

## English 101: Composition and Rhetoric, Section 021

Fall Semester, 2012 – Monday/Wednesday/Friday 12:30-1:20 in Clark 212 (blue weeks in Clark 410)

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Office Hours: Wednesday 11:15-12:15, 3:30-4:30 and by appointment

### 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! In this course we will learn how writing can be more than just summarizing others' ideas, more than just 5 paragraph essays, and more than just grammar and punctuation. We will look at writing as a means of communicating personal stories, of investigating what interests us, of critically evaluating the world, and of exploring complex issues and navigating our positions within them. Maybe none of you will decide to have a career in literary writing, but hopefully we will all learn something new about how writing affects our critical thinking strategies, the development of our thoughts, and our abilities to express ourselves. Furthermore, we will work with each other and learn how to see our own work with self-awareness. These, undoubtedly, are important lessons beyond the limits of an English class. Let us look for new ways to make writing a vital part of our lives.

**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

- Attendance (including policy on lateness and conference attendance)** You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. For more information on the attendance policy please see pages xxi and xxii in *WiP*. If you believe you have extenuating circumstances that deserve consideration, you must write me a formal letter explaining your absences and how you intend to compensate for them before I can consider making an exception. If you must miss class for a religious observation, athletic engagement, or other commitment (these absences still “count”), I need written notification at least one week in advance.
- 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*. If you have any questions about plagiarism or citation, contact me **before** submitting your paper; I'm here to help you.
- Computers and Cell Phones:** You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of 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 due to an emergency please quietly excuse yourself from the room.

- **Students with Disabilities:** 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 Disability Services (293-6700). I will be happy to discuss ways I can help you succeed in this course after you bring me documentation from Disability Services.
- **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 free 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*.
- **Social Justice:** West Virginia University is committed to social justice. I concur with 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, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

**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 (base 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)

Writing Assignments & Homework = 20%

Participation = 10%

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.

All assignments on eCampus are to be submitted **before** class starts on the due day, unless otherwise specified.

### AN IMPORTANT EXPECTATION

- In this class, we will learn from each other. We will not demean or insult each other's' writings or ideas in our critiques, because each of us offers a unique perspective which will be valued as part of our learning experience. We might not always agree with each other, but we will always be nice to each other.

## Schedule of Work

\*\*Subject to change according to progress.

August		
Monday	Wednesday	Friday
<p>20 <b>(Late Registration Fee in Effect after Aug 20)</b></p> <p>In class: Course introduction, introducing ourselves</p> <p>Homework: Read pp iv-4 in <i>WIP</i>, read and sign plagiarism contract Do introductory writing assignment on eCampus.</p>	<p>22 <b>UNIT 1: Multi-Angle Personal Narrative</b></p> <p>In class: Introduction to MAPN</p> <p><b>Due Today: Electronically submit introductory writing assignment on eCampus. Turn in plagiarism contract.</b></p> <p>Homework: Read Sarah Freligh story, writing assignment #1 on eCampus “Reading like a Writer”</p>	<p>24 <b>(Last day to register and add new courses is 8/24)</b></p> <p>In class: Audience and Perspective- writing about ourselves</p> <p><b>Due Today: Electronically submit writing assignment on eCampus. Bring copy of Sarah Freligh reading to class.</b></p> <p>Homework: Brainstorming assignment on eCampus <b>due Sunday at noon.</b></p>
<p>27</p> <p>In class: Topic choices and introduction to the writing process Parts of a story</p> <p>Homework: Read Tarn Wilson essay, writing assignment #2 on eCampus. Start drafting MAPN.</p>	<p>29</p> <p>In class: Formatting MLA style in MS word Discussion of Tarn Wilson essay and writing with purpose</p> <p><b>Due Today: Electronically submit writing assignment on eCampus.</b></p> <p>Homework: Continue Drafting MAPN, read detailed assignment sheet, read p 11 in <i>WIP</i>.</p>	<p>31</p> <p>In class: Peer Review</p> <p><b>Due Today: Have a discussion draft of the MAPN in class</b></p> <p>Homework: Continue working on MAPN draft, taking peer review notes into consideration.</p>

September		
Monday	Wednesday	Friday
<p>3 <b>NO CLASS—Labor Day</b></p>	<p>5 In class: Meetings for conferences- Tuesday, Wednesday, Thursday</p> <p><b>Due Today: Have a draft of MAPN at “discussion” level at conference.</b></p> <p>Homework: Review pp 3-4 in <i>WIP</i>, read p 13 in <i>WIP</i>.</p>	<p>7 <b>You will have to attend an event and conduct an interview for Unit 2. I recommend attending an event before the 21st and conducting an interview before the 24th.</b></p> <p>In class: Reflection in the MAPN Reflective Memo Moving into Unit 2</p> <p>Homework: Complete “Final for now” draft of MAPN, complete reflective memo.</p>
<p>10 <b>UNIT 2: Feature Article</b></p> <p>In class: Intro to feature article</p> <p><b>Due Today: <u>Multi-Angle Personal Narrative “Final For Now”</u></b></p> <p>Homework: read pp 15-19 in <i>WIP</i>.</p>	<p>12 In class: Purpose, comparing feature articles in different contexts</p> <p>Homework: Read p 23 in <i>WIP</i>, Start to research possible events and possible interview subjects.</p>	<p>14 In class: Research and Source integration</p> <p><b>Due Today: Bring in list of possible topics</b></p> <p>Homework: Writing assignment #3 on eCampus: Write a brainstorming draft. Include event(s), angle, people to interview, and why you want to learn more about the topic(s). <b>Due Sunday at noon.</b></p>
<p>17 In class: Conferences: Monday and Tuesday</p> <p><b>Due Today: Electronically submit writing assignment to eCampus by Sunday (Sept 16) at noon. Have “brainstorming” draft of FA in conference. We will discuss topic choice and angle.</b></p> <p>Homework: Continue drafting FA. Research FA topic.</p>	<p>19 In class: Interviews Letters to possible interview subjects</p> <p>Homework: read pp 29-30 in <i>WIP</i> Writing assignment #4: interview questions. Continue drafting FA. Start contacting interview subjects.</p>	<p>21 <b>Have you gone to your event yet?</b> In class: context, audience, and voice in FA, ledes</p> <p><b>Due Today: Electronically submit writing assignment to eCampus.</b></p> <p>Homework: Continue drafting FA.</p>
<p>24 <b>Have you conducted your interview yet?</b> In class: Representing another person-ethics and intro to ethos <i>Between Two Ferns</i> Summarizing, paraphrasing, quoting</p> <p>Homework: Continue with research. Continue drafting FA. Read p 27 in <i>WIP</i>.</p>	<p>26 In class: Peer Review Where are we with the FA?</p> <p><b>Due Today: Have draft of FA in class for peer reviews.</b></p> <p>Homework: Complete “Final for Now” draft of Feature Article, taking peer feedback into consideration.</p>	<p>28 In class: FA Reflective Memo Editing and Troubleshooting the FA</p> <p><b>Due Tonight at 11:59PM: <u>Feature Article</u></b></p>

October		
Monday	Wednesday	Friday
<p>1</p> <p>In class: Writing a reflection for midterm. What makes a portfolio “superior”?</p> <p>Homework: read pp 34-35 in <i>WIP</i>. Begin assembling midterm portfolio, including revisions.</p>	<p>3</p> <p>In class: Editing day Troubleshooting the portfolio</p> <p>Homework: Writing assignment #5 on eCampus: Midterm assessment of English 101 p39 in <i>WIP</i>. <b>Due Friday at 11:59 PM</b> (Do portfolio first!).</p>	<p>5 (<b>Mid-Semester point</b>)</p> <p>In class: The MAPN and FA in relation to the course goals.</p> <p><b>Due Today: <u>MIDTERM PORTFOLIO</u></b> <b>Due at 11:59PM: Electronically submit writing assignment to eCampus.</b></p> <p>Homework: Read pp 41-44 in <i>WIP</i>.</p>
<p><b>8 UNIT 3 - Text Analysis</b></p> <p>In class: Intro to Text Analysis Paper Intro to Rhetorical Strategies</p> <p>Homework: Read p 45 in <i>WIP</i>.</p>	<p><b>10 (Mid-Semester Grades Due)</b></p> <p>In class: Employing Rhetorical Strategies <i>Mad Men</i> day</p> <p>Homework: Read pp 49-50 in <i>WIP</i>. Writing assignment #6 on eCampus: Old Spice commercial vs Vintage ad analysis &amp; comparison</p>	<p>12</p> <p>In class: Lib Guides How to research an advertisement</p> <p><b>Due Today: Electronically submit writing assignment on eCampus</b></p> <p>Homework: Research advertisements and brainstorm several ideas for an ad or ad series with enough content to raise significant questions.</p>
<p>15</p> <p>In class: Close Reading and Critical thinking- Thesis invention</p> <p><b>Due Today: Bring list of ads and questions raised to class.</b></p> <p>Homework: Read p 51 in <i>WIP</i>.</p>	<p>17</p> <p>In class: Arranging a thesis-driven paper Review rhetorical strategies</p> <p>Homework: Start drafting TA essay using p 51 from <i>WIP</i>.</p>	<p>19</p> <p>In class: Considering context</p> <p>Homework: Writing Assignment #7 on eCampus- citation notes page Continue drafting TA essay. Have “discussion” draft by Monday’s peer review. Read p 53 of <i>WIP</i>.</p>
<p>22</p> <p>In class: Peer Review Reflective Memo for TA essay.</p> <p><b>Due Today: Electronically submit writing assignment to eCampus. Have “discussion draft” of TA essay in class for peer review.</b></p> <p>Homework: Continue to draft TA essay, taking peer critique into consideration.</p>	<p>24</p> <p>In class: Conferences: Tuesday, Wednesday, Thursday</p> <p><b>Due Today: Bring draft of TA essay to conference.</b></p> <p>Homework: Complete “Final for Now” draft of TA and reflective memo.</p>	<p><b>26 (Last Day to Drop)</b></p> <p>In class: Using library resources</p> <p><b>Due Today: <u>Text Analysis Essay “Final For Now”</u></b></p> <p>Homework: Read pp 57-60 in <i>WIP</i>.</p>

<p>Oct 29 <b>UNIT 4 – Stakeholder Research Paper</b>  In class:  Intro to SRP</p> <p>Homework: writing assignment #8 on eCampus: Marijam Rahmani essay and response to questions</p>	<p>Oct 31  In class: Perspectives and Stakes  Review of Homework  Mapping the stakes of gay marriage</p> <p><b>Due Today: Electronically Submit writing assignment on eCampus. Bring copy of reading with you to class.</b></p> <p>Homework: Begin thinking about topics for your SRP.</p>	
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<b>November</b>		
Monday	Wednesday	Friday
		<p>2  In class: Thesis Driven Arguments  Counter-arguments</p> <p>Homework: Submit proposal for SRP topic to eCampus <b>by Sunday at noon</b>. All topics subject to my approval. Read pp 63-70 in <i>WIP</i>.</p>
<p>5  In class: Resources and Context  Libguides II</p> <p>Homework: Writing Assignment #9: Working from the activity on p 71 of <i>WIP</i>, create a brainstorming draft outlining your stakeholders. Develop tentative theses. Read p 79 of <i>WIP</i>.</p>	<p>7  In class: Peer Review: Help each other identify other perspectives, work together to create research plans.</p> <p><b>Due Today: Electronically submit writing assignment to eCampus.</b></p> <p>Homework: Begin drafting your SRP, read p77.</p>	<p>9  In class: Organization and Editing  Troubleshooting</p> <p>Homework: Continue drafting your SRP</p>
<p>12  In class: Ethos Review  Reflective Memo for SRP</p> <p>Homework: Have a fairly polished draft for the conference.</p>	<p>14  In class: Conferences: Tuesday, Wednesday, Thursday</p> <p><b>Due Today: Bring draft of SRP to conference</b></p> <p>Homework: Complete the “Final for Now” Draft of the SRP.</p>	<p>16  In class: Looking forward  Review of class goals in terms of TA and SRP</p> <p><b>Due Today: <u>Stakeholder Research Paper</u> “Final For Now”</b></p> <p>Homework: Revise for your portfolio. Read something. Think critically about it.  Happy Thanksgiving.</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 In class: Assignment specifications of final portfolio Reflective memo for portfolio Thinking about our writing critically</p> <p>Homework: Begin revisions and portfolio assembly</p>	<p>28 In class: Conferences: Tuesday, Wednesday, Thursday</p>	<p>30 In class: Looking back at the MAPN and the FA</p> <p>Homework: Post to eCampus discussion about revising the MAPN and FA in terms of Unit Goals, continue portfolio revisions and memo. (Participation in this discussion and Monday's is Writing Assignment #10)</p>
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December		
Monday	Wednesday	Friday
<p>3</p> <p>In class: Looking back at TA and SRP</p> <p><b>Due Today: Be sure to have contributed meaningfully to eCampus discussion before class</b></p> <p>Homework: Post to eCampus discussion about revising the TA and SRP in terms of Unit Goals, continue portfolio revisions and memo</p>	<p><b>5 (Dec 7 is the Last Day to Withdraw from the University)</b></p> <p>In class: Editing day Troubleshooting the portfolio</p> <p><b>Due Today: Be sure to have contributed meaningfully to eCampus discussion before class</b></p> <p>Homework: PORTFOLIO! Do it!</p>	<p><b>7 (Last Day of Classes for Fall semester)</b></p> <p>In class: Reflection, Course Evaluations</p> <p><b>Due Today: <u>FINAL PORTFOLIO</u></b></p> <p><b>Have a wonderful break! Happy holidays!</b></p>

**\*Portfolios Returned By Final Exam Time Slot**

**021 WEDNESDAY, DECEMBER 12  
3:00pm to 5:00pm**