

English 101: Introduction to Composition and Rhetoric



Purpose: What exactly do I want to happen?
Audience: Who is reading, listening, or viewing?
Conventions: What is expected in this context?
Trouble: What could get in the way of my goals?

Spring 2020
Section 066/CRN 19056: MWF 11:30-12:20 p.m.
106 Woodburn Hall

Instructor: Dave Frame
Email: dframe3@mix.wvu.edu
Office: 242 Colson Hall (Downtown)
Office Hours: MF 12:30-1:30 p.m.

REQUIRED TEXTS

- English 101 Faculty. *Work in Progress (WiP)*. 8th ed. Plymouth, MI: Hayden-McNeil, 2016. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 6th ed. WVU ed. Boston: Bedford, 2016. 9781319145545

REQUIRED RESOURCES

- 3x5 Index/Note Cards
- Dedicated notebook, journal, or legal pad
- Pen & Highlighter

Note: *Required Texts and Resources should be brought to every class*

INTRODUCTION

Welcome to English 101. This course aims to introduce students to the process of academic writing. Many students may have a basic understanding of the principles of composition and rhetoric, or may have written extensively in the past. However, the goal of this course is to elevate our understanding of these basic principles so that we can apply them effectively at the college level.

Academic writing is the dialect of ideas and inquiry. By adopting the conventions of academia, we enter into a dialogue with every writer and thinker throughout history and into the future. Over this semester, I hope to convey to you the real life value of learning to create and evaluate arguments and narratives that are a part of this great academic tradition.

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:

1. Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
2. Explain an issue or problem through description of key terms, perspectives, and points of tension.
3. Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
4. Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
5. Integrate credible and relevant online, print, and primary sources into writing to support ideas.
6. 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.

ATTENDANCE

Per departmental policy, 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. For personal emergencies and university required events, the department has devised the following policies:

- 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.

IMPORTANT NOTICE: All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed. Doctors' notes do not constitute an exception to the attendance rule.

Extended Absences: If you are seriously ill, or if you have some other personal emergency that necessitates extended absence from the course, contact me immediately and we may be able to negotiate a special arrangement requiring an office meeting and make up work. Special arrangements like this require a formal request letter 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 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 three or four times for five to ten minutes. 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
- a printed copy of 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 exploratory research paper) as well as reflective writing. For more about the formal writing grade, see *grade descriptions in 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 *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 *Work in Progress*.

Note: I keep notes on classroom participation that include whether you spoke during discussion, whether you were prepared for class (i.e., read class readings, brought required materials, etc.), and whether you violated any classroom policies.

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

DEPARTMENTAL STATEMENT ON 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>.

My teaching philosophy is based on a strong concern for accessibility. If you have a disability, religious objection, or economic burden that requires accommodation, or if you are having difficulty understanding course content, accessing class resources, or using class materials, please feel free to reach out for assistance.

Class discussions and student writing will occasionally touch on social or political issues about which we expect to encounter differences of values and opinions. While disagreements are entirely appropriate in an academic setting, students should show the utmost respect for others in discussion. Any attempt to belittle, mock, or shout down other students for their identities or beliefs will necessitate a conversation with me and serious violations such as harassment or hate speech may result in removal from the class.

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.

THE REGRET CLAUSE: Good students sometimes make mistakes. Pressures from work, school, or family life may lead to a shortage of time and incentivize students to cut corners with their work. However, many students express immediate guilt or regret after committing an act of plagiarism. If you recognize or regret an instance of plagiarism or other form of academic dishonesty, you may contact me immediately to discuss forgiveness of class penalties. To qualify students must:

- a) contact me within 72 hours (three days) of submitting problematic work,
- b) describe how the work may have violated a class policy, and
- c) offer a specific plan (including a deadline) for making up the work.

Making a request does not guarantee forgiveness. Penalties may still include a reduced grade, or additional make up work in the form of readings/responses or letters of apology.

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 located in Go2 Colson Hall. 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.

Student Life: Office of Campus and Community Life

Know your rights and get help with personal emergencies from the OCCL. Services include notifying all instructors when you have an emergency necessitating absence, and Student Advocacy. Learn more at <https://campuslife.wvu.edu>

SCHEDULE OF WORK

This course will meet in 106 Woodburn Hall at 11:30 p.m. The schedule of work below is subject to minor changes based on our progress.

Weeks	Topics and Assignments	Assignments and Readings
<p>Week 1 January 13–17</p> <p>*January 13 is the first day of classes</p> <p>*January 17 is the last day to register for classes, add new courses, etc.</p>	<p>Monday:</p> <ul style="list-style-type: none"> ▪ Introductions ▪ Review of Syllabus ▪ Class Expectations ▪ “This is Water” by DFW 	<p>Reading:</p> <p>Due: Read Syllabus & Purchase Texts & Resources</p>
	<p>Wednesday:</p> <ul style="list-style-type: none"> ▪ Rhetoric: Ethos, Logos, Pathos. ▪ PACT: Purpose, Audience, Conventions, Trouble. 	<p>Reading: WiP Ch. 1</p> <p>Due:</p>
	<p>Friday:</p> <ul style="list-style-type: none"> ▪ Intro to Narrative: Telling Your Story ▪ Using Resources (Word Processors, Templates, Dictionaries, Thesauri, Style Guides) 	<p>Reading: WiP Ch. 2, EW “The Top Twenty,” p. 1</p> <p>Due: Writing Exercise #1: Diagnostic Letter</p>
<p>Week 2 January 20–24</p> <p>*January 20 is Martin Luther King, Jr. Day—University Closed</p>	<p>Monday: Martin Luther King Jr. Day—University Closed—Class Cancelled</p>	
	<p>Wednesday:</p> <ul style="list-style-type: none"> ▪ Voice ▪ Tone ▪ Audience 	<p>Reading:</p> <p>Due:</p>
	<p>Friday:</p> <ul style="list-style-type: none"> ▪ Vivid Description ▪ Tension & Turn 	<p>Reading: Excerpt of Wallace “Pale King”</p> <p>Due: Writing Exercise #2: Narrative Proposal</p>
<p>Week 3 January 27–31</p>	<p>Monday: Peer Review</p>	<p>Reading:</p> <p>Due:</p>
	<p>Wednesday: Conferences</p>	
	<p>Friday: Intro to Profile: Telling Someone Else’s Story</p>	<p>Reading: WiP Ch. 3</p> <p>Due: Personal Narrative</p>
<p>Week 4 February 3–7</p>	<p>Monday:</p> <ul style="list-style-type: none"> ▪ Choosing Your Subject 	<p>Reading:</p>

	<ul style="list-style-type: none"> Finding Your Angle 	Due:
	Wednesday: <ul style="list-style-type: none"> Productive Interviews Developing Productive Questions 	Reading: “Donald Glover Can’t Save You” Due:
	Friday: <ul style="list-style-type: none"> Interview Etiquette Establishing Ethos 	Reading: Due: Writing Exercise #3: Interview Questions
Week 5 February 10–14	Monday: Mock Interviews	Reading: Due:
	Wednesday: <ul style="list-style-type: none"> Leads Taking Risks 	Reading: Due:
	Friday: <ul style="list-style-type: none"> Integration of Quotes Positionality 	Reading: Due: Writing Exercise #4: Sample Quotes
Week 6 February 17–21	Monday: Peer Review	Reading: Due:
	Wednesday: Conferences	Reading: Due:
	Friday: Intro to Midterm: Compiling	Reading: WiP Ch. 4 Due: Profile
Week 7 February 24–28	Monday: Revising vs. Editing vs. Proofreading	Reading: Lamott “Bird by Bird” (pg. 152 in <i>WiP</i>) Due:
	Wednesday: <ul style="list-style-type: none"> Reflective Writing, Schmooze, Glow “Transformative” Writing 	Reading: Due:
	Friday: In-class Writing	Reading: Due: Midterm Portfolio Writing Exercise #5 (Midterm Reflection)
Week 8 March 2–March 6	Monday: <ul style="list-style-type: none"> Intro to Rhetorical Analysis Choosing Your Subject 	Reading: Due:
	Wednesday:	Reading:

*Mid-semester reports due by noon March 6	Revisiting Rhetorical Strategies	“Backpacks vs. Briefcases” Due:
	Friday: Thesis Writing	Reading: WiP Ch. 5 Due: Writing Exercise #6: The Rhetorical Analysis Proposal
Week 9 March 9–13	Monday: ▪ Arrangement ▪ Outlines	Reading: Due:
	Wednesday: ▪ MLA Formatting ▪ Primary vs. Secondary Sources	Reading: Easy Writer “MLA Style,” p. 214; Due:
	Friday: Student Sample	Reading: Gould, Ramey, Butcher’s “Nike Ad Analysis,” Due: Writing Exercise #7 The Rhetorical Analysis Outline
Week 10 March 16–20	Spring Recess—NO CLASS!	
Week 11 March 23–27	Monday: Peer Review	Reading: Due:
	Wednesday: Conferences	Reading: Due:
	Friday: ▪ Intro to Research Paper ▪ Finding a Theme for an Argument	Reading: WiP Ch. 6 Due: Rhetorical Analysis
Week 12 March 30–April 3	Monday: ▪ Research Questions ▪ Research Answers	Reading: Due:
	Wednesday: Exploring Databases	Reading: Due:
	Friday: Topics Workshop	Reading: Due: Writing Exercise #8: Research Outline

Week 13 April 6–10 *April 10 University Closed	Monday: <ul style="list-style-type: none"> ▪ Stakeholders ▪ Your Stake 	Reading: Yancey’s “Writing in the 21st Century” Due:
	Wednesday: <ul style="list-style-type: none"> ▪ Integrating Research ▪ Bias 	Reading: Due:
	Friday: Spring Holiday (No Class)	Reading: Due: Writing Exercise #9: The Research Source Map
Week 14 April 13–17 *April 17 is the last day to withdraw from the university, or from classes	Monday: In-class Writing	Reading: Due:
	Wednesday: Peer Review	Reading: Due:
	Friday: Conferences	Reading: Due: Research Paper
Week 15 April 20–24	Monday: Intro to Final Portfolio/Reflection	Reading: WiP Ch. 7 Due:
	Wednesday: Revisit Narrative	Reading: Due:
	Friday: Revisit Profile	Reading: Due:
Week 16 April 27–May 1 *May 1 is the last day of classes	Monday: Revisit Rhetorical Analysis	Reading: Due: Writing Exercise #10 (Final Reflection Memo)
	Wednesday: Revisit Research Paper	Reading: Due:
	Friday: In-class Writing	Reading: Due: Final Portfolio

* Final grades are due in STAR by noon on Monday, May 11

Notes on Work:

Peer Reviews--On peer review days, we will not meet in class. Attendance/participation will be based on active contribution to an online exchange/discussion board, including suggested edits, highlights, and comments on peer drafts.

Conferences--On conference day, you will be scheduling a brief office meeting with me to discuss your work. Bring your printed drafts with any questions you have about the assignment.

A lecture on deadlines:

Unless otherwise noted, writing assignments must be sent electronically, as a Google Doc, via Google Classroom by 11:59:59 p.m. on the due dates listed above.

12:01 a.m. is late. Late work, and work submitted improperly (by email, or in other document formats besides Google Doc) will not receive in-line comments and feedback.

Like the attendance policy, the midnight deadline is meant to give you a buffer against unexpected problems. You should always finish writing and attempt to submit well in advance of the deadline. If you encounter problems submitting, email me immediately (before the deadline) to make special arrangements.

Only the Final Portfolio receives a grade. The Midterm Portfolio receives a hypothetical grade report for your benefit, to see how you're doing, but it does not impact your final grade. Other writing submissions receive feedback, but no grade, and can be revised as much as you like. The rubric in WiP p. 2 notes that all deadlines must be met to receive full credit at the final. Therefore, it is in your interest to submit a draft with problems on time, rather than send a perfect draft late.