



**English 102 Composition and Rhetoric, Section 012**  
**Fall Semester, 2012 • MWF: 9:30-10:20 a.m.**  
**117 Armstrong Hall • Downtown Campus**

**Instructor:** Ms. Amanda Bailey

**Office:** Colson Hall G03

**Office Hours:** MWF 10:30-11:30

**Email:** abaile16@mix.wvu.edu

**Phone:** 304-293-3107 (Messages only)

**Required Texts:**

- English 102 Faculty. *English 102: Joining Academic Conversations*. 6<sup>th</sup> ed. Plymouth: Hayden-McNeil, 2013. Print.
- Lundsford, Andrea. *Easy Writer*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010. Print.
- Muller, Gilbert. *The Brief McGraw-Hill Reader: Issues Across the Disciplines*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print. ISBN: 978-0-07-340599-5
- assorted readings on eCampus

**Course Introduction:**

English 102 is a course designed to pick up where English 101 (or its equivalent) left off with an emphasis on analysis and argument. You will be given opportunities to engage in academic discussions as well as to investigate and explore the role of pop and local culture in our everyday lives. This course will delve further into the genres of text analysis, annotated bibliography, research proposal, and argumentative/persuasive essays. Frequent writing assignments and larger papers will be used as a way for you to practice your writing skills and explore complex issues through critical thinking. Keep in mind that this is a portfolio-based class, which means you will not receive a letter grade on each individual assignment; rather, throughout the semester, you will receive extensive feedback on major assignments, and letter grades at the midterm point (an in-progress grade), and for your portfolio at the end of the semester.

**Course Goals:**

Our class has five major goals. Each student can expect to:

1. Understand writing as a process
2. Argue effectively and persuasively in a variety of contexts
3. Explore and evaluate ideas
4. Integrate research effectively
5. Know the rules of writing

**Policies and Procedures:**

**Attendance:** Each student is allowed **up to three absences**. Please reserve these for emergencies. A fourth absence will compromise your grade as much as one full letter grade. Each subsequent absence will result in the further loss of up to one letter grade. *Note:* All absences including “excused” absences will count towards the total number allowed, and this policy begins the day you are registered in the course.

If you are habitually late to more than five meetings per semester, your instructor has the right to record that repeated pattern as an absence.

**Cheating/Plagiarism:** The English 102 community assumes your honesty. Students are expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31, which is online at: <http://studentlife.wvu.edu/student-conductcode.html>. We also expect students to submit their own *original* work. If you are using a similar assignment for more than one class, permission must be obtained from the instructors of both classes. Failure to disclose recycled or dual-submission work may result in an automatic F.

**Computers & Cell Phones:** Because of the potential disruption to class involvement and integrity, please turn off your cell phones, put them out of sight, and refrain from texting in class. If the class is meeting in a computer classroom, please be sure you are using the computers only as instructed for the day’s class session. If your instructor has to discuss appropriate technology use with you more than once, you may be asked to leave and you will be counted as absent for that day. If there is an unusual circumstance where you must leave your phone on, please speak to your instructor privately *before* class.

**Students with Disabilities:** If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to talk to your instructor. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair (304-293-6700 or [http://socialjustice.wvu.edu/office\\_of\\_disability\\_services](http://socialjustice.wvu.edu/office_of_disability_services)).

**Writing Center:** The Writing Center, located in G02 Colson Hall, offers one-on-one or small group conferencing sessions on all stages of writing. The WVU WC’s mission is to help students become better writers, and provides a supportive environment where students can develop knowledge, reflect on their work, and build confidence (call 304-293-5788 to make an appointment or visit [http://english.wvu.edu/centers/centers/writing\\_center](http://english.wvu.edu/centers/centers/writing_center)).

**University Counseling Services:** The Carruth Center for Psychological and Psychiatric Services provides services and programs designed to support students’ mental health. The Center is located in Student Services Building, 3<sup>rd</sup> floor (304-293-4431).

**Social Justice Statement:** WVU and any of its branches are committed to social justice. Your instructor concurs with that commitment, and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion,

sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

### **Response & Evaluation:**

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you *will* receive lots of feedback along with an overall letter grade at midterm point and again at the end of the semester. Your midterm and final grades are based on the following percentages:

- Portfolio (based on major assignments and reflective writing) = 70% of total grade
  - 1<sup>st</sup> major writing assignment = roughly 20% of portfolio grade
  - 2<sup>nd</sup> major writing assignment = roughly 20% of portfolio grade
  - 3<sup>rd</sup> major writing assignment = roughly 8% of portfolio grade
  - 4<sup>th</sup> major writing assignment = roughly 8% of portfolio grade
  - 5<sup>th</sup> major writing assignment = roughly 30% of portfolio grade
  - Self-Reflective Memo = roughly 12% of portfolio grade
- Short Writing Assignments & Homework = 20% of total grade
- Participation = 10% of total grade

Please refer to *JAC* for information about grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment.

### **Late Work Policy:**

Due to the fast-pace style of this course, it has been deemed unfair to both student and instructor for late work to be accepted past the due dates. Students should note that much of the short writing assignments that will be collected for credit will be done in small groups or individually *during* class time and therefore cannot be made up later.

In regards to the five major writing assignments (that will make up each student's portfolio), if a student is unable to be present on a day when a major paper assignment is due, he or she should make arrangements beforehand with the instructor to turn the assignment in early.

**\*\*If the absence is due to an unexpected emergency and prior arrangements are unable to be made ahead of time, the student is expected to email a copy of the assignment to the instructor on that day AND bring in a hard copy the following day to receive full credit for the assignment.\*\***

### **Course Schedule:**

*Note:* this schedule is subject to slight changes; however, the instructor will make every effort to inform students about changes as soon as possible.

Key: *JAC: Joining Academic Conversations*

*MG-H: McGraw Hill Reader*

*EW: Easy Writer*

**Week One**

**August**

**M 20:** Introduction to course & instructor; go over syllabus; create diagnostic writing samples

**HW:** type & return Diagnostic Writing; Sign Course Agreement after reading *JAC* intro

**W 22:** Intro to ASSIGNMENT 1: Advertisement Analysis Project

**HW:** on eCampus: read “Language of Advertising Claims” & take notes

**F 24:** Audience Discussion/Activity

**HW:** read Fowles: “Advertising’s 15 Basic Appeals” on eCampus

**Week Two**

**M 27:** Mystery Product Ad and Presentation using Fowles article

**HW:** read *MG-H* pgs 44-55

**W 29:** Compare & Contrast/ Analysis Writing using *MG-H* pg 44-55

**HW:**

**F 31:** Peer Review Group Contract Writing

**HW:** Prepare Ad Analysis for Peer Review—bring copies for group

**Week Three**

**September**

**M 3:** LABOR DAY—University Closed

**W 5:** Peer Review of Ad Analysis

**HW:** prepare Ad Analysis for Submission to Instructor

**F 7:** Ad Analysis & Cover Memo Due/ Intro to ASSIGNMENT 2: Ed Analysis

**HW:** read pgs 39-46 in *JAC*

**Week Four**

**M 10:** Rhetorical Memory Worksheet on *JAC* pgs 39-46/ Toulmin Overview

**HW:** Prepare for Conferences: bring 3 questions to ask instructor

**W 12:** NO CLASS; Conferences in Colson G03

**F 14:** NO CLASS; Conferences in Colson G03

**Week Five**

**M 17:** Common Fallacies of Arguments: *JAC* pgs 49-50; 51-52

**HW:**

**W 19:** Synthesizing Sources & Outlining

**HW:** continue drafting research paper

**F 21:** Intro to Midterm Portfolio/ Prep for Peer Review

**HW:** Prepare Ed Analysis for peer review—bring copies for group

**Week Six**

**M 24:** Peer Review of Editorial Analysis

**HW:** prepare Ed Analysis for Submission to Instructor

**W 26:** Peer Review of Editorial Analysis

**HW:** prepare Ed Analysis for Submission to Instructor

**F 28:** **Ed Analysis & Cover Memo Due/** Intro to ASSIGNMENT 3: Research Proposal

**Week Seven**

**October**

**M 1:** Brainstorming & Picking a Research Topic

**HW:** prepare Midterm Portfolio: Due At Your Conference Time!

**W 3:** NO CLASS; Midterm Conferences in Colson G03

**F 5:** NO CLASS; Midterm Conferences in Colson G03

**Week Eight**

**M 8:** Outlining and Proposal Workshop

**HW:** prepare Research Proposal for peer review—bring copies for group

**W 10:** Peer Review of Research Proposal

**HW:** prepare Research Proposal for Submission to Instructor

**F 12:** **Research Proposal & Cover Memo Due/** Intro to ASSIGNMENT 4: Annotated Bib

**Week Nine**

**M 15:** Library Research Day(?)

**HW:**

**W 17:** MLA Documentation Practice—pgs 129-132 in *MG-H Reader*

**HW:**

**F 19:** “Writing a Research Project in the 21<sup>st</sup> Century” pgs 106-126 in *MG-H Reader*

**HW:**

**Week Ten**

**M 22:** “Writing a Research Project in the 21<sup>st</sup> Century” pgs 106-126 in *MG-H Reader*

**HW:** prepare Annotated Bib for peer review—bring copies for group

**W 24:** Peer Review of Annotated Bib

**HW:** prepare Annotated Bib for Submission to Instructor

**F 26: Annotated Bib & Cover Memo Due/** Intro to ASSIGNMENT 5: Research Paper

**\*\*Last Day to Drop\*\***

**HW:** email your current working thesis to instructor by midnight Saturday 27th

**Week Eleven**

**M 29:** Thesis Workshop Day

**HW:** prepare your materials for 5min in-class presentation of your research project

**W 31:** Research Presentations

**November**

**F 2:** Research Presentations

**Week Twelve**

**M 5:** TBA

**HW:**

**W 7:** Rebuttals & Sides

**HW:**

**F 9:** Writing Conclusions

**HW:** Prepare Research Paper for peer review—bring copies for group

**Week Thirteen**

**M 12:** Peer Review of Research Paper

**HW:** prepare Research Paper for Submission to Instructor

**W 14:** Peer Review of Research Paper

**HW:** prepare Research Paper for Submission to Instructor

**F 16: Research Paper & Cover Memo Due/ Intro to FINAL PORTFOLIO**

**Week Fourteen**

**M 19: University Closed—Thanksgiving Recess**

**W 21: University Closed—Thanksgiving Recess**

**F 23: University Closed—Thanksgiving Recess**

**Week Fifteen**

**M 26:** Research Paper Revision Conferences in Colson G03

**HW:** con't review process & begin final self-reflection memo

**W 28:** Research Paper Revision Conferences in Colson G03

**HW:** con't review process & begin final self-reflection memo

**F 30:** Research Paper Revision Conferences in Colson G03

**HW:** con't review process & begin final self-reflection memo

**Week Sixteen****December**

**M 3:** Optional Review Day: Ad Analysis

**HW:** con't review process of major papers & final self-reflection memo

**W 5:** Optional Review Day: Ed Analysis

**HW:** con't review process of major papers & final self-reflection memo

**F 7 Last Day of Classes: FINAL PORTFOLIOS DUE**

*Portfolio Pick Up 11-1 pm in Colson G03 on \_\_\_\_\_*

**Final Words:** Please note that we will be using eCampus (<https://ecampus.wvu.edu>) in this course for accessing course documents, participating in forum discussions, and also as a place for you to access important course documents (including this syllabus). Please check our class site *first* for any work missed during absences, etc.

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I hereby acknowledge that I have read both the course syllabus and the introduction to our course text, *English 102: Joining Academic Conversations* (pgs. x-xix), and that I agree to the English 102 policies and procedures of the WVU Department of English.

Signed: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_