

English 101: Composition and Rhetoric

Section 042 (CRN 83357)
Course Meetings: Colson Hall G18, MWF, 9:30–10:20 a.m.
Instructor: Lydia Welker
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Office: Colson Hall 330
Office Hours: W, 10:30–11:30 a.m.

Introduction

Welcome to English 101. This course focuses on developing your knowledge of writing in several areas beyond just grammar and punctuation. We will examine how we use writing to express personal ideas. We will practice using writing to learn new things. We will explore how writing can change depending who you write to. We 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. Finally, we will develop a richer sense of how research and form can give your writing power and purpose. The goal 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.

Required Texts

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

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 critical thinking. By the end of English 101, students should be able to do the following:

- Understand the roles of context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Use appropriate, relevant, and compelling content to explore and develop ideas for an audience.
- Use appropriate genre and grammatical conventions for varying communication situations.
- Integrate credible, relevant sources into writing to support ideas.
- Draw conclusions about topics or issues based on a wide range of information, viewpoints, and related outcomes

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

Office Hours and Email

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 during the academic week. 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. I 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 in all sections may miss one week of class without penalty. (That means you can miss 3 class meetings.)
- Students who miss more than one week of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than three weeks of class will be assigned a failing grade for the course.

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 serviceperson 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 page 2 of *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 page 3 of *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 page 4 of *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.

Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible, using MIX, to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make

allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

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 G02 Colson Hall. For more information about the Eberly Writing Studio, see page 7 in *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. For more information about their programs, see their ad at the beginning of *Work in Progress*.

Schedule of Work

The schedule of work below is subject to minor changes based on our progress. All readings should be prepared for the day they are listed. **All writing assignments are due at 11:59 p.m. on eCampus** on the day they are listed.

Date	Topics and Activities	Assignments and Readings
Week 1		
Monday August 17	Syllabus and introduction	
Wednesday August 19	Rhetoric	Reading 1 due
Friday August 21	Narrative project introduction Brainstorming	Exploratory Writing 1 due
Week 2		
Monday August 24	Vivid description Pathos	
Wednesday August 26	Tension and turn Plot charts	Reading 2 due
Friday August 28	Conferences	Exploratory Writing 2 due
Week 3		
Monday August 31	Ethos and character	
Wednesday September 2	Peer review	
Friday September 4	MLA formatting Grammar	Narrative Project due
Week 4		
Monday September 7	Labor Day—no class	
Wednesday September 9	Profile Project introduction	Reading 3 due
Friday September 11	Interviewing	Exploratory Writing 3 due
Week 5		
Monday September 14	Ethos and tone	
Wednesday September 16	Angle and lead	Reading 4 due
Friday September 18	Conferences	Exploratory Writing 4 due
Week 6		
Monday September 21	Integrating sources Vivid description	
Wednesday September 23	Peer review	
Friday September 25	Revision, editing, and proofreading	Profile Project due

Date	Topics and Activities	Assignments and Readings
Week 7		
Monday September 28	Midterm Portfolio introduction	
Wednesday September 30	Reflection and revision	
Friday October 2	Rhetorical triangle	Midterm Portfolio due
Week 8		
Monday October 5	Analysis Project introduction	
Wednesday October 7	Rhetorical analysis	Reading 5 due
Friday October 9	Summarizing, paraphrasing, and quoting	Exploratory Writing 5 due
Week 9		
Monday October 12	Fall Break—no class	
Wednesday October 14	Thesis statements	Reading 6 due
Friday October 16	Conferences	Exploratory Writing 6 due
Week 10		
Monday October 19	Style and voice	
Wednesday October 21	Peer review	
Friday October 23	Document formatting MLA citations	Analysis Project due
Week 11		
Monday October 26	Research Project introduction	
Wednesday October 28	Analyzing source credibility	Reading 7 due
Friday October 30	Finding credible sources	Exploratory Writing 7 due
Week 12		
Monday November 2	Stakeholders	
Wednesday November 4	Using sources rhetorically	Reading 8 due
Friday November 6	Conferences	Exploratory Writing 8 due
Week 13		
Monday November 9	Logos	
Wednesday November 11	Peer review	
Friday November 13	Designing documents Representing sources	Research Project due
Week 14		
Monday November 16	Final Portfolio introduction Reflection	
Wednesday November 18	Revision, editing, and proofreading Grammar and mechanics	Reading 9 due
Friday November 20	Narrative and profile review	Exploratory Writing 9 due
Week 15		
Monday November 23	Thanksgiving Break—no class	
Wednesday November 25	Thanksgiving Break—no class	
Friday November 27	Thanksgiving Break—no class	
Week 16		
Monday November 30	Analysis and research review	
Wednesday December 2	Building the portfolio	
Friday December 4	Peer review Question and answer session Troubleshooting	
Week 17		
Monday December 7	Conclusion	Final Portfolio due

