions
Mar 10	DUE: Peer Review of Draft of Evaluating Perspectives	TBBog 6, Evaluating & Choosing Sources
Mar 12	DUE: Draft of Evaluating Perspectives	Statistical v interpretive data, Data retrieval
Mar 17		TBBog 13, Corporate Greening / Plastics, Recycling & Wildlife
Mar 19	Meet in Library 136: Information Literacy	Synthesizing information
Mar 20 (F)	DUE: Testing Ideas: Research Question	

DATE	DUE	DISCUSSION
Mar 31	DUE: Response #5	TBBoG 7, Integrating & Documenting Sources Documentation & citation, Writing annotations
Apr 2	DUE: Testing Ideas: Annotated Bibliography	TBBoG 13, Food & The Environment Writing researched arguments
Apr 7		TBBoG 8, Composing in Genres
Apr 9	DUE: Response #6	TBBoG 14, Mythical Heroes / Archetypal Villains Drafting & rereading
Apr 14		TBBoG 9, Revising & Remixing Your Work TBBoG 14, Heroes: Famous & Obscure / Serial Killer & Murderous Moms Revision, Collaborative research
Apr 16	DUE: Peer Review Draft of Testing Ideas	Collaborative research
Apr 21	NO CLASS - Individual Conferences to discuss Draft of Testing Ideas	
Apr 23	NO CLASS - Individual Conferences to discuss Draft of Testing Ideas	
Apr 28		Summary and Overview of Readings Revising, editing, reflecting
Apr 30	DUE: Final Portfolio	Feedback & wrap-up
May 7	Portfolio Evaluations Available	

SPRING 2015: COURSE AGREEMENT

Please sign and return to the instructor

Course # and section: _____

Name (printed legibly): _____

Phone: _____

MIX E-mail address: _____

List any specific personal cognitive or physical challenges you choose to inform the instructor about:

I HAVE READ AND UNDERSTOOD THE SYLLABUS FOR THIS COURSE, AND I AGREE TO ABIDE BY THE POLICIES.

Signature: _____

Date: _____

(* OPTIONAL ***)**

Permission to Copy Student Work

Permission to copy your work is requested for use in academic purposes (e.g., models for other students, examples of genre, samples for classroom activities, inclusion in teaching portfolios, teaching assessment and research, etc.). Your anonymity is assured. All copies of work will have your name and any references to you removed.

I hereby give permission to have my work copied and/or distributed for anonymous, academic use.

Name: _____

Date: _____

MIX Email: _____