

ENGL 102 – SPRING 2017

TR 11:30 - 12:45 – 102.052 – CRN 10941

TR 2:30 - 3:45 – 102.058 – CRN 10953

Armstrong 120



Instructor Michael Buso (mbuso@mix.wvu.edu)
Office 208 Colson Hall
Office Hours Tues & Thurs 10:00 - 11:20 am or by appointment

REQUIRED TEXTS

- Losh, Elizabeth, et al. *Understanding Rhetoric: A Graphic Guide to Writing*. Bedford. 2014.
- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014.
- Lunsford, Andrea. *Easy Writer (EW)*. WVU ed. Boston: Bedford.

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.

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 email me 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.

ATTENDANCE

Attendance is required for this course. We know that personal situations and required university events sometimes 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 may miss two days of class without penalty.
- Students who miss more than two days of class will be penalized one letter grade for each additional absence.
- Students who miss more than four days 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.

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. 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. 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. You should be prepared for conferences with any assigned materials.

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 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 *Joining Academic Conversations*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as short write assignments, 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

<p>Class Activities: drafting Evaluation</p> <p>Homework: Evaluation Rough Draft</p>	<p>Class Activities: Peer Review</p> <p>Due Today: Evaluation Rough Draft</p> <p>Homework: Short Write #6</p>
<p>Feb 21</p> <p>Class Activities: Discuss Short Write</p> <p>Due Today: Short Write #6</p> <p>Homework: Revision</p>	<p>Feb 23</p> <p>Class Activities: Introduce Argumentative Essay</p> <p>Due Today: Midterm Portfolio (includes Evaluation Final-for-Now)</p> <p>Homework: Short Write #7</p>
<p>Feb 28</p> <p>Class Activities: Discuss Short Write</p> <p>Due Today: Short Write #7</p> <p>Homework: Short Write #8</p>	<p>March 2</p> <p>Class Activities: Conferences – G19</p> <p>Due Today: Short Write #8: Topic Ideas</p> <p>Homework: work on proposal</p> <p>March 7 & 9 – No Class – Spring Break</p>
<p>March 14</p> <p>Class Activities: Peer Review</p> <p>Due Today: Proposal Rough Draft Due</p> <p>Homework: revise proposal</p>	<p>March 16</p> <p>Class Activities: Introduce Anno Bibs</p> <p>Due Today: Proposal Final Draft Due</p>
<p>March 21</p> <p>Class Activities: Discuss Quotations/handout</p> <p>Homework: Short Write #9</p>	<p>March 23</p> <p>Class Activities: Discuss Short Write</p> <p>Due Today: Short Write #9</p> <p>Homework: research</p>
<p>March 28</p> <p>Class Activities: Peer Review</p> <p>Due Today: Annotated Bibliography Rough Draft</p> <p>Homework: revise Anno Bib</p>	<p>March 30</p> <p>Class Activities:</p> <p>Due Today: Annotated Bibliography Final</p> <p>Homework: Drafting Arg. Essay</p>
<p>April 4</p>	<p>April 6</p>

<p>Class Activities: Intro workshop</p> <p>Homework: Drafting Arg. Essay</p>	<p>Class Activities: Thesis workshop</p> <p>Homework: Drafting Arg. Essay</p>
<p>April 11</p> <p>Class Activities: Peer Review</p> <p>Due Today: Argumentative Rough Draft</p> <p>Homework: Revision</p>	<p>April 13</p> <p>Class Activities: Introduce Revision</p> <p>Due Today: Argumentative Final-for-Now</p> <p>Homework: Short Write #10</p>
<p>April 18</p> <p>Class Activities: Discuss short write</p> <p>Due Today: Short Write #10</p> <p>Homework: Revision</p>	<p>April 20</p> <p>Class Activities: Revision</p> <p>Homework: Revision</p>
<p>April 25</p> <p>Class Activities: Revision</p> <p>Homework: Revision</p>	<p>April 27</p> <p>Due Today: Final Portfolio</p> <p>*in my office (Colson 208) during classtime.</p>
<p>*portfolios can be picked up during exam week at a time to be determined</p>	

SHORT-WRITE ASSIGNMENTS

Short writes are designed to provide you with a space to write in response to the class readings. Generally, I expect you to apply the critical theories of writing directly to your own writing process. All short writes should be typed and double-spaced, using Times New Roman, 12 pt font. They should be printed and turned in during the class-time they are scheduled for. Do not email your short writes. Late short writes can be turned in during the next class time (only) for reduced credit. Readings are labeled as *UR* for *Understanding Rhetoric* and are considered mandatory. You should always bring *UR* to class when there is an assigned reading / short write due out of it.

Short Write #1: Due Tues Jan 17

Read pgs 1-31 in *UR* on “Spaces For Writing.” Write 2 full pages that analyze 3 important points from the reading and how you see them aiding you in your own writing.

Short Write #2: Due Tues Jan 24

Read *The Nix* PDF. Write 2 full pages analyzing the author’s use of fallacies and discussion of plagiarism and how they relate to your own writing/work.

Short Write #3: Due Thurs Jan 26

Topics Ideas due for the Evaluation Essay during your scheduled conference time. Type up at least 3 ideas for your paper topic, including rough ideas for what argument you might want to make about that topic.

Short Write #4: Due Tues Jan 31

Read pgs 35-63 in *UR* on “Why Rhetoric?” Consider the major concepts introduced here—how might you use them in your own editorial assignment? Write 2 full pages.

Short Write #5: Due Tues Feb 7

Read pgs 113-139 in *UR* on “Writing Identities.” Write 2 full pages that analyze 3 important points from the reading and how you see them aiding you in your own writing.

Short Write #6: Due Tues Feb 21

Read pgs 143-177 in *UR* on “Argument: Beyond Pro and Con.” Write 2 full pages that analyze 3 important points from the reading and how you see them aiding you in your own writing.

Short Write #7: Due Tues Feb 28

Read pages 181-213 in *UR* on “Research: More than Detective Work.” Write 2 full pages that analyze 2 or 3 important points from the reading and how you see them aiding you in your own writing.

Short Write #8: Due Thurs March 2

Topics Ideas due for the Argumentative Essay during your scheduled conference time. Type up at least 3 ideas for your paper topic, including rough ideas for what argument you might want to make about that topic.

Short Write #9: Due Thurs March 23

Complete 4 of the citation/annotation entries for the Annotated Bibliography. **You do not need to print these – however, you must email them to me before the start of class-time.

Short Write #10: Due Tues April 18

Read pgs 217-241 in *UR* on “Rethinking Revision.” Write 2 full pages that analyze 3 important points from the reading and how you see them aiding you in your own writing.