

<b>English 101: Composition and Rhetoric, Section 027/028</b>	
<b>Fall Semester, 2012 - M/W/F 1:30-2:20/2:30-3:20 in 404 &amp; 206/410 &amp; 212 Clark Hall</b>	
Instructor: Hannah McPherson	
Email: hmcphers@mix.wvu.edu	Phone: 304-293-3107 (Messages Only)
Office: 330 Colson	Office Hours: W 11-12p, 4-5p

**REQUIRED TEXTS**

- English 101 Faculty. *Work in Progress (WiP)*. 6<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010.

**INTRODUCTION:**

Welcome to English 101! This course focuses on developing your knowledge of writing in several areas beyond mere grammar and punctuation. Your first paper will be strengthening your own voice through writing about yourself. In the next three papers, you will practice using writing to learn new things and write about the world around you. You will explore how writing can change depending who you write to. You 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. Ultimately, you will develop a richer sense of how research and form can give your writing power and purpose. The goal is not to convert you all into English majors. Instead, it 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.

**COURSE GOALS:** This course fulfills objective one of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 101 accomplishes this through four course-specific goals. Each student can expect to

- 1) Develop a personal learning process for effective writing.
- 2) Recognize contexts that shape writing and research
- 3) Think critically to understand texts, contexts, and writing strategies
- 4) 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.

**POLICIES AND PROCEDURES** (*All policies/procedures are spelled out in detail in WiP pp. xviii-xxiv. Below are a few of the crucial ones.*)

**Attendance**—Attendance is crucial in English 101. Every day, we'll be going over important material, and it's easy to get behind if you miss. The standard English 101 policy for MWF courses is that you can miss 3 times without penalty. This means excused and unexcused—it doesn't matter. Even if you email me and tell me you'll be absent, you still earn an absence. For a 4<sup>th</sup> absence, your final grade will **DROP 1 LETTER**, and for a 5<sup>th</sup> absence you will **DROP ANOTHER LETTER. AT 6 ABSENCES YOU FAIL THE COURSE.** Please save your absences for unavoidable emergencies—if you have an emergency and you've already used up your absences, you'll end up damaging your grade. Also, please talk to me ahead of time if you will need to miss for military/drill or religious observance, or if you are part of a university sponsored group (i.e. athletic team or marching band) that will require you to miss class.

**A in course + 4 absences = Final Grade of B**  
**A in course + 5 absences = Final Grade of C**  
**B in course + 4 absences = Final Grade of C**  
**B in course + 5 absences = Final Grade of D**  
**C in course + 4 absences = Final Grade of D**  
**C in course + 5 absences = Final Grade of F**  
**D in course + 4 absences = Final Grade of F**  
**Any grade + 6 absences = Final Grade of F**

- **Cheating/Plagiarism:** The English 101 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. For more information about academic honesty and the student code of conduct at West Virginia University refer to page xxiii in *WiP*.
- **Format** - Formatting is fairly standard for academic writing in all college classes, so it's important to practice standard formatting in English 101. Unless I tell you otherwise, all major papers and HW assignments (except for eCampus posts) should have the same format: **1" margins, double spaced, Times New Roman size 12.** Please check your settings—**MS Word does not use this format automatically.** If you enlarge your font, margins, spacing, or punctuation to lengthen your paper, I will lower your grade for dishonesty.
- **Classroom Space/Technology:** Our class time will be divided between a regular classroom and a computer lab. **See schedule**

**of work on syllabus for our daily location.** The computers will help you conduct more research and make the class more interesting and fun. They are not for personal use, however. In the lab, after class begins, you may not use the computers for any purposes outside of assigned work (Facebook, Twitter, sports news, etc). If we are not using the computers in class that day, you may not use them at all. Texting is never an option. Use of unauthorized technology (computer or phone) keeps you from learning course concepts, wastes class time, and distracts others. Repeated use results in an F for class participation, whether or not I remind you in class.

- **Cell Phones:** All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to 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. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. Their phone number is 304-293-6700, their email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Their website is <http://disabilityservices.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. For more information about the Writing Center refer to page xxiv in *WiP*.
- **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 their hours, services, and location see page xxiv in *WiP*.

**OVERVIEW OF REQUIRED WORK:** This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of 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:

Portfolio (based on major assignments and reflective writing) = 70%

- Multi-Angle Personal Narrative (5-6 pages)

- Feature Article (4-5 pages)
- Textual Analysis (5-6 pages)
- Stakeholder Research Paper (6 pages)
- Three other writing samples of your choice
- Reflective Memo

Short Writing Assignments & Homework = 20%

- We will do ten writing exercises over the course of the semester that will count toward this portion of your grade. Other assignments that apply are eCampus assignments, reflections, peer editing exercises, and free-write activities.

Participation = 10%

- BIG QUESTION Assignments: I will assign daily "BIG Q's" for homework. This is how I will take attendance. BIG Q's must be typed and formatted the same as any other assignment. I will return BIG Q's with a checkmark, a checkmark +, or a checkmark -. Handwritten BIG Q's will count toward your attendance, but will receive a low grade for participation (checkmark -). In accordance with the attendance policy, you may miss three BIG Q's without penalty to your participation grade. Missing further BIG Q's will result in grade deductions for participation. At the end of the semester, the three lowest-scored BIG Q's (or missing BIG Q's) will be dropped.
- Other ways to receive a good participation grade are:
  - Be on time for class.
  - Be present in class.
  - Volunteer to speak in class discussions.
  - Be thorough and reflective in BIG Q responses.
  - Do not abuse the cell phone or computer policy.
  - Turn in assignments on time.
  - Take an active role in responding to peers during review.
  - Demonstrate reflective process when responding to peers.

Please refer to **Work in Progress** for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

### Schedule of Work

\*\*Subject to change according to progress.

August		
Monday	Wednesday	Friday
<p>20 (Meet in 404) <b>(Late Registration Fee in Effect after Aug 20)</b></p> <p>Class Activities: Introductions &amp; Review of Syllabus</p> <p>Homework: BIG QUESTION, Memory activity reflection (Writing Exercise #1, 1-2 pages), (WE #2 due Friday) <b>**Print a copy of the syllabus for your own records &amp; organization**</b></p>	<p>22 (Room 404) <b>UNIT 1: Multi-Angle Personal Narrative</b></p> <p>Class Activities: Discuss BIG Q, Vivid Description/Reflection Activity (Lia Purpura's "September")</p> <p><b>Due Today: BIG Q Response, WE #1</b></p> <p>Homework: BIG Q, Complete WE #2: Communication</p>	<p>24 (Room 404) <b>(Last day to register and add new courses is 8/24)</b></p> <p>Class Activities: Discuss Big Q, Writing as Process,</p> <p><b>Due Today: BIG Q Response, WE #2</b></p> <p>Homework: BIG Q, Read Hermit Crab excerpt from <i>Tell It Slant</i>.</p>

<p>27</p> <p>Class Activities: Who is the Audience?</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, Read pp 3-4 in <i>WiP</i></p>	<p>29</p> <p>Class Activities: Writing a Multi-Angle Personal Narrative, Find a Shell, Artifacts Activity</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, WE #3</p>	<p>31</p> <p>Class Activities: Conflict/Tension (using HW: WE #3), Discuss Peer Editing</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Big Q, Complete first two "objects" for peer review</p>
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September		
Monday	Wednesday	Friday
<p>3 <b>NO CLASS—Labor Day</b></p>	<p>5 (Room 404) Class Activities: Peer Editing (i.e. What to keep/lose), Techniques for Peer Review</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, WE #4</p>	<p>7 (Room 404) Class Activities: Developing Characters Activity (voice, tone, word choice)</p> <p><b>Due Today: BIG Q Response, WE #4</b></p> <p>Homework: Focus on final revisions for Final-for-now draft, Read pp. 17-19 in <i>WiP</i>, and pp. WVU-10-16 in <i>Easy Writer</i></p>
<p>10 <b>UNIT 2: Feature Article</b></p> <p>Class Activities: Discuss Assignment, Research techniques</p> <p><b>Due Today: <u>Multi-Angle Personal Narrative "Final For Now"</u></b></p> <p>Homework: Brainstorm ideas, BIG Q, <i>WiP</i> p. 20 (Bring magazine or Feature Article example)</p>	<p>12</p> <p>Class Activities: p. 20 in <i>WiP</i>, Picking a topic, Review samples</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Writing Exercise #5, BIG Q</p>	<p>14</p> <p>Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in Downtown Library, Place TBA)</p> <p><b>Due Today: N/A</b></p> <p>Homework: After picking your topic, begin research, make list of potential interviewees.</p>
<p>17 (Room 404) Class Activities: The Three Components of a Feature Article</p> <p><b>Due Today: BIG Q Response, WE #5</b></p> <p>Homework: BIG Q</p>	<p>19 (Room 404) Class Activities: Interviewing 101, Thank You's, Integrating Sources</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, Read <i>WiP</i> p. 23</p>	<p>21 (Room 404) Class Activities: Leads Activity (p. 23), Reading Like a Writer (<i>WiP</i> p. 21)</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, WE #6 (Post to eCampus by 11:59 on Saturday)</p>

<p>24</p> <p>Class Activities: Peer Review, Focus on use of Summarizing, Paraphrasing, &amp; Quotation</p> <p><b>Due Today: WE #6, BIG Q Response</b></p> <p>Homework: WE #7</p>	<p>26</p> <p>Class Activities: Q &amp; A Day, focus on organization of a Feature Article</p> <p><b>Due Today: WE #7</b></p> <p>Homework: Finish revisions on Final-for-now draft of Feature Article</p>	<p>28</p> <p>Class Activities: Preparation for mid-term portfolio</p> <p><b>Due Today: <u>Feature Article</u></b></p> <p>Homework: BIG Q, Read p. 43-44 in <i>WiP</i></p>
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October		
Monday	Wednesday	Friday
<p>1 <b>UNIT 3 - Text Analysis</b> (Room 404)</p> <p>Class Activities: Assignment Discussion, What is a text? What is analysis?</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Skim pp. 135-148 in <i>WiP</i></p>	<p>3 (Room 404)</p> <p>Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in Downtown Library, Place TBA)</p> <p><b>Due Today: N/A</b></p> <p>Homework: Finish work on Midterm Portfolio, Read p. 45 in <i>WiP</i></p>	<p>5 (<b>Mid-Semester point</b>) (Room 404)</p> <p>Class Activities: Rhetorical Strategies (via ad/video)</p> <p><b>Due Today: <u>MIDTERM PORTFOLIO</u></b></p> <p>Homework: BIG Q</p>
<p>8</p> <p>Class Activities: What is a Thesis?</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, Proposal for Text Analysis (post on eCampus) due by 11:59pm</p>	<p>10 (<b>Mid-Semester Grades Due</b>)</p> <p>Class Activities: Superheroes Activity, "Analyzing Purpose"</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: WE #8</p>	<p>12</p> <p>Class Activities: Planning &amp; Organizing the Text Analysis Essay (p. 51 <i>WiP</i>)</p> <p><b>Due Today: WE #8</b></p> <p>Homework: BIG Q</p>



<p>15 (Room 404) Class Activities: Finding Resources, Searching by Date in LexisNexis (p. 49 in <i>WiP</i>)</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Big Q, Review Contract in p. xxv in <i>WiP</i></p>	<p>17 (Room 404) Class Activities: Plagiarism Review (in context of summarizing and paraphrasing)</p> <p><b>Due Today: BIG Q Response,</b></p> <p>Homework: BIG Q, Outline for Text Analysis (post to eCampus) by noon Wednesday</p>	<p>19 (Room 404) Class Activities: Peer Review using outline for TA</p> <p><b>Due Today: BIG Q Response, TA Outline on eCampus</b></p> <p>Homework: BIG Q, Read Image in Video handout on eCampus</p>
<p>22 Class Activities: Image in Video</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q, Read Instrumentalism in Video handout on eCampus</p>	<p>24 Class Activities: Instrumentalism in Video</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Finish revisions of Final-for-now draft</p>	<p>26 (<b>Last Day to Drop</b>) Class Activities: Assignment Discussion of SRP, Writing &amp; Research</p> <p><b>Due Today: <u>Text Analysis Essay "Final For Now"</u></b></p> <p>Homework: BIG Q</p>

October/November		
Monday	Wednesday	Friday
<p>Oct 29 (Room 404) Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in downtown library, Place TBA)</p> <p><b>Due Today: N/A</b></p> <p>Homework: Skim student examples, p. 151-162 <i>WiP</i></p>	<p>Oct 31 (Room 404) Class Activities: What/who is a stakeholder? Where Do You Stand?</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: WE #9, BIG Q</p>	<p>2 (Room 404) Class Activities: Ethos/Logos, 5-Hour Energy Product Video</p> <p><b>Due Today: WE #9, BIG Q Response</b></p> <p>Homework: BIG Q</p>

<p>5 Class Activities: Pathos, Game - which one is best?</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>7 Class Activities: Flash Draft of an SRP</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>9 Class Activities: Research &amp; Writing - The Process of Both (The Notes Page)</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: WE #10 using one source from SRP</p>
<p>12 (Room 404) Class Activities: Analysis vs. Synthesis</p> <p><b>Due Today: WE #10, BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>14 (Room 404) Class Activities: Peer Review</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>16 (Room 404) Class Activities: Reflection</p> <p><b>Due Today: <u>Stakeholder Research Paper "Final For Now"</u></b></p> <p>Homework: BIG Q,</p> <p>**Reminder to purchase folder or binder for final portfolio if you have not already done so. Take advantage of the time you have over break!**</p>
<p>19 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>21 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>23 <b>NO CLASS - Thanksgiving Break!</b></p>
<p>26 Class Activities: Discussion of Final Portfolio, Inclusions, Exclusions</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>28 Class Activities: NO CLASS, CONFERENCES SCHEDULED (Meet Hannah in downtown library, Place TBA)</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: BIG Q</p>	<p>30 Class Activities: Reflection &amp; Peer Edits in the portfolio</p> <p><b>Due Today: BIG Q Response</b></p> <p>Homework: Reflective Memo draft</p>

December		
Monday	Wednesday	Friday
<p>3 (Room 404)</p> <p>Class Activities: Editing vs. Revision, Grammar Quizzes</p> <p><b>Due Today: Reflective Memo draft</b></p> <p>Homework: Highlight any last-minute questions or concerns on any essays or inclusions in portfolio. Bring them for Wednesday.</p>	<p>5 (<b>Dec 7 is the Last Day to Withdraw from the University</b>) (Room 404)</p> <p>Class Activities: Last Minute Details, Organizing the Portfolio</p> <p><b>Due Today:</b></p> <p>Homework: Finalize last revisions and edits for Final Portfolio.</p>	<p>7 (<b>Last Day of Classes for Fall semester</b>) (Room 404)</p> <p>Class Activities: Bring portfolio to the beginning of the class period.</p> <p><b>Due Today: <u>FINAL PORTFOLIO</u></b></p> <p><b>Have a wonderful break!</b></p>

\*Portfolios Returned By 5:00pm on Thursday, December, 13, 2012