

English 101: Composition and Rhetoric Section 009 (CRN 80225)	
Fall Semester, 2015 Building: Clark Hall Room 206, 404	
Instructor: Meredith Jeffers	
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Office: Colson Hall G25	Office Hours: M 12:30 – 1:30, W 9:30 – 10:20, or 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.

REQUIRED MATERIALS

- One pack of index cards.

INTRODUCTION

Welcome to English 101. This course focuses on developing your knowledge of writing in several areas beyond just grammar and punctuation. We will examine how we use writing to express personal ideas. We will practice using writing to learn new things. We will explore how writing can change depending who you write to. We will analyze how different types of communication like cartoons or music are a type of writing—or composing—that make meaning in people’s lives. Finally, we will develop a richer sense of how research and form can give your writing power and purpose. The goal is to help you be more aware of how language influences your personal, professional, academic, and civic lives, and how your knowledge of language and writing can positively impact those spheres.

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 critical thinking. By the end of English 101, students should be able to do the following:

- Understand the roles of context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Use appropriate, relevant, and compelling content to explore and develop ideas for an audience.
- Use appropriate genre and grammatical conventions for varying communication situations.
- Integrate credible, relevant sources into writing to support ideas.
- Draw conclusions about topics or issues based on a wide range of information, viewpoints, and related outcomes

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. 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 of class without penalty. (That means you can miss 3 class meetings for this section because we meet on MWF.)
- 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 serviceperson** 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 conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with a small group of peers and me about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences. We will hold our conferences in Eliza's Café on the fourth floor of the library.

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 page 2 of *Work in Progress*.

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 page 3 of *Work in Progress*.

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 page 4 of *Work in Progress*.

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 look at page 7 in *Work in Progress* or visit speakwrite.wvu.edu/writing-studio.

WellWVU: 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. For more information about their programs, see their ad at the beginning of *Work in Progress*.

SCHEDULE OF WORK

This course will meet regularly meet in Clark Hall 206 at 10:30 AM. All sections of English 101 spend 50% of their time in computer classrooms. Therefore, we will also meet in **Clark Hall 404**, labelled as **LAB**, on the days I have specified below. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress. Final Portfolios will be returned during our course's scheduled final exam time. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals/fall-2015

Week	Monday	Wednesday	Friday
Clark 206	August 17 Course Introduction	August 19 Intro to Narrative Project Meta-Writing	August 21 PACT Rhetoric Due at 11:59 PM: Writing Exercise #1
Lab 404	August 24 Voice Pathos	August 26 Narrative Structure	August 28 Conventions Due at 11:59 PM: Writing Exercise #2
Clark 206	August 31 Peer Review	September 2 Conferences: Meet in Eliza's Café	September 4 Wrap-Up Intro to Profile Project Due at 11:59 PM: Narrative Project
Lab 404	September 7 NO CLASS: Labor Day	September 9 Brainstorm Ethos	September 11 Interview Techniques Due at 11:59 PM: Writing Exercise #3
Clark 206	September 14 Mock Interviews	September 16 Conferences: Meet in Eliza's Café	September 18 Sample Essays Leads Due at 11:59 PM: Writing Exercise #4
Lab 404	September 21 Quotations Paraphrasing Integrating Sources	September 23 MLA Formatting	September 25 Peer Review Due at 11:59 PM: Profile Project
Clark 206	September 28 Intro to Midterm Portfolio	September 30 Reflections	October 2 Wrap-Up Time to Work Due at 11:59 PM: Midterm Portfolio

Lab 404	October 5 Intro to Analysis Project Logos	October 7 In-Class Music Video Analysis	October 9 Context Due at 11:59 PM: Writing Exercise #5
Clark 206	October 12 NO CLASS: Fall Break	October 14 Rhetorical Strategies	October 16 Sample Essays Due at 11:59 PM: Writing Exercise #6
Lab 404	October 19 Arrangement Sub-Headings	October 21 Conferences: Meet at Eliza's Cafe	October 23 Peer Review Due at 11:59 PM: Analysis Project
Clark 206	October 26 Intro to Exploratory Essay Tired Topics	October 28 Stakeholders	October 30 Research Methods Due at 11:59 PM: Writing Exercise #7
Lab 404	November 2 Understanding Bias	November 4 Exploring Databases Navigating the Library System	November 6 Determining Credible Sources Integrating Research Due at 11:59 PM: Writing Exercise #8
Clark 206	November 9 Revisit Pathos, Ethos, and Logos	November 11 Conferences: Meet in Eliza's Café	November 13 Peer Review Due at 11:59 PM: Exploratory Essay
Lab 404	November 16 Intro to Final Portfolio	November 18 Revision, Editing, and Proofreading Tactics	November 20 Exploratory Essay Due at 11:59 PM: Writing Exercise #9

	November 23 NO CLASS	November 25 NO CLASS	November 27 NO CLASS
Clark 206	November 30 Analysis Project	December 2 Profile Project	December 4 Narrative Project Due at 11:59 PM: Writing Exercise #10
Lab 404	December 7 Last Day of Class Due at 11:59 PM: Final Portfolio		