

ENGL 102 – FALL 2018

102.037 CRN 80872 MWF 1:30pm-2:20pm Armstrong 117

102.041 CRN 80292 MWF 2:30pm-3:20pm Armstrong 119



Instructor Dr. Michael Buso (mbuso@mix.wvu.edu)
Office 317 Colson Hall
Office Hours Mon & Wed 10:30-11:15am or by appointment

REQUIRED TEXTS

- Losh, Elizabeth, et al. *Understanding Rhetoric: A Graphic Guide to Writing*. 2nd edition. Bedford. 2017.
- English 102 Faculty. *Joining Academic Conversations (JAC)*. 8th ed.
- 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 three days of class without penalty.
- Students who miss more than three days of class will be penalized one letter grade for each additional absence.
- Students who miss six 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 (criteria argument, evaluation essay, proposal, annotated bibliography, and 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 2 pages 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 & ACCOMMODATION

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 Studio tutors in Colson Hall.

THE EBERLY WRITING STUDIO

The Eberly Writing Studio is a free resource that can support you in all aspects of the writing process. It is located in Colson G02. For more information about the Eberly Writing Studio visit speakwrite.wvu.edu/writing-studio.

Schedule of Work *(Subject to change as needed)*

Monday	Wednesday	Friday
	August 15 Introductions Discuss syllabus Homework: Get textbooks	17 Discuss rules of writing Homework: Get textbooks
20 Introduce Evaluation Essay Choose Conference Times Homework: SW #1	22 Discuss SW #1 Due Today: SW #1 Homework: SW #2	24 Discuss SW #2 Due Today: SW #2 Homework: SW #3 (due during conference time)
27 Conferences No Regularly Schedule Class Meet at assigned time in my office (Colson 317) Due: SW #3 (during conference time)	29 Conferences No Regularly Schedule Class Meet at assigned time in my office (Colson 317) Due: SW #3 (during conference time) Homework: SW #4	31 Discuss SW #4 Due Today: SW #4 Homework: Criteria Rough Draft
September 3 LABOR DAY NO CLASS	5 Peer Review (Bring 3 copies to class) Due Today: Criteria Argument Rough Draft Homework: Revise Criteria Draft Intro for Friday	7 Discuss Intro paragraphs Homework: SW #5
10 Discuss SW #5 Due Today: SW #5	12 Homework: SW #6	14 Discuss SW #6 Due Today: SW #6

Monday	Wednesday	Friday
<p>17</p> <p>Homework: Finish up Evaluation Essay Rough Draft</p>	<p>19</p> <p>Peer Review (Bring 2 copies to class)</p> <p>Due Today: Evaluation Essay Rough Draft</p>	<p>21</p> <p>Homework: Revise Evaluation Essay</p>
<p>24</p> <p>Introduce Argumentative Essay Project</p> <p>Due Today: Midterm Portfolio (including Midterm Memo, Criteria Argument & Evaluation Essay Final-for-nows)</p> <p>Homework: SW #7</p>	<p>26</p> <p>Discuss SW #7</p> <p>Due Today: SW #7</p>	<p>28</p> <p>Homework: SW #8</p>
<p>October 1</p> <p>Discuss SW #8</p> <p>Due Today: SW #8</p>	<p>3</p> <p>Conferences No Regularly Schedule Class</p> <p>Meet at assigned time in my office (Colson 317)</p> <p>Homework: Proposal</p>	<p>5</p> <p>Conferences No Regularly Schedule Class</p> <p>Meet at assigned time in my office (Colson 317)</p> <p>Homework: Proposal</p>
<p>8</p> <p>Peer Review (Bring 2 copies to class)</p> <p>Due Today: Proposal Rough Draft</p> <p>Homework: Revise proposal</p>	<p>10</p> <p>Quotation Review Handout</p> <p>Due Today: Proposal Final Draft</p> <p>Homework: SW #9</p>	<p>12</p> <p>Discuss SW #9</p> <p>Due Today: SW #9</p>
<p>15</p> <p>Research</p> <p>Homework: SW #10 (complete 4 annotations)</p>	<p>17</p> <p>Research</p> <p>Due Today: SW #10 (4 annotations)</p> <p>Homework: Work on annotations</p>	<p>19</p> <p>Research</p> <p>Homework: Work on annotations</p>

Monday	Wednesday	Friday
<p>22</p> <p>In-class Peer Review of Anno Bib (bring 2 <u>complete</u> copies to class)</p> <p>Due Today: Annotated Bibliography Rough Draft</p> <p>Homework: Revise Annotated Bibliography</p>	<p>24</p> <p>Conferences No Regularly Schedule Class</p> <p>Meet at assigned time in my office (Colson 317)</p> <p>Homework: Revise Annotated Bibliography</p>	<p>26</p> <p>Conferences No Regularly Schedule Class</p> <p>Meet at assigned time in my office (Colson 317)</p> <p>Homework: Revise Annotated Bibliography</p>
<p>29</p> <p>Thesis Workshop</p> <p>Due Today: Annotated Bibliography Final Draft</p> <p>Homework: Draft essay</p>	<p>31</p> <p>Thesis Workshop</p> <p>Homework: Draft essay</p>	<p>November 2</p> <p>Thesis Workshop</p> <p>Homework: Draft essay</p>
<p>5</p> <p>Thesis Workshop</p> <p>Homework: Draft essay</p>	<p>7</p> <p>Peer Review (bring 2 copies to class)</p> <p>Due Today: Argumentative Essay Rough Draft</p> <p>Homework: work on revisions</p>	<p>9</p> <p>Peer Review continued (bring 2 copies to class)</p> <p>Homework: SW #11</p>
<p>12</p> <p>Discuss SW #11</p> <p>Due Today: SW #11</p> <p>Homework: work on revisions</p>	<p>14</p> <p>Introduce Final Portfolio Discuss revision techniques</p> <p>Due Today: Argumentative Essay Final-for-now Draft</p> <p>Homework: Revision</p>	<p>16</p> <p>Revision Workshop</p> <p>Homework: Revision</p> <p>Thanksgiving Break: No Class 11/19-11/23</p>
<p>26</p> <p>Revision Workshop</p> <p>Homework: Revision</p>	<p>28</p> <p>Revision Workshop</p> <p>Homework: Revision</p>	<p>30</p> <p>Revision Workshop</p> <p>Homework: Revision</p>
<p>Dec 3</p> <p>Revision Workshop</p> <p>Homework: Revision</p>	<p>5</p> <p>Final Portfolio Due</p> <p>*due in my office (Colson 317) during class-time</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, stapled, 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. When I ask for 2 full pages, I mean just that – full pages. 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 Wed Aug 22

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 Fri Aug 24

Read pgs 37-65 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 #3: Due Mon/Wed Aug 27/29 (during conference time)

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 Fri Aug 31

Read pgs 71-113 in *UR* on “Strategic Reading.” 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 #5: Due Mon Sept 10

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 #6: Due Fri Sept 14

Read pgs 119-147 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 #7: Due Wed Sept 26

Read pgs 153-187 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 #8: Due Mon Oct 1

Topics Ideas due for the Argumentative Essay during class-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 Fri Oct 12

Read pages 219-253 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 #10: Due Wed Oct 17

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 #11: Due Mon Nov 12

Read pgs 259-283 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.