

English 101: Introduction to Composition and Rhetoric Section 101-010 (CRN 10863)	
Spring 2017 Clark Hall, Rooms 206 and 404 11:30 am – 12:20 pm	
Instructor: Adrienne Izaguirre	
Email: ari0003@mix.wvu.edu	Phone: 304-293-3107 (English Department, for messages only)
Office: Colson 330	Office Hours: Monday 1:30 pm – 2:30 pm or by appointment

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2016.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.
- Loose leaf paper or spiral notebook.
- Pen or pencil.
- Notecards.

INTRODUCTION

Welcome to English 101! This is an introductory writing course designed to help students develop skills for communicating effectively in their writing. We accomplish this through four major writing projects, several smaller writing assignments, and active participation in class. Each English 101 course is different, but they all reflect the core standards and practices detailed in *Work in Progress*.

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 idea 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. My office hours are on Mondays from 1:30 pm to 2:30 pm in 330 Colson Hall.

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 three days of class without penalty.
- Students who miss more than three days of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than nine days 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 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 once per major assignment. 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. Conferences will meet in our normal classroom.

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

- any questions you have about 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 midterm 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 social-personal essay) as well as reflective writing. For more about the formal writing grade, see page 2 in *Work in Progress*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as responding to a writing prompt 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 in *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 in *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 typically located in Go2 Colson Hall, but is now temporarily located in Hodges 202 due to renovations. 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 Clark Hall at 11:30 am on Monday, Wednesday, and Friday. On odd weeks (Week 1, 3, 5, etc.) we will meet in room 206. On even weeks (Week 2, 4, 6, etc.) we will meet in room 404. The schedule of work below is subject to changes based on our progress.

Weeks	Topics and Activities	Assignments and Readings
Week 1 January 9 – 13 *Jan 13 is the last day to register for classes.	Monday: Course introduction, discussion of syllabus	Read <i>Work in Progress</i> Ch. 1.
	Wednesday: Intro of narrative essay project, discussion of sample essays	Exploratory writing #1 due by 11:59 pm.
	Friday: Topic brainstorming, grabbing a reader’s interest (titles and hooks)	Read <i>Work in Progress</i> Ch. 2.
Week 2 January 16 – 20 *No class on Monday Jan 16 for MLK Day.	Wednesday: Vivid description exercise	Exploratory writing #2 due by 11:59 pm.
	Friday: Tension and turn exercise	Work on narrative essay.
Week 3 January 23 – 27	Monday: Intro to peer review, peer review activity	Bring rough draft to class.
	Wednesday: Student conferences	Bring your most current draft with you to conferences.
	Friday: Strategies for polishing your papers, troubleshooting	Narrative essay due by 11:59 pm.

Week 4 January 30 – February 3	Monday: Introduction of profile project, choosing a profile topic	Read <i>Work in Progress</i> Ch. 3.
	Wednesday: Sample profiles	Work on exploratory writing #3.
	Friday: Setting up an interview, conducting an interview, coming up with good questions	Exploratory writing #3 due by 11:59 pm.
Week 5 February 6 – 10	Monday: Interviewing skills continued, practice interviews	Work on profile project.
	Wednesday: Leads and structure	Work on exploratory writing #4.
	Friday: Quotes and paraphrasing	Exploratory writing #4 due by 11:59 pm.
Week 6 February 13 – 17	Monday: Peer review activity	Bring rough draft to class.
	Wednesday: Student conferences	Bring your most current draft with you to conferences.
	Friday: Strategies for polishing your papers, troubleshooting	Profile project due by 11:59 pm.
Week 7 February 20 – 24 *February 24 is the mid-semester point.	Monday: Discussion of midterm portfolio, reflecting on your writing	Read <i>Work in Progress</i> Ch. 4.
	Wednesday: Revision strategies	Work on midterm portfolio.
	Friday: Continued discussion of midterm portfolio, troubleshooting	Midterm portfolio due by 11:59 pm.
Week 8 February 27 – March 3 *Mid-semester reports due March 3 by noon.	Monday: Introduction of rhetorical analysis project, rhetorical appeals	Read <i>Work in Progress</i> Ch. 5.
	Wednesday: Sample rhetorical analyses	Work on exploratory writing #5.
	Friday: Research, working with sources	Exploratory writing #5 due by 11:59 pm.
Week 9 March 6 – 10 *This week is spring break.	NO CLASS – SPRING BREAK	NO CLASS – SPRING BREAK
Week 10 March 13 – 17	Monday: Thesis mini workshop	Bring proposals to class.
	Wednesday: Planning and organizing the rhetorical essay	Work on exploratory writing #6.
	Friday: Citations, works cited	Exploratory writing #6 due by 11:59 pm.
Week 11 March 20 – 24 *March 24 is the last day to drop a class.	Monday: Peer review activity	Bring rough draft to class.
	Wednesday: Student conferences	Bring your most current draft with you to conferences.
	Friday: Strategies for polishing your papers, troubleshooting	Rhetorical analysis due by 11:59 pm.

Week 12 March 27 – 31	Monday: Introduction of social-personal essay project, brainstorming topics	Read <i>Work in Progress</i> Ch. 6.
	Wednesday: Sample social-personal essays	Work on exploratory writing #7.
	Friday: Balancing the social with the personal	Exploratory writing #7 due by 11:59 pm.
Week 13 April 3 – 7	Monday: Research strategies, in-class practice	Work on social-personal essay project.
	Wednesday: Structuring the social-personal essay	Work on exploratory writing #8.
	Friday: Writing a strong conclusion	Exploratory writing #8 due by 11:59 pm.
Week 14 April 10 – 14 *No class on Friday April 14 (Good Friday). University is closed.	Monday: Peer review activity	Bring rough draft to class.
	Wednesday: Student conferences	Bring your most current draft with you to conferences.
	Friday: No class	Social-personal essay due by 11:59 pm Thursday April 13.
Week 15 April 17 – 21	Monday: Discussion of final portfolio	Read <i>Work in Progress</i> Ch. 7.
	Wednesday: Making a revision plan	Work on final portfolio.
	Friday: Reflecting for the final portfolio	Work on final portfolio.
Week 16 April 24 – 28 *April 27 is the last day to withdraw from the university.	Monday: Major project workshop	Bring the major project that you think needs the most work.
	Wednesday: Final reflection workshop	Bring a rough draft of your final reflection.
	Friday: Last day of class! Chance to ask questions and fun activity	Final portfolio due by 11:59 pm.