

English 101

Jenny Lynn Smith, ENGL 101, Fall 2006, Composition and Rhetoric

Jenny Smith

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English 101, Sections 54 & 56

MWF 1:30 & 2:30

367 BE & 215 Hodges

438 Stansbury

English 101: Composition and Rhetoric

Introduction

Welcome to English 101: the fundamental writing class for freshmen. The primary goals of this class are to help students develop their abilities as a writer and reader of texts. In English 101, you will learn to explore your thinking about your own experiences and beliefs (as well as others), develop a flexible writing process, better communicate your ideas to others, understand and think critically about texts, and analyze texts to compose your own more effectively.

Through this work, you will learn to adapt your writing to different situations, so that you can more effectively and more powerfully communicate to and with others in personal, academic, and civic contexts.

Texts

- Lunsford, Andrea A. *The Everyday Writer*. 3rd ed. Boston: Bedford/St. Martins, 2005.
- McQuade, Donald and Christine McQuade. *Seeing and Writing 3*. Boston: Bedford/St. Martin's Press, 2006.
- Undergraduate Writing Committee. *Work in Progress: English 101 at West Virginia University*. Acton, MA: Tapestry P, 2006.

Attendance

Students are permitted three total absences (including absences due to illness, emergencies, and campus-sponsored events) for the semester without repercussion. For every absence after three, a student will lose one full letter grade off their final grade. If you believe this policy may prove a problem due to special needs, sports team membership, etc., please come see me at the beginning of the semester.

Special Needs/Social Justice

I fully support WVU's commitment to Social Justice and expect my students to do the same in order to maintain a positive learning environment based on mutual respect. Discriminatory comments of any kind (written or spoken) will not be tolerated.

Late Work

I will accept late work, but not without severe penalty. For each day of class the assignment is late, I will drop the grade by one letter (an A paper becomes a B, a B paper becomes a C, and so on). "Late" means any assignment handed in after collection the class period which it was due. If you know that you will not be in class to submit an assignment, you can put the assignment in my mailbox in 230 Stansbury Hall before 1:15 p.m. on MWF. Any work submitted after 1:15 will be considered late.

Plagiarism

Academic dishonesty is absolutely not tolerated. Plagiarism entails representing the work of another as your own, whether it involves submitting a paper from another course, not entirely citing quoted work from another source, or clearly stealing the words from another author (your roommate, the web, a book—it doesn't matter). Plagiarism is a serious offense. Clear cases will result in an unforgivable F for the course. Plagiarism is easy to avoid, and if you have any questions regarding the matter, please see me during office hours.

Tardiness

Continuous tardiness will affect your participation grade. Being more than fifteen minutes late will count as an absence.

Format

All assignments must be typed and stapled. Use double-spacing, 12 point Times New Roman font, one inch margins, and include page numbers. I encourage that you print double-sided.

Other

ABSOLUTELY NO CELL PHONES. If your cell phone rings in class, I will answer it. You don't want me to answer it.

Office Hours

My office hours are Monday from 12:15 – 1:15 and Wednesday from 3:30 – 4:30. 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 you have about your progress in the course. I'd be happy to talk with you via email as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

Standard of Work

This is a college level course, and you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. The Everyday Writer offers guidelines and activities to help you with these mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process.

Final Grade Breakdown

Final Portfolio 60%

Short Writing Assignments 20%

Participation 20%

The final portfolio gives you a chance to edit and improve your different writing assignments from over the course of the semester. You will receive temporary grades on all four major papers, as well as Short Write activities. All assignments must show revision in the final portfolio. Temporary "A" papers can become "Bs" in the final portfolio if a student fails to revise and rework according to instructor and peer commentary. Temporary paper grades can be greatly improved or reduced depending on how much work you put into your final portfolio.

Participation and Short Writes are key to receiving a good grade in this class. Come prepared for assignments and group editing and be ready to discuss readings from the text. Failure to complete homework exercises and constant tardiness/ skips will drastically affect your final grade. Schedule of Work

Schedule

8/21 Class intro, policies, short write. Read over Work in Progress (WIP, p. 1-24)

8/23 Assignments and grading scale, goals, "Writing Weaknesses," writing diagnostic Read over Seeing and Writing (SW, p.2-23), read "Cool Like Me" by Donnell Alexander (SW, p. 440-443)

8/25 Discuss reading, "Relating 101 to Your Major," defining literacy (WIP 59), "Timeline" literacy exercise *Last day to add/change course schedule. Writer's Toolkit Exercise (SW, p. 16)

8/28 Discuss toolkits and submit (Short Write 1), introduce literacy narrative, Writing Center trip. Read student sample literacy narrative (WIP p. 83-89), read over Everyday Writer (EW) and focus on 20 Most Common Errors (EW p. 3-22)

8/30 In-class conferences, grammar review/ exercise. Write draft of literacy narrative and bring 4 copies to class

9/2 Peer review workshop. Revise narrative, read handout "Classifieds" by Lynda Barry, Brain Funnel Exercise

9/4 Labor Day Recess. Revise narrative, read essay development (WIP p. 41), bring 1 copy of revised essay to class

9/6 Introduce editing techniques, revise papers in class using new editing techniques, sign up for conferences, hand in Brain Funnel (Short Write 2). Revise literacy narrative, prepare for conferences, write one page reflection on editing techniques used in class

9/8 Class cancelled for conferences, submit editing reflection (Short Write 3). Finish literacy narrative, read "Never Just Pictures" by Susan Bordo (SW, p. 378-382) and "Powerpoint is Evil" by Edward Tufte (SW, p. 644-645)

9/11 Literacy narrative due! Introduce genre analysis, discuss readings. Read over Appendix B (SW, p. 721), view the "Imagine" ads (SW, pgs. 600-602) and write a one page reflection on what you think the author is trying to communicate and why. Do they respect the audience?

9/13 Discuss "Imagine" ads and submit reflection (Short Write 4), analyze genres in groups. Find 2-3 samples of your, make some notes on observations, patterns, and conventions—bring to class.

9/15 Discuss genres in class. Write genre analysis draft and bring 4 copies to class.

9/18 Peer review workshop (WIP p. 75), handout homework. Revise genre analysis, prepare for conferences, Slang Term Definition Exercise

9/20 Class cancelled for conferences, submit Slang Term Definitions (Short Write 5). Read over EW pgs. 319-364, post definitions on UrbanDictionary.com

9/22 Class cancelled for conferences, submit Slang Term Definitions (Short Write 5). Finish genre analysis

9/25 Genre analysis due! Introduce Midterm memo (WIP, p. 95), review memo style, begin brainstorming ideas. Draft midterm memo (bring 4 copies to class), think of ways you want to organize your portfolio (feel free to be creative!)

9/27 Discuss portfolio, draft midterm memo in peer editing groups. Finish midterm memo, finalize working portfolio

9/29 Midterm memo and working portfolio due! Introduce interview essay, celebrity in-class interview exercise. Read "How to Write a Catchy Beer Ad" by Chris Ballard (SW, p. 390-391, read WIP p. 123-128

10/2 Discuss interview strategies, quoting lesson, "Mugged" 3-Part Story exercise. Brainstorm possible interview subjects, create and type 10 "dream" interview questions for a person of your choice (singer, artist, actor, politician, fictional character)

10/4 Submit "Dream Interview" exercise (Short Write 6), work with example interviews in groups, movie clips. Choose and contact interview subject, draft at least ten questions for the interview (make 4 copies to workshop in class)

10/6 Workshop interview preparation notes (WIP p. 81). Conduct first interview session and bring notes to class, find an interview to bring to class to share

mid-semester

10/9 Work with interviews small groups to determine focus, structure, techniques, etc. Write proposed thesis, conduct follow-up interview session based on focus

10/11 Share theses, citation strategies from EW, discuss "Ethics of Representation" in SW (p. 657). Write interview essay first draft

10/13 "Interview the Teach," share student strategies. Revise interview draft

10/16 Peer workshop for interview essay drafts (WIP p. 83). Revise interview draft and prepare for conferences

10/18 Class cancelled for conferences. Read over EW p. 183-206

10/20 Class cancelled for conferences. Finish interview essay

10/23 Interview Essay due! Introduce multi-genre paper. Read WIP p. 132-148

10/25 "Ultimate Arm Wrestler" activity, brainstorm topics. Flip through SW for genres and genre clusters and find common themes. Take notes.

10/27 Multi-genre workshop using SW, example genres and projects. Read over EW p. 139-156, brainstorm possible research questions for desired topic, Bullet in the Brain writing exercise

Last day to drop

10/30 Meet in White Hall to discuss research strategies and questions, submit Bullet in Brain (Short Write 7. Read EW over p. 156-175, 369-402, finalize research topic and draft research questions.

11/1 Submit research topic and questions for approval, MLA exercise. Read EW p. 175-178, finish MLA exercise (Short Write 7)

11/3 Submit MLA exercise (Short Write 8), research day in library! Identify possible sources for research, draft 3+ genres and bring 4 copies to class

11/6 Workshop genres, evaluate sources in groups, discuss endnotes and preface. Compose endnotes and preface (bring 4 to class), revise genres

11/8 Workshop endnotes and preface. Complete first full draft of genres, endnotes, and preface (bring 4 copies of everything to class)

11/10 Workshop complete draft of MGRP (WIP p. 85). Revise draft, prepare for conferences

11/13 Class cancelled for conferences; Read EW p. 277-313, revise draft

11/15 Class cancelled for conferences. Revise draft, finish project

11/17 MGRP due! Prepare for an awesome break!

11/20-11/24 Thanksgiving Recess. Begin revising old papers based on instructor comments

11/27 Breather day! Grammar review, fun exercises. Write reflection on favorite paper of the semester, draft old papers

11/29 Submit paper reflection (Short Write 9), discuss portfolio guidelines and rubric, brainstorm creative ideas for portfolio. Look over and organize working portfolio, create portfolio checklist, bring working portfolio to class

12/1 Workshop portfolios, rethinking titles (WIP p. 71). Work on revisions, portfolio introduction, and table of contents

12/4 Workshop portfolio introduction and table of contents. Revisions

12/6 Editing and proofreading workshop, course evaluations. Revisions

12/8 Final Portfolio due. Have some much needed fun!

12/11-12/15 I will return portfolios in my office during our final exam time slot.