

English 101

Aparajita De, ENGL 101, Fall 2005

APARAJITA DE

ENGLISH 101. S-067.

.403 Armstrong Hall

MWF: 1:30- 2:20; FALL, 2005

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See *Work in Progress* for additional policies and procedures.

COURSE OBJECTIVES

English 101 at WVU is a necessary step towards fostering a healthy academic environment for invention, analysis and assimilation of new ideas. The course goals include the development of strategies helpful to aspiring writers and students, which include the ability to observe, to interpret, to analyze and to reflect simultaneously while learning and enquiring. This course aims to study the acts of reading, writing and responding as collaborative and dynamic processes. Towards the end of the semester students are generally able to critique their own and others' works and are adept at using primary research techniques. This course enables them to critically develop and practice the principles of clarity and brevity and to essentially adapt the technique of generating, revising, editing and proofreading, and encourages them to make effective use of technical and research methodologies as are commonly used within the University.

REQUIRED TEXTS

Brady, Laura, Margaret Brown Racine & Kathleen J. Ryan. *Work in Progress: English 101 at West Virginia University*. Acton, MA: Tapestry P, 2003-04.

This is a freshmen English handbook cum referential text. It introduces English 101 at WVU. The book includes important policies and procedures required for this class. It also contains student writing and workshop materials that will be regularly used in class. This text is essential for any clarifications or questions that the student might have, about the course. *Work in Progress* should be brought to class everyday.

Lunsford Andrea A. & John J. Ruszkieneicz. *The Presence of Others: Voices and Images That Call for Response*. Bedford/St. Martin's, 2004.

This text is our composition reader. The content matter of our discussions and assignments will often draw from *The Presence of Others*, and we will also use it to discuss rhetorical strategies and reading as a process. This book should be brought to class everyday.

Lunsford, Andrea. *The Everyday Writer*. Third edition. Bedford/St. Martin's, 2005.

This beneficial handbook comes with thoughts and exercises on the use of languages, with tools included for multilingual writers; an idea of the correct format for writing and will also inform you about the nuts and bolts of effective writing practices, along with helpful electronic exercises. It will help to carry this along with your reader to class everyday.

COURSE POLICIES

Please see Work in Progress for departmental policies and procedures for English 101, pp: 09-15. absences:

- Three or more absences from a M-W-F class will compromise your grade.
- A missed conference equals two absences.
- Six or more absences from a M-W-F class will result in a failing grade.

Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your role as a student involved in learning, planning, drafting, discussing samples, or practicing strategies. Situations may arise that, on a rare occasion, make it impossible for you to be in class. Remember, however, that's why the few absences are allowed; please reserve it for an emergency. If you do have to miss class, you are responsible for obtaining any handouts or assignments you may miss. If you are worried about missing a class or meeting a deadline, make sure you talk/email/meet with me in advance. If you must miss class, it is your responsibility to obtain any handouts, or assignments for the class

Participation and Late Policy: participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is suitable, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Please come to class on time. Tardiness will hurt your grade as it is an unnecessary interruption and because latecomers are likely to miss valuable information. If you are more than 10 minutes late for the class you will be marked "late". Three consecutive late arrivals to class will result in an absence.

If you have a problem with an assignment, talk to me in advance. Deadlines are not negotiable after you have missed them.

Note: Students should not: Eat during class.

Students should: keep cell phones, pagers on vibrate or silent.

Students should be respectful of each other in the classroom to help foster an environment of coordinated and cooperative learning.

Participation grade descriptors with details regarding the participation grades will be given during the course of the semester.

YOUR WORKING PORTFOLIO

This text is a collection of all the texts created in this class. Students are required to conscientiously collect and organize these texts, which may include all in-class writing, the Writers' Notebook, all the notes, drafts and peer responses related to assignments, in a folder. This portfolio reflects on your work and you should bring it to class everyday. This portfolio is a record of all the developmental processes of your writing, thinking, reflecting, observing and analyzing strategies throughout the semester and is finally used to create your final portfolio.

You will write four papers, two reflections, in addition to keeping eight (08) Writer's Notebook and doing informal writing in class. The following assignments allow you to develop a rhetorical knowledge, practice different forms of inquiry, and develop your processes of reading and writing.

WRITER'S NOTEBOOK (about 08 entries of 1-2 pages)

The writer's notebook focuses on informal responses to readings and reflections on writing assignments. It is a kind of a journal (WN), as this is the place where you voice your personal questions, concerns, things going on in your life, your ideas, your reflections on writing assignments and so on. These typed 1 –2 page entries are due at the beginning of each class on the day assigned (refer Schedule below). Late entries are unacceptable and you must be in class to turn in your entry. You will compose ten WNs as homework during the course of the semester. Each week you will hand in 1 or 2 entries from your notebook (for a total of about 10 entries). You can discuss almost anything in your WN's, as long as you are engaged and interested in what you are writing.

FORMAT FOR WRITTEN ASSIGNMENTS

All written work handed in as part of your grade must be typed. You will incur penalties if you do not meet the following criteria:

Typed using 12- point Times New Roman font.

Proper heading in the upper left corner of p.1:

Your name

English 101, Section.

Ms De

Paper #/WN #

Date.

Type a title (not essay #1) centered above the first paragraph below the heading.

Stapled in the upper left corner. Unstapled papers won't be accepted.

One inch margins on all sides.

Page numbers on each page after the first.

Double-space the text.

Use a 'works cited page' as needed.

RESPONSE AND EVALUATION

You will not be graded on individual papers. Instead you will get comments on each draft or assignment, guiding your revision for the final portfolio. You will receive an "In-Progress" mid-term grade assessing your progress as a writer. This is a portfolio course, hence no formal tests would be taken, and a final portfolio would define your grade based on the extent of your thought, involvement and revision of your papers. It is important that you hand in all assignments on time, consider and discuss all reading and writing assignments on time and try new perspectives on writing with enthusiasm.

The weightage for various assignments are:

Final portfolio: 70%

In-class participation: 10%

Writer's Notebook: 20%

Please see pages 10-13 in Work in Progress for the evaluative criteria for the portfolio at the end of the course. I will also give you more specific guidelines around midterm.

PAPER ASSIGNMENT OVERVIEWS

Literacy Narrative/ Personal Essay: (about 3-4 pages).

This assignment invites you to reflect on, examine and analyze your own literacies within a specific community (i.e. what music you love, what movies you like, and how they have affected your growth as an individual) and focus on one particular incident/moment/event that affected and molded you as a reader, writer and thinker/participant in a specific community. The rhetorical emphasis is on your peers and your instructor as your audience, as you begin to

observe and analyze how you view a medium of awareness and relate it to have significantly affected your personal growth.

Rhetorical Analysis (about 3-5 pages):

This second paper continues to build on your abilities to observe and analyze. It invites you to learn the technical language of rhetoric and practice studying texts and interpreting their rhetorical effect on readers. What do you see? How do you interpret? How is it significant? How do others interpret the text? How does it help you? Are your perspectives enriched/ broadened? How? This process will initiate you in examining something which you have previously ignored, thereby enabling ways in which you might compose texts.

Interview/ Observation (about 4-5 pages):

This assignment continues to build on your abilities to observe, analyze and interpret as you interview a person. You can have a question bank and then narrow it to focus on what you want to know about a particular aspect of your interviewee's thoughts. This will help you to be selective and critical and really discover and analyze the information that you are looking for.

You may conduct an interview with someone to collect information about your discipline or a future profession, or to learn about their background or membership in a particular community.

Multigenre Research Paper (about 8-10 pages):

This last paper invites you to engage in primary and secondary research in order to explore a research question of interest. The multigenre research paper challenges you to present research in a way that draws on your work with genre. It draws on various sources and challenges you to take risks with your thinking and writing.

Reflective Writing (about 4+ pages): You will have two primary opportunities to reflect on your thinking, reading, workshopping, and writing processes. These reflections (totaling about 4+ pages) will take the form of a mid-term reflection (1-2+ pages) and one longer reflection (2 + pages) that will serve as the preface or conclusion to your final portfolio.

OFFICE HOURS

My office hours are: 11:30 -12:30, Monday and Wednesday. My office room is at Stansbury Hall, Room 125. I can also meet with you if you confirm an e-mail appointment. Office hours provide us with an opportunity to talk one on one. You may drop in during these times or make an appointment with me to talk about any questions or comments that you may have regarding your progress in this course, or regarding class assignments. I'd be happy to talk with you via email as well (ade@mix.wvu.edu) and you can expect that I will respond to you (by email or in class) within 48 hours.

LATE WORK.

A 'one time use only late work coupon' is provided for use by the student anytime during the semester (except for the final portfolio and the midterm memo) to turn in an assignment one class session late. Each student is permitted one coupon.

An unused coupon may be redeemed for extra credit during the end of semester.

SCHEDULE OF WORK DUE

(subject to slight changes announced in class).

01

08/22 Introduction. First day of classes. Buy books and materials. Read 5-15 WIP.

08/24 Discuss policies, procedures, & in-class writing sample. Rd. Chapter 1, The Presence.

08/26 Discuss readings. Introduce P.1. What is Literacy? Make a list of 10 literacy moments in your life, pick one and write on it for 10 mins. Read sample literacy narrative. Introduce WNs. Last day to register, add course, change pass/fail/audit. Rd: 2&3 (Presence); Rd. 21 (WIP). Write WN #1, on a moment your literacy failed you. Write a first draft of P.1. Bring 3 typed copies to class.

02

08/29 WN #1 due. Discuss readings. Examine Reading with emphasis on narration and interpretation, group workshop on pointing and center of gravity. Rough draft #1 on P#1 due. Revise media literacy narrative for purpose and genre. Use notes from class workshop to revise. Read 34-35 WIP. 61-66 WIP for revision strategies.

08/31 Discuss and prepare revision strategies. Prepare for group conferences. Print copies for group conferences. Write WN #2, topic to be specified in class.

09/02 Group conference. No regular class meeting. Revise Paper #1 for turning in final copy.

03

09/05 Labor Day Recess. No Class. ENJOY.

09/07 Paper 1 due with drafting materials. WN # 2 due. Introduce P 2. Reading a Picture, 511. Read Postman (545).

09/09 Discuss reading and introduce term rhetorical analysis. Assignment sheet given out Choice of texts to use given out. Read Delgado (625) and Abbey (619); WN # 3 to write: practice rhet. anal.

04

09/12 Discuss readings. WN #3 due. Students are to specify their choice of text, work in pairs. What did you find out? What are you interpreting? Why? / How? Brainstorm first draft. Continue drafting. Compose first draft with 2 copies..

09/14 Drafting workshop for paper 2. Continue drafting. Prepare for class presentation.

09/16 Class presentation. Club pairs doing the same text. Revise Paper 2 draft #2.

05

09/19 P.2 revision workshop. Draft #2 due in Class. Prepare for conferences.

09/21 Class cancelled for conferences. Revise draft P.II for turning in.

09/23 P.II due. Review portfolio evaluation. Discuss midterm reflection. Invention for

Midterm memo. Read chap 8 (The Presence): 632 -633. Write reading WN #4.

06

09/26 Discuss reading. WN #4 due. Draft Memo. Continue drafting memo. Bring 2 Copies of memo to class.

09/28 Workshop memo. Revise Memo for turning in.

09/30 Memo due. Discuss and Introduce Paper III. Read Madden poem (711), examine Osbourne photo (629).

07

10/03 Discuss reading. Interview strategies; choose working partners. Interview invention activity. Read Walker (642).

10/05 Discuss reading. Interview questions and actual interview strategy discussed. Rd. Williams (655), Frawley (693). Write WN # 5. Prepare interview questions.

10/07 WN #5 due. Discuss reading. In class/ outside interview session. Draft developed from interview notes. Write first draft for Paper III.

08

10/10 Mid semester grades given out. Ist draft for paper III due. Read Kincaid (703).

10/12 Discuss reading. In-class/outside interview session continued. Further develop draft for paper III. Bring draft copy to class for workshop.

10/14 Workshop draft of Paper III. Prepare for conference on Paper III

09

10/17 Class cancelled for conference. Revise Paper III for turning in. Read sections specified from *The Everyday Writer* for possible quiz.

10/19 Paper III due. Quiz on MLA citation. Read Wilson (338).

10/21 Discuss reading. Introduce paper IV. Assignment overview given out. Think on your research question.

10

10/24 Library meeting for research database access. Bring WVU student id with you also your "700-" no. Write WN #6. Read hooks (774), Tenner (767).

10/26 WN # 6 due. Discuss readings. Can you Create a dialogue from the hooks text? Brainstorm research question. Think further on the research question. Read 26-27 & 39 (WIP).

10/28 Further discussion on Paper IV; in-class research day. Thoughts on the paper: how are you planning your paper? What are some of your sources? Last day to drop a class with a "W." Develop research question.

11

10/31 Outside class research day. Think about genre. WN #7.

11/02 WN #7 due. Genre workshop in class. Select genres to use. Structure your paper.

11/04 Draft selected genres. Compose at least 3 genres.

12

11/07 Get a copy of each genre to class. Discuss preface to paper. Compose preface to paper; think about composition, arrangement of remaining genres.

11/09 First draft of a part of Paper IV due. Write reflective WN # 8. Continue working on P. IV.

11/11 WN #8 due. Class workshop on remaining P. IV. Discuss coherence, delivery. Discuss draft on P. IV. Finally compose & arrange all genres; prepare for conference.

13

11/14 Class cancelled for conference. Revise P. IV.

11/16 Paper IV due. Reintroduce portfolio guidelines. Look over working portfolio. Review portfolio guidelines (7-13, WIP).

11/18 Bring plans for revision; revision workshop in class. Discuss portfolio introduction/conclusion, table of contents. Compose portfolio preface/ conclusion.

14

11/19-11/27 THANKSGIVING RECESS ENJOY

15

11/28 Revision workshop in class. Continue working on the portfolio.

11/30 Portfolio workshop. Editing, proofreading. Continue working on portfolio, highlight revised portions to bring up for class discussions

12/02 Portfolio discussion continued. Workshop on clarity and coherence. Continue working on the portfolio.

16

12/05 Portfolio goals repeated. Final revision Workshop. Prepare for final portfolio conferences. Prepare for portfolio conference. Prepare list of questions, clarifications regarding revision process.

12/07 Portfolio conferences Portfolio conference.

12/09 Final portfolio due in class. No class Meeting. Portfolios are handed to me during class hours in my office. No regular class meeting.

Note: December 09, 2005 is the last day for FALL 2005 session.

FINAL EXAM SLOT

I will return portfolios to you on 12/12/05.

COUPON

This coupon entitles you to in one assignment one class late. It cannot be used for the midterm memo and the final portfolio. Each student is permitted one coupon one semester. Unused coupons can be redeemed at the end of the semester. Students must sign, date and turn in this Coupon with the late work.

I, ----- wish to redeem my late assignment coupon. I will turn in my assignment during our next class meeting on -----.