

Welcome to English 101: Composition and Rhetoric
Section: 300 CRN# 82076
Fall 2015
1:00 PM to 2:15 PM

Tuesdays, we meet in in Clark 410

Thursdays, we meet in Clark 212

Instructor: Shaun Turner
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Phone: 304-293-3107 (Messages Only)
Office: Colson 228

Office Hours: By appointment

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, 2010. Print.

INTRODUCTION:

So, I'm Shaun Turner. Welcome to English 101: Composition and Rhetoric!

This semester, we will focus on communicating about our world through writing. It's my personal philosophy that reading and writing are the best ways to learn how to write. By focusing on the process of writing, together, we will focus on growing our general knowledge and exploring different perspectives. We will study writing by discussing how writing can be used to express oneself.

Consciously or not, we read and write every day. Especially in this age of wondrous digital communication, writing—perhaps now more than ever—is a constant part of our lives.

This semester, we will develop research skills, and discuss how solid facts and point-of-view can give your writing meaning and purpose. This semester, we will explore how writing is malleable—its purpose can change depending on genre and voice. We will discuss different types of communication (from stories to e-mails to speeches and more), and recognize how they influence us.

By the end of this semester, I hope you will leave this class with an understanding of how to write for any audience—and that you understand how these skills will aid you in your future endeavors.

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>.

COURSE GOALS:

This course partially fulfills Objective 1 of the General Education Curriculum requirements at West Virginia University—to communicate effectively in English. English 101 will meet these four course-specific goals:

- 1) Know the context of a piece of writing.
- 2) Think critically and analyze one's work.
- 3) Learn processes for writing, revision, and reflection.
- 4) Know the rules for correct and effective communication.

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 in all sections may miss one week of class without penalty. (That means you can miss 2 times). 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.

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

TECHNOLOGY:

You are welcome to bring electronic devices that support your education 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. We don't live in the stone age. It's great that we have these devices, which can be used for fun, but also to aid learning and promote discussion. Respect that, and try to control your use. I'll try to do the same.

PLAGIARISM:

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.

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>.

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 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.

OTHER SERVICES:**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 look at 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.

Accessibility Services

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 VanVoorhis Rd (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/>.

Counseling Center

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the newly constructed Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps>, and its phone number (answered 24 hours) is 304-293-4431.

SCHEDULE OF WORK

Final Portfolios will be returned during our course's scheduled final exam time. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals/fall-2015

*Syllabus Subject to Change According to Progress

Weeks	Tuesday	Thursday
Week 1 Aug 17 – 21 * Aug 21 is the last day to register, add new courses, make section changes.	Aug 18 Unit 1: Narrative Project Intro/Syllabus Read "Where I'm From" by George Ella Lyon and do free write imitations	Aug 20 Vivid Description Due: Exploratory Writing #1
Week 2 Aug 24 – 28	Aug 25 Class Cancelled for Conferences	Aug 27 Structure Compelling Beginnings and Endings Due: Exploratory Writing #2
Week 3 Aug 31 – Sep 4	Sep 1 Peer Review: Bring rough draft to class Due: Peer Review Letter by 11:59 PM (Exploratory Writing #3)	Sep 3 Unit 2: Profile Project In-Class Interviews <u>Due: Narrative Project</u>

Weeks	Tuesday	Thursday
<p>Week 4</p> <p>Sep 7 – 11</p> <p>*Sep 7 is Labor Day. No class meetings.</p>	<p>Sep 8</p> <p>Angle and Audience</p> <p>In-Class group writing exercise (Exploratory Writing #5)</p> <p>Due: Exploratory Writing #4</p>	<p>Sep 10</p> <p>Class Cancelled for Conferences</p> <p>Due: Profile Proposal (Exploratory Writing #6)</p>
<p>Week 5</p> <p>Sep 14 – 18</p> <p>* Sep 14 is Rosh Hashanah (Day of Special Concern)</p>	<p>Sep 15</p> <p>Discuss “Life of a Salesman” by Eli Saslow</p> <p>Integrating paraphrasing, summary, and direct quotation</p>	<p>Sep 17</p> <p>Leads and Endings</p> <p>Dialogue</p>
<p>Week 6</p> <p>Sep 21 – 25</p> <p>* Sep 23 is Yom Kippur (Day of Special Concern)</p>	<p>Sep 22</p> <p>Peer Review: Bring rough draft to class</p> <p>Due: Peer Review Letter by 11:59 PM (Exploratory Writing #7)</p>	<p>Sep 24</p> <p>Reflection</p> <p>MLA Citations/Research</p> <p><u>Due: Profile Project</u></p>

Weeks	Tuesday	Thursday
<p>Week 7</p> <p>Sep 28 – Oct 2</p> <p>*Oct 2 is the mid-semester point</p>	<p>Sep 29</p> <p>Reflection</p> <p>Discuss “Shitty First Drafts” by Anne Lamott</p>	<p>Oct 1</p> <p>Unit 3: Analysis Project</p> <p><u>Due: Midterm Portfolio</u></p>
<p>Week 8</p> <p>Oct 5 – 9</p> <p>*Mid-Semester Reports due by noon</p>	<p>Oct 6</p> <p>Ethos, Pathos</p>	<p>Oct 8</p> <p>Logos, The thesis statement</p>
<p>Week 9</p> <p>Oct 12 – 16</p> <p>*Oct 12 and 13 is Fall Break Recess. No class meetings.</p>	<p>Oct 13</p> <p>No Class: Fall Break</p>	<p>Oct 15</p> <p>MLA Citations/Research</p>
<p>Week 10</p> <p>Oct 19 – 23</p> <p>*Oct 23 is the last day to drop a class.</p>	<p>Oct 20</p> <p>Analyzing ethos, pathos, and logos</p> <p>In-Class group writing exercise (Exploratory Writing #8)</p>	<p>Oct 22</p> <p>Class Cancelled for Conferences</p>

Weeks	Tuesday	Thursday
<p>Week 11</p> <p>Oct 26 – 30</p>	<p>Oct 27</p> <p>Peer Review: Bring rough draft to class</p> <p>Due: Peer Review Letter by 11:59 PM (Exploratory Writing #9)</p>	<p>Oct 29</p> <p>Unit 4: Research Project</p> <p>Computer Research</p> <p><u>Due: Analysis Project</u></p>
<p>Week 12</p> <p>Nov 2 – 6</p>	<p>Nov 3</p> <p>Logical Fallacies</p>	<p>Nov 5</p> <p>MLA/ Research Review</p> <p>Due: Exploratory Writing #10</p>
<p>Week 13</p> <p>Nov 9 – 13</p> <p>*Nov 11 is Veterans Day (Day of Special Concern)</p> <p>*Nov 12 is Birth of Baha'u'llah (Day of Special Concern)</p>	<p>Nov 10</p> <p>Computer Research</p>	<p>Nov 12</p> <p>Rhetorical Grammar</p>

Weeks	Tuesday	Thursday
<p>Week 14</p> <p>Nov 16 – 20</p> <p>*Fall Recess begins on November 21.</p>	<p>Nov 17</p> <p>Peer Review: Bring rough draft to class</p> <p>Due: Peer Review Letter by 11:59 PM (Exploratory Writing #11)</p>	<p>Nov 19</p> <p>Class Cancelled for Conferences</p>
<p>Week 15</p> <p>Nov 23 – 27</p> <p>*Nov 23-27 is Fall Recess. No class meetings.</p>	<p>Nov 24</p> <p>No Class: Thanksgiving Break</p>	<p>Nov 26</p> <p>No Class: Thanksgiving Break</p>
<p>Week 16</p> <p>Nov 30 – Dec 4</p>	<p>Dec 1</p> <p>Reflection and Revision</p> <p>Peer Review: Bring drafts to class</p> <p>Due: Research Project</p>	<p>Dec 3</p> <p>Reflection and Revision</p> <p>Pedagogical Memory</p>
<p>Week 17</p> <p>Dec 7 – 11</p> <p>*Dec 7 is the last day to withdraw from the university</p> <p>*Dec 8 is the last day of classes</p> <p>*Dec 9 is a prep day for finals</p>	<p>Dec 8</p> <p>Reflection and Revision</p>	<p>Dec 10</p> <p><u>Due: Final Portfolio</u></p>