

English 101: Introduction to Composition and Rhetoric Section 001 (CRN 81056)	
Fall 2016 Building: Clark Hall, Room CKH D 206 / CKH D 404	
Instructor: Muhammad Manzur Alam	
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Office: Colson Hall 307	Office Hours: MWF 10:30- 11:30 and by appointment

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2016. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

INTRODUCTION

Welcome to English 101. This course introduces you to the basics of writing by integrating lessons and activities that should help you address your challenges as a writer and reader, explore the scopes that can make learning writing an effective journey for you, and most importantly, reflect on your own progress as a writer. In this course, you will mainly keep a portfolio of different genres of writing, such as, narrative, profile, text analysis, and exploratory writing, and you will also work rigorously to meet important deadlines. Finally, what you are expected to take out of this course is a conviction that writing is an essential key to success in all spheres and that it is a practice to be continued.

"Every journey of a thousand miles begins with a single step" - Lao Tzu

ENGLISH 101 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 101, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you use them for emergencies.

- Students may miss one week without penalty (3 classes in an MWF section)
- Students may be penalized up to one letter grade for each additional absence (after the first week--starting on absence 4 MWF)
- Students who miss more than 3 weeks of class are assigned a grade of F (starting at 10 days MWF)

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

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. Special arrangements like this require a formal, written request that includes 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 I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 101 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial 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:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see *grade* descriptions in *Work in Progress*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Work in Progress*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Work in Progress*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

RESOURCES

The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in Go2 Colson Hall. For more information about the Eberly Writing Studio see *Work in Progress* or visit speakwrite.wvu.edu/writing-studio.

WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

SCHEDULE OF WORK

This course will meet regularly in **CKH D 206 & CKH D 404** (alternates weekly) at **8:30 a.m.** The schedule of work below is subject to minor changes based on our progress.

Weeks	Topics and Activities	Assignments and Readings
Week 1 Room CKH D 206 August 15-19 *August 17 is the first day of classes.	Wednesday: Introduction to Engl 101 & overview of syllabus Academic and grading policy Icebreaking: Learn about learning in new situations--Share experiences Introduction to Narrative	Read the syllabus and share your reflections in the next class Read <i>Work in Progress</i> (P. 1-13) 📌 Turn in a printed write-up of 300 words on a topic assigned in the class
	Friday: What is a portfolio? The writing process Conventions of writing: grammar and citation Feedback on sample narrative What is "Eberly Writing Studio"?	Read the sample narrative "Awe-Filled/Dreamer" in <i>Work in Progress</i> to discuss its conventions and target audience

Week 2 CKH D 404 August 22 – 26 *August 23 is the day to register	Monday: Discuss the student sample Feedback on students’ writing tasks Grammar activity on common student errors Activity: Write the introduction to your narrative Peer feedback Vivid description	Read the assigned grammar chapter form <i>Easy Writer</i>
	Wednesday: Plot Tension The writing process Activity: Freewriting Jigsaw on grammar activity with feedback through Conference	② Free write 200- 300 words on your early reflections about the course
	Friday: CONFERENCE on students’ early reflections/ challenges Venue: TBA	Read “Bird by Bird: Some Instructions on Writing and Life” from <i>Work in Progress</i> (P. 152-167)
Week 3 Room CKH D 206 August 29 – September 2	Monday: Aug 29 Research and the thesis Activity: “Bird by Bird: Some Instructions on Writing and Life” : Ask students to pick a sentence from a passage and explain it	Finish writing the draft of narrative project
	Wednesday: Aug 31 CONFERENCE on narrative draft (print) Venue: TBA	List 3-5 things you revised in your draft, and a few questions you still have
	Friday: Sep 02 Group discussion on revising the draft Activity: Few tips to write an effective narrative	Turn in the Narrative Project (on eCampus by 11:59 p.m.)
Week 4 CKH D 404 September 5 – 9 *September 5 is the Labor Day Recess	Wednesday: Sep 07 Basics of profile writing Purpose, audience and process of profile writing Share ideas through peer feedback	Read <i>Work in Progress</i> (P. 69-73)
	Friday: Sep 09 Ethics/ citation Freewriting on the basics of profile Jigsaw task: Introduce and discuss types of leads	③ Prepare a partial draft of your profile, including the lead, in 300 words
Week 5 Room CKH D 206 September 12 – 16	Monday: Sep 12 Task: Who are you planning to interview? (presentation) Mind mapping	Draft 5 questions you are going to take to the interview
	Wednesday: Sep 14 Discuss a student sample Activity: Simulating interviews	Read the student sample in <i>Work in Progress</i> (P. 76-81) ④ Write your comments on the student sample in 300 words

	Friday: Sep 16 CONFERENCE on profile writing Venue: TBA	Read "Responding—Really Responding—to Other Students' Writing" from <i>Work in Progress</i> (P. 168-181)
Week 6 CKH D 404 September 19 – 23	Monday: Sep 19 Activity: Peer Review on profiles Writing a good introduction Dialog	Draft your profile
	Wednesday: Sep 21 Feedback on profile projects Edit the profile	Revise, edit and proofread the profile
	Friday: Sep 23 Writing a reflection Memo Pair work on midterm reflection Activity: Write a brief midterm reflection	Turn in the Profile Project (on eCampus by 11:59 p.m.) Read <i>Work in Progress</i> (p.89-94)
Week 7 Room CKH D 206 September 26 – 30	Monday: Sep 26 Group Discussion on midterm projects Q/A	⑤ Write a Midterm Reflection in 300 words on Engl 101 tasks you did so far
	Wednesday: Sep 28 Midterm CONFERENCE Venue: TBA	Read the sample midterm portfolio posted on eCampus
	Friday: Sep 30 Discussion on the sample portfolio Criteria for evaluating a midterm portfolio	Submit your Midterm Portfolio to eCampus by 11:59 p.m.
Week 8 CKH D 404 October 3 – 7] *October 5 is the midterm point.	Monday: Oct 3 Text analysis Genre, audience and organization Activity on ethos, pathos and logos	Read <i>Work in Progress</i> (P. 95-98) and gather ideas
	Wednesday: Oct 5 MIDTERM POINT Organization of text analysis Citation Activity: Watch and discuss the YouTube video on eCampus	Prepare an outline of ideas to analyze the YouTube video
	Friday: Oct 7 Thesis and arguments in Text Analysis Activity: Analyze a cartoon Debate on rhetorical aspects of the video	⑥ Write your analysis of the video in 300 words and post on eCampus
Week 9 Room CKH D 206 October 10 – 14 *Mid-semester reports due by noon, 12 October.	Monday: Oct 10 Read Diane Lockward's poem "My Husband Discovers Poetry" and generate your points of analysis Genre	Read sample analysis of "My Husband Discovers Poetry"
	Wednesday: Oct 12 Summary Vs analysis Evidence Activity: Compare your analysis of the poem with sample analysis	Select your own Text for Analysis (from the options given by the instructor) and prepare to present a summary talk in the next class

	<p>Friday: Oct 14 Present your text Editing/ proofreading</p>	<p>7 Write the Introduction of your analysis of the selected text (up to 300 words approximately) and bring to the next class for discussion</p>
<p>Week 10 CKH D 404 October 17 – 21</p>	<p>Monday: Oct 17 Irony, metaphor and imagery Read "Johnson's Letter to Chesterfield" available on eCampus Analyze the letter</p>	<p>8 Write an analysis of "Johnson's Letter to Chesterfield" in 300 words</p>
	<p>Wednesday: Oct 19 Context and biases Activity: Peer feedback on the written introduction Discuss the thesis and arguments</p>	<p>Revise your introduction and draft your analysis Read "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis" in <i>Writing Spaces</i></p>
	<p>Friday: Oct 21 CONFERENCE on text analysis draft Venue: TBA</p>	<p>Revise your text analysis project</p>
<p>Week 11 Room CKH D 206 October 24 – 28</p> <p>*October 26 is the last day to drop a class.</p>	<p>Monday: Oct 24 Group discussion on polishing the project Q/A with students and the instructor Research and perspectives Introduce the exploratory project: Writing to describe perspectives</p>	<p>Turn in your Text Analysis Project (on eCampus by 11:59 p.m.)</p>
	<p>Wednesday: Oct 26 Primary and secondary sources for research Focus and purpose of a research Activity: Freewrite on the prompt on p. 118 of <i>Work in Progress</i></p>	<p>Think of 3 possible areas for your exploratory essay</p>
	<p>Friday: Oct 28 Working thesis Vs final thesis Activity: Take peer feedback on your research areas to help you choose one area finally</p>	<p>Read <i>Work in Progress</i> (p. 117- 130)</p> <p>9 Write a rationale in about 200- 300 words behind choosing the topic/ area and take/give feedback on the online blackboard</p>
<p>Week 12 CKH D 404 October 31 – November 4</p>	<p>Monday: Oct 31 CONFERENCE in the Library (Room No: TBA) on scholarly resources</p>	<p>Read "Writing a Research Project" in <i>Easy Writer</i> (p. 204-206) Brainstorm and write a primary outline for your exploratory essay</p>
	<p>Wednesday: Nov 02 Narrowing down the scope of your research Outlining and giving a title</p> <p>Audience and the exploratory essay</p>	<p>Read the sample exploratory essay in <i>Work in Progress</i> (p. 138- 145)</p>
	<p>Friday: Nov 04 Activity: Group work on the sample essay MLA stylesheet</p>	<p>Finish working on your draft and bring to the next class</p>
<p>Week 13 Room CKH D 206 November 7 – 11</p> <p>*November 8 is election day. University is closed.</p>	<p>Monday: Nov 07 Peer review Activity on reflective memo</p>	<p>10 Write the reflective cover memo (<i>Work in Progress</i>, p. 131)</p>
	<p>Wednesday: Nov 09 Activity: Reverse outlining (<i>Work in Progress</i>, p. 135) of a draft</p>	<p>Read the chapters on documentation in <i>Easy Writer</i></p>

	Organization and format of the exploratory essay	
	Friday: Nov 11 CONFERENCE on drafts of the exploratory essay Conventions Venue: TBA	Revise, edit/ proofread to polish your project
Week 14 CKH D 404 November 14 – 18	Monday: Nov 14 Discussion on exploratory essay project Discussion on the final portfolio	Turn in your Exploratory Essay Project (on eCampus by 11:59 p.m.)
	Wednesday: Nov 16 Requirements of the final portfolio Activity: Discuss your plans	Combine all of your four projects and bring to the Conference (print or electronic version)
	Friday: Nov 18 CONFERENCE on final portfolio Venue: TBA	📖 Read the sample portfolio posted on eCampus and prepare your evaluation in 300 words; post on eCampus
Week 15 November 21 – 25 *This week is fall recess.	NO CLASSES	NO CLASSES
Week 16 Room CKH D 206 November 28 – December 2	Monday: Nov 28 Read the instructor's evaluation of the sample portfolio Revise your plan (How can your portfolio be better?)	Prepare the draft of your final portfolio
	Wednesday: Nov 30 Discuss the problems / challenges in your portfolio Activity: Mini CONFERENCE in class: Work in groups on the project you think requires most attention	Revise, edit and proofread your portfolio
	Friday: Dec 02 Edit/ proofread	Finalize your portfolio
Week 17 CKH D 404 December 5 – 9 *December 5 is the last day to withdraw from the university. *December 6 is the last day of class. *December 7 is a prep day for finals.	Monday: Dec 5 (last day of class) Final discussion on portfolio	Final Portfolio is due on eCampus by 11:59 p.m on Dec 5.

*** Final grades are due in STAR by noon on Monday, December 19.**