SPRING 2014 | ENGLISH 103 – ACCELERATED ACADEMIC WRITING
TUESDAYS & THURSDAYS | G10 COLSON HALL
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
> **E-Mail**: david.beach@mail.wvu.edu
> **Office Hours**: Tuesdays & Thursdays, 2pm to 3:30pm or by appointment.
> **LibGuide**: http://libguides.wvu.edu/english103
> **Required Texts**:
> - Barnet & Bedau, *From Critical Thinking to Argument: A Portable Guide* (FCTA) 4e (2014) – ISBN 978-1-4576-4995-0
> - Beach (Ed.), *The Norton MIX: Argumentation in Society* (AIS) (2013) – ISBN 978-0-393-51996-9
> - Frayn, *Copenhagen*. (Available via link in eCampus)
> - Lunsford, *Easy Writer (EW)*, WVU 4e (2010) – ISBN 978-0-312-63821-4
> - Set aside $10 for theatre performance

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. 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;

- Distinguish among multiple audiences and varied rhetorical contexts for writing, particularly for researched, persuasive writing;
- Demonstrate strategies for civic and academic arguments;
- Locate and evaluate resource material 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.

COURSE POLICIES
Social Justice
West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

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:

> Faculty, students, and administrators share the responsibility to maintain the University's academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University's catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to be fully familiar with the Student Conduct Code which can be found at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. 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*. Thus, students who miss 5 or more classes *can* 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 14th

- Last Day to Drop: Feb 21st
- Last Day to Withdraw from the University: Apr 24th

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.

Students with Disabilities
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 and provide me with documentation from The Office of Accessibility Services for accommodations. Also, please be aware of the support services available to you through Accessibility Services in Suite 250 at 1085 Van Voorhis Rd. The phone number is 304-293-6700, email is access2@mail.wvu.edu, and web site is http://accessbilityservices.wvu.edu/.

Writing Center
The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall.

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 8th)

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. Review the English Composition Style Guide on pp 1-35 in *Argumentation in Society*.

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 sheet as to the contents.

Theatre Night
We will see one theatrical production, Michael Frayn's *Copenhagen*, which will run April 11, 12, 17, 18 and 19 at M. T. Pockets Theatre (four blocks down University Avenue from Colson Hall). The script will be available in eCampus to review before seeing the play. One of your final papers will be an evaluation of the play. There will be a talkback after the first performance with the director, cast and a physics professor.

Using Sources
A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time to understanding 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 with 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 drafts and revisions of Narrative, Information Report, and Analysis assignments. Also, the Mid-Term Portfolio should include some examples of the informal writing which has been used in the discovery and drafting process.

Final Portfolio: (70%)
Reflective Memo plus revisions of the following assignments: Narrative, Information Report, Analysis, Evaluation, Research Proposal, Annotated Bibliography, Researched Argument

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 *major* 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%)

Online Discussions/Responses on readings, Collaborative Presentation (exploring the course theme through various disciplines), In-class writing

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

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. *Narrative*. (3-4 pages) This assignment will cover a personal way of knowing, focusing on experiences and beliefs about your cultures, communities and experiences and how they have shaped your intellectual and emotional self.

2. *Information Report*. (3-4 pages) This assignment asks you provide general information on a particular topic gleaned from a variety of resources.

3. *Analysis*. (3-4 pages) This assignment requires you to make a summary claim about data and support the claim with tables, graphs or charts.

4. *Evaluation*. (3-4 pages) In this assignment, you will generate a set of criteria from which you will evaluate a play either in text or performance.

5. *Researched Argument*, comprised of a Research Proposal, an Annotated Bibliography and a culminating Final Project (8-10 pages) This culminating assignment builds on the other assignments in that you will develop a research question and find a variety of print and electronic resources to argue a claim.

6. *Reflective writing.* 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 both our course and your writing.

7. *Periodic responses to articles/essays*. In eCampus, we will discuss some of our readings to understand the arguments that are made.

8. *Collaborative Presentation*. At the end of the semester, we will hear presentations from groups on their research.

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.

COURSE SCHEDULE
The schedule is subject to slight alteration based on the progress of the class. A schedule of readings in *FCTA: AIS* and *EW* can be found below.

DATE	DISCUSSION/ACTIVITES	READ (for homework)	WRITE (for homework)
Jan 9	DISCUSSION: Introductions, Objectives, Course theme	FCTA: Ch 1-2 AIS: pp 1-35	
Jan 14	DISCUSSION: Course theme in context of research, Writing the narrative	EW: Ch 1-6, 14-18 AIS: Elbow & Fish	Online discussion
Jan 16	DISCUSSION: Writing into a theme, Peer review, Rhetorical appeals	FCTA: Ch 3	
Jan 21	Meet in Library 136: Intro to Information Literacy	EW: Ch 29-32, 38-40 AIS: Didion, Goldberg & Hood	Draft of Narrative Online discussion
Jan 23	**DUE: Draft of Narrative** DISCUSSION: Approaches to thematic research, Reason v Rationalization	FCTA: Ch 4	
Jan 28	DISCUSSION: Visual rhetoric	AIS: Orwell & Lutz	Online discussion
Jan 30	DISCUSSION: Writing strategies	FCTA: Ch 5	Draft of Information Report
Feb 4	**DUE: Draft of Information Report** DISCUSSION: Research methodologies, statistical analyses and writing; Critiquing a performance	AIS: Baron & Shipley/Schwalbe	Online discussion
Feb 6	Meet in Library: Building a Research Library/Defining Terms/Finding Data (10am – Library 104; 11:30am – Library 136)	FCTA: Ch 6-7	
M Feb 10	**Submit Research Log by 11:59pm**		
Feb 11	DISCUSSION: Argument as Inquiry, Using Sources	AIS: Zinsser & Friedman	Research Logs Online discussion
Feb 12-14	**Library Conferences: TBD**		
Feb 13	DISCUSSION: Argument as Inquiry, Using Sources (continued)	FCTA: Ch 8	Draft of Analysis
Feb 18	**DUE: Draft of Analysis** DISCUSSION: Putting together the portfolio, Reflective writing	AIS: Goodman & Bacon	Online discussion
Feb 20	DISCUSSION: Mid-term assessment	AIS: Barszcz & Gelernter	Mid-term portfolio
Feb 25	**DUE: Mid-Term Portfolio with revisions of the three major papers** DISCUSSION: The Second Half		Online discussion
Feb 27	**Individual Conferences – no class meeting**		
Mar 4	**Individual Conferences – no class meeting**		
Mar 6	Meet in Library: Using Information Literacy Effectively for Research Writing (10am – Library 104; 11:30am – Library 136)	FCTA: Ch 9-11 AIS: Bennett, Gibson, Gabriel & Sullivan	
Mar 11-13	**SPRING BREAK: NO CLASS**		
Mar 18	DISCUSSION: Polemic, Toulmin & Rogerian arguments	AIS: Naylor & Lakoff	Draft of Proposal with at least 8 sources Online discussion

W Mar 19	**Submit Draft of Proposal with at least 8 sources by 11:59pm**		
Mar 20	DISCUSSION: Synthesizing information	AIS: Wollstonecraft, Stanton, Belenky et al.	
Mar 21-25	**Library Conferences: TBD**		
Mar 25	DISCUSSION: Writing annotations	AIS: Trebay & Theroux	Online discussion
Mar 27	**DUE: Annotated Bibliography** DISCUSSION: Writing researched arguments	AIS: Darwin & Newell	Annotated Bibliography
Apr 1	DISCUSSION: Writing researched arguments	AIS: Rauch & Santorum	Online discussion
Apr 3	**DUE: Outline/Draft for Peer Review** DISCUSSION: Collaborative research	Frayn, *Copenhagen* (in eCampus)	
Apr 8-10	**Individual Conferences – no class meetings**	AIS: Pollan, Will, Spurlock & Gladwell	See *Copenhagen* and draft evaluation
Apr 15	DISCUSSION: Editing for correctness and concision		
Apr 17	DISCUSSION: More metacognitive writing		Collaborative presentation
Apr 22	**DUE: Collaborative Project Presentations**		Final portfolio
Apr 24	**Due: Final Portfolio**		
May 5	**Portfolio evaluations available**		

SPRING 2014: 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: _____