

English 101

Megan Richards, ENGL 101, Fall 2007

Ms. Morgan Richards

English 101 Section 34

MWF 1:30-2:20

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304-293-2107 (messages only)

English 101: Composition and Rhetoric

Everybody is original, talented and has something to say. –Brenda Ueland

Introduction

Welcome to English 101! In this course we will improve our reading, writing, and critical thinking skills by continuously writing, reading, collaborating, and revising our texts. We're going to do a lot of work, but it may be the most valuable (and enjoyable) work you'll do as an undergraduate student. Our assignments require you to think about how you can most effectively communicate in a variety of genres, not just academia. In other words, you will use these skills throughout your life. I guarantee it.

Policies and Procedures

Please see Work in Progress pp. xxi-xxvi for complete departmental policies and procedures for English 101. We will go over those in class, but here I will stress the following policies, which all pertain to our goal of effective collaboration:

- We must maintain a supportive, respectful environment. In our classroom I will not allow negative attitudes, disruptive behavior, or inappropriate comments, including slurs pertaining to gender, race, abledness, religion, or sexual orientation. If you affect the class negatively, I will ask you to leave and will count you absent for the day.
- You are allowed three unexcused absences. I will lower your grade by an entire letter for each absence after those three. If you miss six classes, you fail the course.
- If you don't show up for a scheduled conference, you will be penalized two absences.

- Academic dishonesty (a.k.a. plagiarism) is not tolerated.
- Cell phones should be turned off or silenced during class. Text-messaging is not permitted. If you absolutely must leave your phone on for an emergency, please tell me before class.
- Let me know if you need accommodations for your learning style or for any other abledness issues.* We all learn differently, and as your instructor, I want to make this course as accessible as possible for each of you.

West Virginia University Office of Disability Services (G-30 Mountainlair) Phone: (304) 293-6700
Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Texts

Lunsford, Andrea A. *The Easy Writer*. 3E. Boston: Bedford/St. Martins, 2005. ISBN-10: 0312478208 or ISBN13/EAN: 9780312478209

Undergraduate Writing Committee. *Work in Progress*. Detroit, MI: Hayden-McNeil, 2007. ISBN: 978-0-7380-2303-8.

Office Hours

My office hours are from 2:30 to 3:30 p.m. on Mondays and Wednesdays. These two hours a week are yours for the taking if you have questions, want to workshop a paper, or need to discuss anything else. Of course, if these hours are inconvenient, you may also make an appointment for a different time or email me. I will respond to emails within 24 hours Monday-Friday, and if you've asked a question about an assignment, I might copy my reply to the entire class so that everyone can benefit.

Standard of Work

You will write four major papers in 101, as well as eight short writing assignments, two reflective memos (one at the mid-term and one at the end of the semester), and several other in-class informal writings, which I will assign to you as we progress through the course. Since this is a college level course, you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. However, we can, and will, use *The Easy Writer* to brush up on our skills. We also have access to the Writing Center*, which is an incredibly valuable resource that we will discuss

later. Finally, because your grade is based on the sum of ALL work you complete in this course, you must keep every assignment that we do. I'll provide folders for each unit that should help you keep track of all your drafts and in-class writings. Bring these folders to every class.

WVU Writing Center (44 Stansbury) Hours: Monday-Thursday 10:00-5:00; Friday 10:00-3:00
Web address: http://www.as.wvu.edu/english/writing_center/ For an appointment, call 293-3107 x33437

eCampus

One of the venues you are most likely to use for current and future writing is the World Wide Web. Thus we will be completing the majority of our short writing assignments via our eCampus site, which you can access at <https://ecampus.wvu.edu>. This site contains many more valuable resources, which we'll explore in class and in homework assignments.

Response and Evaluation

I will provide a checklist of evaluative criteria with each assignment prompt. Your grade will depend much more on how well you fulfill the requirements of the assignments rather than how polished your writing mechanics are (though those are important, too). When I return drafts to you, I will include feedback and suggestions for revision, which are much more valuable than grades, though I will be giving you grades at the mid-term and the end of the semester based on the work you will have completed at those points. Here is a breakdown of your final grade:

Final Portfolio - 70% Short Writing Assignments and Homework - 20% Participation - 10%

Schedule of Work

- Subject to change as needed
- Keep up with the schedule in the event of class cancellation or delay due to bad weather

AUGUST

Monday	Wednesday	Friday
<p>20</p> <p>Class Activities:</p> <p>Discuss syllabus & course policies</p> <p>Introduce eCampus</p> <p>Assign Diagnostic</p> <p>Due Today:</p> <hr style="border-top: 1px dashed black;"/> <p>-</p> <p>Homework:</p> <p>Diagnostic</p> <p>Purchase texts</p> <p>Read English 101 FAQ (WiP pp. 95-100)</p>	<p>22</p> <p>Class Activities:</p> <p>Introduce Literacy Narrative</p> <p>Discuss plagiarism</p> <p>Assign Short-Write #1</p> <p>Due Today: Diagnostic (2 copies)</p> <hr style="border-top: 1px dashed black;"/> <p>-</p> <p>Homework:</p> <p>Read Sedaris & Offutt essays (WiP pp. 121-128)</p>	<p>24: <i>Last Day to Register</i></p> <p>Class Activities:</p> <p>Discuss Sedaris & Offutt essays</p> <p>Literacy Narrative brainstorm activities</p> <p>Due Today: Reading notes</p> <hr style="border-top: 1px dashed black;"/> <p>Homework:</p> <p>Read Peer Review guidelines (WiP pp. 70-79)</p> <p>Complete drafts for Peer Review</p> <p>Complete Short-Write #1</p>
<p>27</p> <p>Class Activities:</p> <p>Introduce Peer Review</p> <p>Peer Review Literacy Narrative</p> <p>Due Today: Peer Review draft (4 copies) & questions for group</p> <hr style="border-top: 1px dashed black;"/> <p>-</p> <p>Homework:</p> <p>Read Ridsen essay (WiP pp. 175-180) &</p> <p>Lamott essay (WiP pp. 107-114)</p>	<p>29</p> <p>Class Activities:</p> <p>Discuss Ridsen & Lamott essays</p> <p>Share revision strategies</p> <p>In-class revision</p> <p>Sign up for conferences</p> <p>Due Today: Reading notes</p> <hr style="border-top: 1px dashed black;"/> <p>-</p> <p>Homework:</p> <p>Read Easy Writer (pp. 1-10)</p>	<p>31</p> <p>Class Activities:</p> <p>Conferences (Thursday & Friday) IN LIBRARY</p> <p>Due Today: Bring draft & questions to conference</p> <hr style="border-top: 1px dashed black;"/> <p>Homework:</p> <p>Continue working on your papers</p> <p>Enjoy the holiday!</p>

SEPTEMBER

Monday	Wednesday	Friday
3	5	7
<p><i>Labor Day Recess No Class</i></p>	<p>Class Activities:</p> <p>In-class revision activity</p> <p>Address mechanics questions</p> <p>Assign Short-Write #2</p> <p>Due Today: Bring recent drafts & questions</p> <p>-----</p> <p>Homework: Complete Literacy Narrative “Final For Now”</p>	<p>Class Activities:</p> <p>Write Literacy Narrative Author’s Note</p> <p>Discuss & assign Genre Analysis</p> <p>Due Today: Literacy Narrative “Final For Now”</p> <p>-----</p> <p>Homework: Complete Short-Write #2</p>
10	12	14
<p>Class Activities:</p> <p>Genre Analysis activities</p> <p>Due Today:</p> <p>-----</p> <p>-</p> <p>Homework:</p> <p>Create list of possible genres for your essay</p> <p>Read Garland-Thomson & Appleton essays (WiP pp. 131-140)</p>	<p>Class Activities:</p> <p>Discuss Garland-Thomson and Appleton essays</p> <p>My genre presentation</p> <p>Assign Short-Write #3</p> <p>Due Today: Bring list of genre ideas</p> <p>-----</p> <p>-</p> <p>Homework:</p> <p>Choose genre and select 3-4 examples that you can bring to class and discuss</p>	<p>Class Activities:</p> <p>Genre presentations</p> <p>Due Today: Genre examples</p> <p>-----</p> <p>Homework:</p> <p>Complete Short-Write #3</p> <p>Read Rhetorical Triangle Intro (WiP p. 62)</p>
17	19	21
<p>Class Activities:</p> <p>Discuss Rhetorical Triangle</p>	<p>Class Activities:</p> <p>Discuss Catalano essay & “What I</p>	<p>Class Activities:</p> <p>Discuss Genre Analysis FAQ</p>

In-class pre-writing

Should Not Do”

In-class revision activity

Due Today:

Assign Mid-Term Memo (SW #4)

Assign Portfolio

----- **Due Today:** Reading notes

Due Today: Draft for in-class revision

Homework:

Read Catalano essay (WiP pp. 183-190) and “What I Should Not Do” (WiP p. 64)

Read Reflective Writing (WiP pp. 83-88) and Genre Analysis FAQ (WiP pp. 25-26)

Homework:

Read Motz essay, “Seen Through Rose-Tinted Glasses,” on eCampus

Complete draft for Peer Review

Complete rough draft of Genre Analysis

24

26

28

Class Activities:

Class Activities:

Class Activities:

Discuss Motz essay

Continue Peer Review

Conferences (Thursday & Friday) IN LIBRARY

Peer Review Genre Analysis

Address mechanics questions

Due Today: Bring draft & questions to conference

Sign up for conferences

Due Today: Peer Review drafts (4 copies)

Due Today:

----- **Homework:**

Homework:

Continue working on Genre Analysis, Literacy Narrative revisions, and Mid-Term Memo

Homework:

Continue working on Genre Analysis, Literacy Narrative revisions, and Mid-Term Memo

Complete Genre Analysis “Final for Now,” Literacy Narrative revisions, and Mid-Term Memo for Mid-Term Portfolio

OCTOBER

Monday	Wednesday	Friday
1	3	5 (<i>Mid-Semester</i>)
Class Activities:	Class Activities:	Class Activities:
Write Genre Analysis Author's Note	In-class activity with interview examples	Workshop interview questions
Assign Interview Essay	Discuss interview topics	
Interview Essay brainstorming activities	Assign Short-Write #5	Due Today: Interview questions
Due Today: Genre Analysis "Final For Now" (as part of Mid-Term Portfolio); Mid-Term Memo	Due Today: Interview example & list of topics	

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Homework:	Homework:	Homework:
Find interview example to bring to class	Choose interview topic & interviewee	Contact interviewee & set up 2 interviews
Brainstorm list of possible essay topics	Draft interview questions	Complete Short-Write #5
8 (<i>Mid-Semester Reports Due October 9</i>)	10	12
Class Activities:	Class Activities:	Class Activities:
Discuss interview techniques & protocol	Discuss Chierici essay	Discuss Steiner essay
Interview activities	Summary, paraphrase, quotes activities	Continue summary, paraphrase, quotes practice
	Assign Short-Write #6	
Due Today: Revised interview questions	Due Today: Reading notes	Due Today: Reading notes

-	-	
Homework:	Homework:	Homework:
Conduct 1 st interview	Conduct 1 st interview	Conduct 1 st interview
Read Chierici essay (WiP pp. 147-150)	Read Steiner essay (WiP pp. 143-145)	Complete Short-Write #6
15	17	19

Class Activities:

In-class writing

Due Today: 1 st interview notes

-

Homework:

Conduct 2 nd interview

Complete draft for Peer Review

22

Class Activities:

Discuss Short-Write #7

Address mechanics questions

Sign up for conferences

Due Today: 2 nd interview notes

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Homework: Read and comment on an eCampus post about the essay you didn't read for SW #7

29

Class Activities:

Finish MGRP Introduction Activity

MGRP examples

Generate topics

Due Today:

Class Activities:

Peer Review Interview Essay

Assign Short-Write #7

Due Today: Peer Review drafts (4 copies)

-

Homework:

Conduct 2 nd interview

Read Gill essay (WiP pp. 194-198)

24

Class Activities:

Conferences (Tuesday, Wednesday, & Thursday)

IN LIBRARY

Due Today: Bring draft & questions to conference

-

Homework: Complete Interview "Final For Now" draft

Class Activities:

Discuss Gill essay

In-class revision

Due Today: Reading notes

Homework:

Conduct 2 nd interview

Complete Short-Write #7

26 (*Last Day to Drop*)

Class Activities:

Write Interview Essay Author's Note

Assign MGRP

MGRP Introduction Activity

Due Today: Interview "Final For Now"

Homework:

Enjoy the weekend!

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Homework:

Read Research Advice (WiP pp. 53-55)

Brainstorm topics for your MGRP

NOVEMBER

Monday

Wednesday

Friday

2

Class Activities:

Continue discussing research strategies

Discuss Enloe, Jacobson, & Colon essays

Due Today: Reading notes

Homework:

Library Research Activity

Complete Short-Write #8

5

Class Activities:

Discuss MLA citation

In-class citation activity

Due Today: Library Research Activity In-class writing & revision

-----**Due Today:** Reading notes

-
Homework: Read Wallace & Yeager
MGRP (WiP pp. 201-227)

7

Class Activities:

Discuss Wallace & Yeager MGRP

Discuss end-notes

In-class writing & revision

-----**Due Today:** Reading notes

-
Homework:

Complete draft for Peer Review

9

Class Activities:

Peer Review MGRP

Due Today: Peer Review draft (1 copy)

Homework:

Continue working on MGRP

12

Class Activities:

Discuss Final Portfolios

Address mechanics questions

Sign up for conferences

Due Today:

-

Homework:

Continue working on MGRP

19

Thanksgiving Break—No Class

26

Class Activities:

Assign Short-Write #9

In-class writing

Due Today:

-

Homework:

Prepare drafts of all 4 papers to bring for Peer Review

14

Class Activities:

Conferences (Tuesday, Wednesday, & Thursday) IN LIBRARY

Due Today: Bring draft & questions to conference

-

Homework:

Complete MGRP “Final For Now,” including Author’s Note

21

Thanksgiving Break—No Class

28

Class Activities:

Peer Review Literacy Narrative & Genre Analysis

Due Today: Peer Review drafts (2 copies of each)

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Homework:

Revise based on peer feedback

16

Class Activities:

Discuss portfolio checklist

Due Today: Multi-Genre “Final For Now”

Homework:

Revise materials for portfolio

Enjoy the break

23

Thanksgiving Break—No Class

30

Class Activities:

Peer Review Interview Essay & MGRP

Due Today: Drafts for Peer Review drafts (2 copies of each)

Homework:

Complete Short-Write #9

Select and print 5 best Short-Writes to bring in for Peer Review

DECEMBER

Monday

Wednesday

Friday

3

5

7 (*Last Day of Classes*)

Class Activities:

Peer Review Short-Writes

Assign Short-Write #10 (Final reflection)

Due Today: Peer Review drafts (only bring 1 copy per Short-Write)

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Homework:

Revise

Class Activities:

In-class revision

Discuss English 102

Due Today: bring whatever drafts still need revision

Homework:

Finalize portfolio revisions, including Final Reflection

Print Short-Write #9 to bring to class

Class Activities:

Share Short-Writes

Due Today: Final Portfolio and bring Short-Write #9 for sharing

Homework:

None! You're finished!