

SYLLABUS FOR SPRING SEMESTER, 2015

English 101: Composition and Rhetoric Section 005 and Section 006

Meeting Times:

Section 005: 8:30-9:20 a.m.
Section 006: 9:30-10:20 a.m.

Classroom:

Clark Hall D212/D410

Instructor:

Ms. Audra Cormack

Email: aocormack@mix.wvu.edu	Phone: 304-293-3107 (for messages only)
Office: Colson Hall 300	Office Hours: M/W 11:00 a.m.-Noon

Required Texts

- English 101 Faculty. *Work in Progress (WiP)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed., WVU ed. Boston: Bedford/St. Martin's, 2014.

Introduction

Welcome to English 101! This course focuses on developing your knowledge of writing in several areas beyond mere 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 advertisements 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 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 and writing can positively impact those spheres.

Course Goals

Our class has four major goals. Each student can expect to:

- * Develop a personal learning process for effective writing.
- * Recognize contexts that shape writing and research.
- * Think critically to understand texts, contexts, and writing strategies.
- * 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

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.

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 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.

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 the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Road (beside Applebee's and across from the Mountaineer Station Transportation Center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.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 *Work in Progress*.

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*.

Office Hours and Email

Office: Colson Hall 300

Times: Monday and Wednesday, 11:00 a.m. to Noon

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can visit my office in person, or you can 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. You must schedule an appointment for that.

Response and Evaluation

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 mid-term 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, feature article, text analysis, and research paper), as well as reflective writing.
- Informal Writing = 20%
Informal writing assignments are short activities and homework that are typically about 1 page in length.
- Participation = 10%
Participation will consist of class discussion and activity involvement, adherence to appropriate and respectful classroom behavior, and meeting all deadlines.

See pages xix through xxi in *Work in Progress* for information about grading criteria. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment.

Social Justice

West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

Schedule of Work

This schedule of work is subject to change according to progress and class dynamics.

MONDAY	WEDNESDAY	FRIDAY
Jan 12	Jan 14	Jan 16
Class Introduction Syllabus Discussion eCampus Homework: -Diagnostic (post to eCampus by 11:59 p.m. Fri., 1/16) -Read <i>Work in Progress</i> Introduction (p.xv-xxx) and Unit One (p.1-4)	Introduce Unit 1: Narrative Writing Process Homework: “People Watch” Observations	Description (Place/People) DUE: In class: “People Watch” Observations Out of class: Diagnostic Homework: -Bring narrative ideas on Wed. (1/21) -Read “Confessions of a Freshman in a Foreign Land” on eCampus <i>Short Write 1:</i> Discuss where and how description is used in reading (1 page)
Jan 19	Jan 21	Jan 23
NO CLASS Martin Luther King, Jr. Birthday Recess	Conference sign-up Plot Reading Discussion Pitch Narrative DUE: <i>Short Write 1</i> (post to eCampus before today’s class) Homework: <i>Short Write 2:</i> Bring outline of narrative to conferences	CONFERENCES Meet at library TBA: “Eliza’s” café (4 th floor) or conference room DUE: <i>Short Write 2</i> (bring with you – print; submit to eCampus by 11:59 p.m.)
Jan 26	Jan 28	Jan 30
Rhetoric: Pathos Drafting, Revision, Editing, Proofreading Homework: -Bring draft to class (print) on Wed., 1/28 -Read “Bird by Bird: Some Instructions on Writing and Life” by Anne Lamott (p.87-94 in <i>Work in Progress</i>); bring feedback on Fri., 1/30	The Critique Process Peer Review Homework: <i>Short Write 3:</i> Peer Review Summary (Summarize individual and group feedback and post to eCampus before class on Fri., 1/30) Narrative FFN (to eCampus) <i>(first page: typed cover memo p.13 in W.i.P.)</i>	Plagiarism Discussion Paper Formatting Final Polish DUE: Narrative FFN (by 11:59 p.m.) Bring Informal feedback of “Bird by Bird...”

Feb 2	Feb 4	Feb 6
<p>Introduce Unit 2: Feature Article</p> <p>Homework: Read “Neurosurgeon’s Speeches Have Conservatives Dreaming of 2016” on eCampus <i>Short Write 4:</i> Restructure article into Q&A interview (1 page)</p>	<p>Ethos Reading Discussion Asking for interviews</p> <p>DUE: <i>Short Write 4:</i> Q&A Interview (post to eCampus before today’s class)</p> <p>Homework: -Read <i>Work in Progress</i> Unit Two (p.15-31) -Bring feature article ideas on Fri. (2/6)</p>	<p>Pitch Feature Article Interview Techniques Conference sign-up</p> <p>Homework: Contact interview subjects and set up interviews</p>
Feb 9	Feb 11	Feb 13
<p>Leads/Angle Drafting Workshop</p> <p>Homework: <i>Short Write 5:</i> Bring outline of feature article to conferences; include proposed questions for interview subject(s)</p>	<p>CONFERENCES Meet at library TBA: “Eliza’s” café (4th floor) or conference room</p> <p>DUE: <i>Short Write 5</i> (bring with you – print; submit to eCampus by 11:59 p.m.)</p> <p>Homework: Bring draft to class (print) on Fri., 2/13</p>	<p>Peer Review</p> <p>Homework: -<i>Short Write 6:</i> Peer Review Summary (Summarize individual and group feedback and post to eCampus before class on Mon., 2/16) -Continue interviews, as necessary -Bring drafts (print) to class on Mon., 2/16 and Wed., 2/18 for additional revision</p>
Feb 16	Feb 18	Feb 20
<p>Voice Dialogue and Formatting</p> <p>Homework: <i>FA FFN (to eCampus)</i></p>	<p>Arrangement Using feedback</p> <p>DUE: <i>FA FFN</i> (by 11:59 p.m.) (<i>first page: typed cover memo p.31 in W.i.P.</i>)</p>	<p>Introduce Midterm Portfolio</p> <p>Homework: Read <i>Work in Progress</i> (p.35-37)</p>
Feb 23	Feb 25	Feb 27
<p>Interpreting Sample Writing Reflection Memo Writing</p> <p>Homework: <i>Work in Progress</i> Activity (p.39)</p>	<p>Revision, Editing, & Proofreading</p> <p>DUE: Activity tear-out</p> <p>Homework: <i>Midterm Portfolio (to eCampus)</i></p>	<p>Introduce Unit 3: Text Analysis</p> <p>DUE: <i>Midterm Portfolio</i> (by 11:59 p.m.)</p>

Mar 2	Mar 4	Mar 6
<p>Logos Rhetorical Triangle</p> <p>Homework: -Read <i>Work in Progress</i> Unit Three (p.41-45) -Bring text analysis ideas on Wed., 3/4</p>	<p>Pitch Text Analysis Methods for analysis Conference sign-up</p> <p>Homework: -Watch YouTube video on eCampus (link) -Read “Julia Roberts...” article on eCampus <i>Short Write 7</i>: Discuss effectiveness of rhetorical strategies in video ad and thoughts on article (1 page)</p>	<p>Context Outlining Video/Reading Discussion</p> <p>DUE: <i>Short Write 7</i> (post to eCampus before today’s class)</p> <p>Homework: <i>Short Write 8</i>: Bring outline of text analysis to conferences</p>
Mar 9	Mar 11	Mar 13
<p>CONFERENCES Meet at library TBA: “Eliza’s” café (4th floor) or conference room</p> <p>DUE: <i>Short Write 8</i> (bring with you – print; submit to eCampus by 11:59 p.m.)</p>	<p>Research and Sources Scholarly Searches Audience</p> <p>Homework: Read <i>Work in Progress</i> student examples (p.135-148)</p>	<p>Imagery and Metaphor</p> <p>Homework: -Read <i>Easy Writer</i> (p.208-221) -Bring MLA questions</p>
Mar 16	Mar 18	Mar 20
<p>Style MLA Citation</p> <p>DUE: Informal MLA questions</p> <p>Homework: Bring draft to class (print) on Wed., 3/18</p>	<p>Peer Review</p> <p>Homework: <i>Short Write 9</i>: Peer Review Summary (Summarize individual and group feedback and post to eCampus before class on Fri., 3/20)</p> <p><i>TA FFN (to eCampus)</i> (first page: typed cover memo p.55 in <i>W.i.P.</i>)</p>	<p>Introduce Unit 4: Stakeholder’s Research Project</p> <p>Homework: -Read <i>Work in Progress</i> Unit Four (p.57-70) -Utilize break to find research topics</p> <p>DUE: <i>TA FFN</i> (by 11:59 p.m.)</p>
Mar 23	Mar 25	Mar 27
<p>NO CLASS Spring Break</p>	<p>NO CLASS Spring Break</p>	<p>NO CLASS Spring Break</p>

Mar 30	Apr 1	Apr 3
Source Credibility MLA Works Cited and In-text Citations Navigating the Library Homework: Bring top 3 research project ideas to Library on Wed., 4/1	LIBRARY DAY* *Meet in Library Classroom TBA; bring 3 ideas Homework: -Bring final topic Mon., 4/6 -Read NY Times article on eCampus <i>Short Write 10:</i> Describe stakeholders/claims (1 pg.)	NO CLASS Good Friday before Easter Holiday
Apr 6	Apr 8	Apr 10
Conference sign-up Audience/Viewpoints Reading Discussion Pitch Research Project DUE: <i>Short Write 10</i> (post to eCampus before today's class) Homework: <i>Short Write 11:</i> Bring outline of SRP to conferences	CONFERENCES Meet at library TBA: "Eliza's" café (4 th floor) or conference room DUE: <i>Short Write 11</i> (bring with you – print; submit to eCampus by 11:59 p.m.)	Integrating Sources and Research Homework: -Bring draft to class (print) on Mon., 4/13 -Read <i>Work in Progress</i> student examples (p.151-162) and be ready to discuss on Wed., 4/15
Apr 13	Apr 15	Apr 17
Peer Review Homework: - <i>Short Write 12:</i> Peer Review Summary (Summarize individual and group feedback and post to eCampus before class on Wed., 4/15) -Bring draft to class for further revision on Wed. 4/15	Examples Discussion Organization, Structure, & Formatting Homework: Continue to bring draft to class, (along with peer feedback), for further revision on Fri., 4/17 SRP FFN (to eCampus) <i>(first page: typed cover memo p.81 in W.i.P.)</i>	Revision, Editing, & Proofreading Final Polishing DUE: SRP FFN (by 11:59 p.m.)
Apr 20	Apr 22	Apr 24
Introduce Final Portfolio Homework: Bring all FFNs to class (4/22-29)	Reflection Homework: Reading TBA	Understanding and Applying Feedback Homework: Work on portfolios
Apr 27	Apr 29	May 1
Revision/Editing/Proofreading Homework: Bring problem areas of work to class	Revision/Editing/Proofreading Homework: Final Portfolio (to eCampus)	In-class Reflection Final Thoughts DUE: Final Portfolio (by 11:59 p.m.)