

English 102: Composition and Rhetoric Section: 069 (CRN: 201701)	
Spring Semester, 2017 Building: Woodburn Hall, Room: 110	
Instructor: Joel Barrett	
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Office: 317 Colson Hall	Office Hours: 5:30-6:30 T or by appt.

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.

OPTIONAL BUT RECOMMENDED:

- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

INTRODUCTION

Welcome to English 102. This course focuses on developing your knowledge of writing in several areas beyond what you learned in English 101. In this course, we will examine how arguments are made through a variety of writing purposes including writing to persuade, evaluate, propose ideas, share research, and test ideas. This course will also place a specific emphasis on conducting research and understanding and assessing information in the digital age. Finally, we will develop a richer sense of how your own research can give your writing power and purpose so that you can confidentially apply what you know in your personal, professional, academic, and civic lives.

ENGLISH 102 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 102 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 102, students should be able to do the following:

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

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 class meetings for this section because we meet on T-Th.)
- 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 (six classes) 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.

Extended Absences. 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 (2 TOTAL). As part of our regular class meetings, the English 102 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

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 mid-term and final grades are based on the following percentages:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the 5 major projects (Editorial, Evaluation, Proposal, Annotated Bibliography, and Formal Research Paper) as well as reflective writing. For more about the formal writing grade, see *grade descriptions in Joining Academic Conversations*.

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 *Joining Academic Conversations*.

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 *Joining Academic Conversations*.

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

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>.

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.

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 G02 Colson Hall. For more information about the Eberly Writing Studio see [Joining Academic Conversations](#) 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.

SCHEDULE OF WORK

This course will meet regularly meet in **Woodburn Hall Room 110 at 4:00-5:15**. Please pay attention to the schedule of work and **regularly check your email** so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress. Final Portfolios will be returned during our course's scheduled final exam time unless otherwise noted. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals

Weeks	Topics and Activities	Assignments and Readings
Week 1 January 9 – 13 *January 9 is the first day of classes *January 13 is the last day to register for classes, add new courses, etc.	Tuesday: Introductions, syllabus, polices	Read <i>JAC</i> x-xviii; Ch 1 pgs. 1-14.
	Thursday: Introductions, Genre literacy, Rhetorical situations, reflection writing	Due: Reflection #1 posted to Ecampus by 12:00 midnight
Week 2 January 16 – 20 *January 16 is Martin Luther King, Jr. Day – University Closed	Tuesday: Persuasive writing, editorial organization, documentation and citation	Readings: <i>JAC</i> Ch 2 pgs. 15-42, Selected Editorials
	Thursday: Editorial Readings and Ch 2 <i>JAC</i>	Due: Reflection #2 (Ch 2) posted to Ecampus by 12:00 midnight
Week 3 January 23 – 27	Tuesday: Peer review questions creation	Read Ch 3 <i>JAC</i> , Selected Editorials
	Thursday: Peer review, actual doing – must have hard copy of draft to participate	Due: Argument Project to Ecampus by 12:00 midnight
Week 4 January 30 – February 3	Tuesday: Revision <i>JAC</i> sections on revision (practice paragraphs)	Read Ch 4 <i>JAC</i>
	Thursday:	Due: Reflection #3 posted to Ecampus by 12:00 midnight

	Argument as inquiry, Finding and using sources	
Week 5 February 6 – 10	Tuesday: Synthesizing sources	Read your own articles
	Thursday: Rhetorical Analysis 'How To'	Due: Rhetorical analysis of one of your articles
Week 6 February 13 – 17	Tuesday: Peer Review design	
	Thursday: Peer Review must have hard copy of draft to participate	Due: Evaluation Project to Ecampus by 12:00 midnight
Week 7 February 20 – 24 *February 24 is the mid-semester point	Tuesday: Revision of essays, Portfolio outlines and requirements	Read Ch 5 JAC
	Thursday: Portfolio work, Peer review	Due: Midterm Portfolio to Ecampus by 12:00 midnight
Week 8 February 27 – March 3 *Mid-semester reports due March 3 by noon	Tuesday: Conferences	
	Thursday: Conferences	
Week 9 March 6 – 10 *March 4 – 12 is Spring Recess University Closed	Spring Recess – No classes	
Week 10 March 13 – 17	Tuesday: Crafting research questions, statistical, interpretive data, proposal design/organization	Read Ch 6 JAC
	Thursday: Peer review must have hard copy of draft to participate	Due: Proposal Project to Ecampus by 12:00 midnight
Week 11 March 20 – 24 *March 24 is the last day to drop a class	Tuesday: Computer Lab 1 (Source Search)	Read Ch 7 JAC
	Thursday: Writing annotations, Writing to test ideas	Due: Reflection #4 posted to Ecampus by 12:00 midnight
Week 12 March 27 – 31	Tuesday: Annotation Writing design format	

	Thursday: Argument as inquiry, Finding and using sources	Due: Reflection #5 posted to Ecampus by 12:00 midnight
Week 13 April 3 – 7	Tuesday: Computer Lab 2	
	Thursday: Peer review must have hard copy of draft to participate	Due: Annotated Bibliography to Ecampus by 12:00 midnight
Week 14 April 10 – 14	Tuesday: Computer Lab 3	
*April 11 is the Passover (Day of Special Concern) *April 13 is Maundy Thursday (Day of Special Concern) *April 14 is the Friday before Easter Recess – University Closed	Thursday: Research essay organization, synthesis	Due: Reflection #6 posted to Ecampus by 12:00 midnight
Week 15 April 17 – 21	Tuesday: Computer Lab 4	Read Ch 8 <i>JAC</i>
*April 19 is the Feast of Rivdan (Day of Special Concern)	Thursday: Peer review must have hard copy of draft to participate, Final Portfolio Requirements	Due: Research Project to Ecampus by 12:00 midnight
Week 16 April 24 – 28	Tuesday: Conferences, Final Portfolio Requirements	
*April 27 is the last day to withdraw from the University *April 28 is the last day of classes	Thursday: Conferences, Final Portfolio Requirements	Due: Final Portfolio to Ecampus by 12:00 midnight