

English 102: Composition and Rhetoric Section 003 (CRN 10850)	
Spring 2018 Building: Brooks Hall; Room 302	
Instructor: Muhammad Manzur Alam	
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Office: Colson Hall 307	Office Hours: M 2:30- 3:30 W 2:30- 3:30 & by appointment

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 8th ed. Plymouth, MI: Hayden-McNeil, 2017. Print.
- Lunsford, Andrea. *Easy Writer for the Undergraduate Writing Program at West Virginia University*. 6th ed. Bedford, 2016.

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 confidently 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 three class periods (one week of class) without penalty.
- 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.

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 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 are the five major projects we will pursue this semester: op-ed, review, formal proposal, annotated bibliography, and research paper. You will have the opportunity to revise these assignments before the midterm and final portfolio. For more about the formal writing grade, see *grade* descriptions in *Joining Academic Conversations*. To be eligible for full credit, each writer must meet all major deadlines throughout the semester. The final portfolio must show evidence of the writer's process by including the required reflective writing and at least one draft version of each and every major assignment in addition to the final portfolio versions.

Writing Exercises = 20%

Writing Exercises 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 Writing Exercises grade see *Joining Academic Conversations*, page xv.

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 **Brooks Hall, 302 at 1:30**. 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 8 – 12 *January 8 is the first day of classes *January 12 is the last day to register for classes, add new courses, etc.	Monday: Course goals and policies Assignment overview Choosing your topic The writing process Brief introduction to annotated bibliography (reading critically and taking notes)	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages xiv- xxi
	Wednesday: Free-write on your topic Primary research Resources and databases Annotated Bibliography (summary, paraphrase and patch-writing) Rhetoric	Due: Exercise #1 Diagnostic Writing

	Friday: Annotated Bibliography (keywords, Synonyms) Citations (MLA) Peer review	Due: Exercise #2- Annotated Bib (list)/ 2 sources
Week 2 January 15 – 19 *January 15 is Martin Luther King, Jr. Day – University Closed	Wednesday: Comparing and contrasting sources/ search results Annotated bibliography: Trouble spots Introduction to next project: evaluation of sources	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages 6-12
	Friday: CONFERENCES	Due: Project #1 (Annotated Bib)
Week 3 January 22 – 26	Monday: Feedback on annotated bibliography project Evaluation of sources: Prepare your rubric (Group work) Writing Evaluation argument & conclusion	<i>Joining Academic Conversations (JAC)</i> , Pages 24-26
	Wednesday: Primary vs. secondary sources Bias and accuracy Beam sources	
	Friday: Writing evaluation argument & conclusion (peer review) The genre analysis in writing process	Reading: Sample evaluation essay posted on eCampus
Week 4 January 29 – February 2	Monday: Workshop: Evaluating sources	Due: Exercise #3
	Wednesday: Editing/ polishing your evaluation	
	Friday: Self-reviewing the evaluation: Citation, credibility and conventions Introduction to next project: Research Proposal	Due: Project #2 (Evaluation)
Week 5 February 5 – 9	Monday: Ethos, pathos and logos Writing persuasively	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages 48-50
	Wednesday: Proposal workshop Including beam sources Rhetorical situation and strategy	
	Friday: Research proposal: Peer review Following MLA conventions	Due: Exercise #4

Week 6 February 12 – 16	Monday: CONFERENCES	
	Wednesday: Polishing your proposal (guided individual task) Revising your proposal Introducing the midterm portfolio: Writing the reflection	
	Friday: Revising your proposal Introducing the midterm portfolio: Writing the reflection	Due: Project #3 (Proposal)
Week 7 February 19 – 23 *February 24 is the mid-semester point	Monday: Revision plan Revising the earlier projects Reflect on the course goals	Reading: <i>Easy Writer</i> , Pages 14-19 Due: Exercise #4
	Wednesday: Writing the reflection	
	Friday: Peer review Introduction to the next project: Research paper	Due: Midterm Portfolio
Week 8 February 26 – March 2 *Mid-semester reports due February 27 by noon	Monday: Approaches to presenting research Critical writing	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages 70-73
	Wednesday: Genre and conventions	
	Friday: Outlining and organization Integrating multiple voices/ sources	Due: Exercise #6
Week 9 March 5 – 9	Monday: Quoting, Paraphrasing, Summarizing	Reading: Reading: <i>Easy Writer</i> , Pages 20-34
	Wednesday: Literature review Writing a thesis statement	
	Friday: CONFERENCES	Due: Exercise #7
Week 10 March 12 – 16	Spring Recess – No classes	
Week 11 March 19 – 23 *March 23 is the last day to drop a class	Monday: Polishing/ MLA conventions	Reading: Reading: <i>Easy Writer</i> , Pages 35-43
	Wednesday: Peer review	
	Friday: Revising the research paper Introducing next project: Editorial/ Writing to persuade	Due: Project #4 (Research Report)
Week 12 March 26 – 30	Monday: Reflecting on the rhetorical appeals	
	Wednesday:	Due: Exercise #8

* Friday Before Easter Recess: University Closed	Becoming a “Tiny Master”: Determining your argument and the scope of your thesis	
	Friday: University Closed	
Week 13 April 2 – 6	Monday: Types of arguments Organizing/ preparing descriptive outlines Essay structure	
	Wednesday: Synthesizing your research Writing a strong thesis Analyzing an editorial	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages 87-90
	Friday: Writing introductions and conclusions Purpose and audience	Due: Exercise #9
Week 14 April 9 – 13	Monday: CONFERENCES	
	Wednesday: Peer review	
	Friday: Revising the editorial Introducing the final portfolio	Due: Project #5 (Editorial)
Week 15 April 16 – 20	Monday: Purpose of the final portfolio Writing a final reflection	Reading: <i>Joining Academic Conversations (JAC)</i> , Pages 95-97
	Wednesday: Revising for a specific purpose Preparing a revision plan	
	Friday: Strategies for editing and proofreading	Due: Exercise #10
Week 16 April 23 – 27	Monday: Peer review	Reading: Reading: <i>Easy Writer</i> , Section on MLA Page 208-254
	Wednesday: CONFERENCES	
	*April 26 is the last day to withdraw from the University *April 27 is the last day of classes Friday: Last Day of Classes Q/A and reviewing the final portfolio	Due: Final Portfolio

* Final grades are due in STAR by noon on _____