

English 101: Composition and Rhetoric, Section 013

Fall, 2013: 10:30-11:20AM,
M/W/F @ Clark Hall D212 / D410

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Office Hours: 1:30-3:00PM
M/W & By Appt.

Required Materials:

English 101 Faculty. *Works in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.

Lunsford, Andrea A. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford/St. Martin's, 2010. Print.

100 Lined Notecards.

Purpose & Introduction:

Welcome to Composition and Rhetoric at WVU! All of you have a unique story to tell and a unique voice with which to tell it. Although some of you might not see yourselves as writers, the goal of this course is to help you develop as effective communicators in a personal, academic, and professional context. Regardless of your intended major, you will all be called upon to write persuasively in your given fields. An email, a memo, a personal story, an article, an analysis: these are a selection of genres that we will discuss this semester. By the end of the term, my hope is that all of you will understand the conventions and aims of great writing as well as how to become great writers yourselves.

The key to solid performance will be showing a commitment to the constant development of your writing, from finding compelling topics to carrying out thorough revisions. As such, grades will not be the focus of individual assignments. Composition is not a multiple-choice test receiving a letter grade but rather, an ongoing process of revision and reassessment. English 101 seeks to equip each student with the tools and procedures that result in the kind of strong communication that will serve you for the rest of your life.

Course Theme – *West Virginia: Rivers, Rails, & Ruptured Ties:*

Not all Composition & Rhetoric courses have a theme, but our section will serve as an introduction to the people, places, and present-day problems of the state surrounding us.

Framed by political division, coursing rivers, and miles of rail line, West Virginia is a state born from turmoil. On June 20, 1863, West Virginia broke ties with the Confederacy, becoming the only state arising from the Civil War. Twelve days before the Battle of Gettysburg, those following the State's initiative marched to join the Union army encamped in Pennsylvania. One such regiment, commandeering a star from the flag of an Indiana troop, bore the only 35-star flag into battle (accounting for their new state).

Though boasting a long and complex history, West Virginia has been diminished among cultural and social discourse, often recognized as either a subject of a John Denver song or a place of rustic appeal. And indeed, from the stark wonder of Dolly Sods to the Ohio River valley, West Virginia offers unrivaled natural beauty. Though issues of industrial destruction and economic depression often dominate cultural perception of the area, there is a great hopefulness and a rich culture hidden within these mountains.

As we move through the 4 units of this course, class discussions will touch upon West Virginia's stories and culture. Though you will choose a unique topic to discuss in your individual papers, the following will be some of the examples used in class:

West Virginia & ENGL 101

Unit 1: On Culture – As we discuss personal narratives and genre, we will hear the voices of WV natives discussing their home, like Homer Hickam and Irene McKinney.

Unit 2: On Characters – Examples of feature writing will include selections about the issues and people of small towns such as Jolo, WV.

Unit 3: On Controversy – Text Analysis is a crucial course component, so we will study cartoons and media which addresses issues such as illicit drug use in Oceana, WV.

Unit 4: On Coal – As we examine what it means to be a stakeholder, we will read about relationship between coal and the people of WV. We'll review the three previous units by considering the state's culture and controversies in light of their role as stakeholders.

Course Goals:

The course will cover 4 units and 4 overall goals (cf. *WiP* pp. xvi-xvii):

- 1. Know the Context** – Analyze the genre, audience, and purpose of writing.
- 2. Think Critically** – Writing as a method of understanding and analyzing ideas.
- 3. Learn the Processes for Writing, Revision, and Reflection** – Develop strategies to take your ideas from initial invention through research and revision.
- 4. Know the Rules** – Gain experience and confidence in the conventions of various genres, grammar, and academic citation systems.

Policies & Procedures:

Attendance

Composition and Rhetoric is a course that moves incredibly quickly, making attendance a vital concern of the semester. Attendance will be taken everyday. That said, the university policy is understanding of personal circumstances and university required events that may result in absences. As such, you are allowed 3 absences. The fourth absence, and all thereafter, will result in a definitive impact on your grade. After 6

absences, you will fail the course (cf. *WiP* pp. xvi-xvii). Throughout the semester, there will be 4 conferences (1 per unit). These will be treated like a regular class and must be attended. Not attending a conference will count as an absence.

Lateness

Lateness is a disturbance of class time and if habitual, a major factor in your grade for the course. Although participation is only 10% of your overall grade, for every 2 times you are late to class, you will lose 1 percentage point. That is, you will lose a point after a 2nd late arrival and another one after a 4th late arrival. A 5th late arrival will count as an absence (cf. *WiP* pp.xx-xxii).

Cheating & Plagiarism

I would hope it goes without saying, but the consequences of cheating and plagiarism cannot be overstated. The department and I assume that the work you turn in is indeed your own and no one else's. The severity of academic misconduct depends on the extent of dishonesty but the consequences could range from failing an assignment to dismissal from the university. It is crucial to understand the proper formatting and citation guidelines to ensure that no questions of academic dishonesty can be raised. If you ever have a question about these issues, please don't hesitate to ask me. Questions about how to properly cite work are welcomed and encouraged (cf. *WiP* p. xxiii).

Cell Phones & Laptops

You are welcome to use laptops and other electronic devices that serve an academic function. If these devices become a distraction, you will be asked to put them away and your participation grade will be affected. All phones should be set to silent or vibrate.

Services and Important Information for Students

The WVU Writing Center, located in Colson Hall G02, is a great resource that can help you with your writing process at any point in this or any future semester. More information about the Writing Center is available in your book (cf. *WiP* p. xxiv).

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. Consider contacting them throughout your WVU career should you feel overwhelmed or in need of any kind of counseling and advice (cf. *WiP* p. xxiv).

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Office Hours & E-mail:

My office hours are from 1:30-3:00^{PM} M/W, but I'm also more than willing to help find another time to meet should those times not work. You can email me anytime, but please give me 24 hours to respond. The email address provided in this syllabus can be used to

ask quick questions or to notify me of an important or urgent matter. If you are looking for information after an absence or feedback on assignments, please attend office hours.

Response & Evaluation:

English 101 is a portfolio-based course, meaning that while you will receive substantial feedback on all assignments, only the midterm and final portfolio will receive an actual letter grade. Those grades are based using this rubric:

Portfolio (formal writing assignments and reflective writing) – 70%

Writing and Homework (10 assignments throughout term) – 20%

Participation (including factors like attendance and peer groups) – 10%

The goal is for your work to evolve from initial, undeveloped ideas to fully formed and well-revised final drafts. At its best, this process occurs organically and involves detailed redrafting, which means in-depth proofreading and editing.

Brainstorming Draft > Discussion Draft > Professional Draft > Portfolio Draft

Brainstorming Drafts are ones in which the ideas are still incipient; *Discussion Drafts* are those which show potential but have clear need for revision after discourse with peers or instructors; *Professional Drafts* are ready for use in professional contexts, free of careless grammatical errors and awkward prose; *Portfolio Drafts* go beyond the requirements by offering original writing that exhibits rhetorical sophistication (cf. *WiP* pp. xix-xxi).

Schedule of Work:

Note: This schedule of work is subject to change based on progress of course

WEEK 1

UNIT 1: Multi-Angle Personal Narrative

Monday, August 19 (*Late registration fee as of after August 19th*)

Topics & Activities – Introduction; Policies; Freewriting

Homework: *WiP* pp. v-xxx; *EW* pp. WVU3-WVU16; Plagiarism Contract

Wednesday, August 21

Topics & Activities: Multi-Angle Personal Narrative (MAPN); Invention; Genres

Work Due: *WiP* pp. v-xxx; *WiP* pp. 5-7; *EW* pp. WVU3-WVU16; Plagiarism Contract

Homework: Top 10 (Writing Exercise #1); *EW* 1-25; *WiP* pp. 87-94

Friday, August 23 (*Last day to register / add course*)

Topics & Activities: Writing Introductions; Vivid Description; Audience

Work Due: Writing Exercise #1; *EW* 1-25; *WiP* pp. 87-94

Homework: *WiP* pp. 109-122 (choose 1 example to discuss); WV Voices #1 (on eCampus)

WEEK 2*

Monday, August 26

Topics & Activities: Discuss eCampus Readings; Drafting; *Pathos*

Work Due: *WiP* pp. 109-122 (choose 1 example to discuss); WV Voices #1

Homework: *EW* 78-90 (common errors); *EW* pp. 106-117 / pp. 85-90 (Commas, Splices, etc.)

Wednesday, August 28

Topics & Activities: Common Errors; Commas, Splices, etc.; Proofreading

Work Due: *EW* 78-90 (common errors); *EW* pp. 106-117 / pp. 85-90 (Commas, Splices, etc.)

Homework: The Down Draft (Writing Exercise #2)

Friday, August 30

Topics & Activities: Discuss Down Drafts; Revision; Reflective Cover Memo

Work Due: The Down Draft; *WiP* pp. 95-102

Homework: Peer Response Letters (Writing Exercise #3); *WiP* pp. 95-102 (on Peer Response)

WEEK 3

Monday, September 2 (*No Class - Labor Day*)

Tuesday, September 3 – Thursday, September 5

CONFERENCES for Unit 1 @ Eliza's in the Library

Work Due: Peer Response Letters; Reflective Cover Memos

Friday, September 6

Topics & Activities: Feature Article (FA) Introduction; 5 Categories of an FA

Work Due: ****Final-for-Now MAPN DUE****

Homework: *WiP* pp. 17-20; WV Voices #2 (on eCampus)

WEEK 4*

UNIT 2: Feature Article

Monday, September 9

Topics & Activities: *Jesco* / WV Voices #2; Ethical Treatment; *EW* pp.145-147

Work Due: *WiP* pp. 17-20; WV Voices #2

Homework: *EW* pp. 176-187

Wednesday, September 11

Topics & Activities: Steps to an FA (Choosing and Researching)

Work Due: *EW* pp. 176-187

Homework: Choose organization and begin research

Friday, September 13

Topics & Activities: Steps to an FA (Interview Procedure); In-Class Interviews

Work Due: Organization choice (pitch)

Homework: *WiP* pp. 125-132; Bring one Rolling Stone interview to class (on eCampus)

WEEK 5

Monday, September 16

Topics & Activities: Steps to an FA (Assessing and Writing); Interest Catchers & Leads

Work Due: *WiP* pp. 125-132; Bring one Rolling Stone interview

Homework: Writing a Lead (Writing Exercise #4); *EW* pp. 197-202

Wednesday, September 18

Topics & Activities: *Ethos* & Credibility; Avoiding Plagiarism

Work Due: Writing Exercise #4

Homework: *EW* pp. 206-213; Integrating Quotes Worksheet

Friday, September 20

Topics & Activities: MLA; Bibliographies; More on Integrating Quotes (vs. Summaries)

Work Due: *EW* pp. 206-213; Integrating Quotes Worksheet

Homework: Peer Response Letters (Writing Exercise #5); *EW* pp. 60-78 (Verbs / Modifiers)

WEEK 6*

Monday, September 23

Topics & Activities: Revision, Proofreading; Verbs / Modifiers

Work Due: Peer Response Letters; *EW* pp. 60-78

Homework: Complete Bibliographies and In-Text Citations for Conferences

Tuesday, September 24 – Thursday, September 26

CONFERENCES for Unit 2 @ Eliza's in Library

Work Due: Proper Documentation; MLA; Quotes

Friday, September 27

Topics & Activities: Preparation for Midterm; Overview;

Work Due: ****Final-for-Now FA DUE****

Homework: *WiP* pp. 35-37; *EW* pp. 150-155

WEEK 7

Reflection for Midterm

Monday, September 30

Topics & Activities: Overview of Rhetorical Strategies; Word Choice

Work Due: *WiP* pp. 35-37; *EW* pp. 150-155

Homework: Down Draft of Midterm Reflective Cover Memo

Wednesday, October 2

Topics & Activities: Goal Focus on Context; Midterm checklist; Word Choice

Work Due: Down Draft of Memo

Homework: Continue work on Midterm; *EW* pp. 92-104

Friday, October 4

Topics & Activities: Introduction to Text Analysis (TA); *What is a Text?*

Work Due: ****Midterm Portfolio DUE****

Homework: *WiP* pp. 41-47; "Grand Theft Auto" TA example (on eCampus)

WEEK 8*

UNIT 3: Text Analysis

Monday, October 7

Topics & Activities: "Monkeys, Ninjas, Robots"; **Logos**

Work Due: *WiP* pp. 41-47; "Grand Theft Auto" TA example

Homework: WV Voices #3 (on eCampus)

Wednesday, October 9

Topics & Activities: *Oxyana*; ‘Toothless’ Cartoon; Analyzing Intent

Work Due: WV Voices #3

Homework: Analyzing Your Analysis (Writing Exercise #6)

Friday, October 11

Topics & Activities: Pitching the TA; Intros and Thesis Statements

Work Due: Writing Exercise #6

Homework: Roseanne TA example (on eCampus); *EW* pp. 214-252

WEEK 9

No Class Monday – Fall Break

Wednesday, October 16

Topics & Activities: Conducting Research; More on the MLA (Q&A)

Work Due: Roseanne TA example; *EW* pp. 214-252

Homework: *EW* pp. 106-140 (reread); Mechanics Worksheet

Friday, October 18

Topics & Activities: Mechanics of Writing Review; Organization

Work Due: *EW* pp. 106-140 (reread); Mechanics Worksheet

Homework: Peer Response Letters (Writing Exercise #7); *EW* pp. 25-38

WEEK 10*

Monday, October 21

Topics & Activities: Goal focus on Thinking Critically; “2 Truths and a Lie”

Work Due: Peer Response Letters (Writing Exercise #7); *EW* pp. 25-38

Homework: Prepare Thesis Statement and Evidence for Conferences

Tuesday, October 22 – Thursday, October 24

CONFERENCES for Unit 3 @ Eliza’s in Library

Work Due: Discuss thesis statements and evidence

Friday, October 25

Topics & Activities: Introduction to the Stakeholder Research Paper (SRP)

Work Due: ****Final-for-Now TA DUE****

Homework: *WiP* pp. 57-61

WEEK 11

UNIT 4: Stakeholder Research Paper

Monday, October 28

Topics & Activities: Approaching Complexity; SRP In-Class example

Work Due: *WiP* pp. 57-61; *EW* pp. 92-104

Homework: *WiP* p. 71; Complete Audience sheet (Writing Exercise #8)

Wednesday, October 30

Topics & Activities: Identifying Stakes and Stakeholders; Visual Rhetoric

Work Due: *WiP* p. 71; Writing Exercise #8

Homework: *WiP* pp. 151-162 (choose 1 to discuss); Top 10 Possible Topics

Friday, November 1

Topics & Activities: Thesis Statements and the Art of Questions

Work Due: *WiP* pp. 151-162; Top 10 Possible Topics

Homework: Thesis Invention (Writing Exercise #9); *WiP* pp. 63-70

WEEK 12*

Monday, November 4

Topics & Activities: Heavier Research; Using Library Sources; Plagiarism

Work Due: Writing Exercise #9; *WiP* pp. 63-70

Homework: WV Voices #4 (on eCampus)

Wednesday, November 6

Topics & Activities: *Hollow* doc; Language that Unifies; Opposing Viewpoints

Work Due: WV Voices #4

Homework: Paragraph Transition Worksheet

Friday, November 8

Topics & Activities: Paragraph Transitions; Signal Phrases; Flow

Work Due: Paragraph Transition Worksheet

Homework: Peer Response Letters (Writing Exercise #10)

WEEK 13

Monday, November 11

Topics & Activities: Revision; Peer Groups

Work Due: Peer Response Letters (Writing Exercise #10)

Homework: Identifying Weaknesses; Drafting prep for Conferences

Tuesday, November 12 – Thursday, November 14

CONFERENCES for Unit 4 @ Eliza's in Library

Work Due: Self-assessment; identifying weaknesses

Friday, November 15

Topics & Activities: Introduction to Final Portfolio procedures

Work Due: ****Final-for-Now SRP DUE****

Homework: Print and Bring MAPN; bring jump drive/file

WEEK 14*

Monday, November 18

Topics & Activities: Goal Focus on Know the Rules; Genre; Pathos; MAPN

Work Due: MAPN Revision to discuss; bring jump drive/file

Homework: Develop 5 Questions about Evaluation of Portfolio

Wednesday, November 20

Topics & Activities: Evaluations and Assessment; Final Portfolio Checklist

Work Due: Develop 5 Questions about Evaluation of Portfolio

Homework: Print and Bring FA; bring jump drive/file

Friday, November 22

Topics & Activities: Goal Focus on Know the Context; Ethos; Boosting Portfolio

Work Due: FA Revision to discuss; bring jump drive/file

Homework: Print and Bring TA to 12/2 class; bring jump drive/file

WEEK 15

Thanksgiving Break! No Class

WEEK 16*

Final Portfolio Prep

Monday, December 2

Topics & Activities: TA; Goal Focus on Thinking Critically; Logos

Work Due: FA Revision to discuss; bring jump drive/file

Homework: Down Draft of Final Portfolio Reflective Cover Memo

Wednesday, December 4

Topics & Activities: 1-on-1s; Final Portfolio Reflective Cover Memo

Work Due: Down Draft of Final Portfolio Reflective Cover Memo

Homework: Print and Bring SRP; bring jump drive/file

Friday, November 6

Topics & Activities: SRP; Goal Focus on Learning Processes; 1-on-1s; Show, Don't Tell

Work Due: SRP Revision to discuss; bring jump drive/file

Homework: Put finishing touches on Final Portfolio

WEEK 17

Monday, December 9

Topics & Activities: Conclusion

Work Due: ****Final Portfolio DUE****

Final Portfolios will be returned during the final exam period on Thursday, December 12 between 2PM and 4PM. You can pick up your portfolios in my office, Colson 230.

* = Classes that meet in a computer lab, Clark D410