

English 102: Composition and Rhetoric, Section 016

FANDOMS



Spring Semester 2015 MWF 10:30-11:20 Armstrong 403

Instructor: Sharon Kelly

Email: skelly16@mix.wvu.edu

Phone: 304-293-3107 (Messages Only)

Office: Colson G23

Office Hours: MWF 11:30-12:20

Required Texts:

- *English 102 Joining Academic Conversations (JAC)*, 7e (2015): ISBN 978-0-7380-7107-7
- *They Say, I Say (TSIS) With Readings*, 2e (2012): ISBN 978-0-393-91275-3
- *Easy Writer* Lunsford, Andrea. (*EW*), 5e (2014): ISBN 978-1-4576-4046-9

Introduction:

English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) by emphasizing research and argument and giving even greater attention to revision and organization strategies to meet the specific needs of an audience and purpose.

Course Goals:

This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific goals:

1. Demonstrate Rhetorical Knowledge
2. Develop Processes for Research and Writing
3. Demonstrate Critical Thinking through Exploration and Evaluation
4. Demonstrate Knowledge of Writing Conventions
5. Develop Knowledge of Writing in Digital Environments.

Please refer to these goals often in *JAC* on page xi.

Office Hours and Email:

My office hours are MWF 11:30-12:20 in Colson Hall room G23 and by appointment. I will also be communicating with you regularly via eCampus and WVU email. It is your responsibility to check for updates or messages. If you need to email me, please give me 24 hours to respond to your email before

emailing me again. Your email subject line should include the class section number and a concise, accurate subject (e.g. "ENGL 102-016 Advice on Topic"). I expect you to use standard English and good manners when you email me.

Policies and Procedures

For basic policies and procedures, please see pages x-xx in *JAC*. The following policies and procedures supplement and clarify the policies and procedures for this specific class.

Attendance: You will be most successful in this class if you attend regularly. If you miss **more than three** classes for any reason, I reserve the right to lower your grade for each successive absence, down to and including an "F." After **six** absences, you will automatically receive an "F" in the course. Repeated or excessive tardiness, coming to class unprepared, and/or being disruptive will also lower your grade at my discretion. If you are sick or have a personal emergency, please **email me** before class to let me know you will be absent. I will accept work due on the day you are absent for full credit if I receive it by 11:59PM on the day of your class, however, you will not be able to make up in-class assignments.

Conference Attendance: Several times throughout the semester you will be given the opportunity to meet with me one-on-one to discuss your writing. Pay close attention to which conferences are optional and which are mandatory. Mandatory conference attendance will be counted along with your class attendance. Being prepared for conferences (e.g. having questions, actively engaging with feedback) will count toward your participation grade.

Late Work: In-class work (including quizzes), homework, and short writing assignments will not be accepted late. I will accept your six major writing assignments up to one week late, but I am willing to give you feedback on late papers **only if** you see me during my office hours. Please note that **you are responsible for printing** when applicable. If your printer malfunctions, you will still be responsible for your paper; there are printers available for you in the library. I will not print your paper for you.

Cell Phones: Cell phones must be turned off entirely or set to the silent function so as not to disturb the class. For excessive cell phone use, I reserve the right to ask you to leave the class and will mark you absent.

Classroom/Lab and Laptop Policy: This class is held in a classroom with no technology. I welcome laptops and tablets in the classroom. I reserve the right to ask you to put away your laptop/tablet if I believe it has become a distraction.

Throughout the semester, we will also be meeting in a lab for in-class activities based on computers. The specific locations of lab work are to be determined, but the dates are below on the schedule of work. Computer use in the labs should be limited to class activities only.

Social Justice Policy: In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. Please always be mindful that our classroom will be a space of **respect and collaboration**. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) will not be tolerated.

Academic Integrity: Plagiarism is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), disciplinary action will be taken and you may receive an "unforgivable F" for the course.

Office of Accessibility Services: If you 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. Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Eberly Writing Studio: Formerly the "Writing Center" -- a free tutoring service for WVU students -- is conveniently located in G02 Colson Hall. Tutors are available to help with any writing project in any course. Remember to take your writing prompt or assignment guidelines with you!
Hours & info: (304) 293-5788 http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Standard of Work: You are expected to use appropriate grammar, mechanics, and writing conventions. We will review some of these within the context of our specific projects, but it is important to remember that this is not a course in grammar. The *Easy Writer* is a great resource that offers guidelines and activities to help with these mechanics. "Text speak" or other common inappropriate abbreviations are absolutely not allowed. If found in your final-for-now papers or your portfolios, text speak will lower your grade one full letter. **All of your work must be in Times New Roman, size 12 font with one inch margins.** Most assignments should be double-spaced. I reserve the right to refuse work that is not formatted correctly. If refused, your work will be considered according to the late work policy.

Using Sources: A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time to understanding how sources are used, how to locate sources and how to evaluate sources. Keep in mind that **Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any submitted college paper.** With that said, Wikipedia can be a good place to start your research since it does list original sources and links from contributors. (Note: You may, of course, cite Wikipedia in a paper in which you are discussing Wikipedia itself, and you may use individual "wikis" when discussing fandoms.)

Responses and Evaluation

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive feedback on your major projects along with an overall letter grade at the midterm point (an in-progress grade) and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Informal Writing: 20%

1. **Writing Prompts:** Each week you will have two Writing Prompts (WPs) from which to choose. The prompts are listed according to week number in a document on eCampus. Evaluated on quality, length, and relevance.
2. **Short Writing:** This may include but is not limited to in-class writing, short writes, handouts, outlines, partial or complete rough drafts, free writes, response papers, and quizzes. Evaluated on quality, quantity, relevancy, and regularity.
3. **Midterm Memo and Final Memo:** You will be asked to evaluate your own performance twice throughout the semester. You should include an honest review of your work and work habits, your writing process, and goals. Evaluated on ability to sincerely reflect, quality, relevance, and length.

Portfolio: 70%

Each major writing assignment will be thoroughly explained in class and detailed assignment sheets will be posted on eCampus.

1. **Topic Proposal 1:** 3-4 pages
2. **Editorial Paper:** 4-5 pages

3. **Evaluation Paper:** 3-4 pages
—midterm—
4. **Topic Proposal 2:** 2-3 pages
5. **Annotated Bibliography:** 5 sources minimum
6. **Research Paper:** 5-6 pages

Participation: 10%

This is a workshop course that relies on discussion and working together as a class. You are expected to attend every class and make a commitment to both me and your peers to actively engage in our discussions. I will be recording disturbances as well as good contributions, and your final participation grade will reflect your classroom behavior. If you disrupt the class repeatedly, I reserve the right to ask you to leave the classroom and will give you an absence for that day.

Please see the assignment description document(s) on eCampus for details on each project and refer to *JAC* for information about my 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.

Schedule of Work

Subject to change according to progress

PLEASE NOTE: On days when we hold conferences there will be no regularly scheduled class.

	Monday	Wednesday	Friday
1	January 12 Due: n/a Agenda: Greetings and Syllabus Hw: access eCampus, buy books, read <i>JAC</i> x-xviii	14 Due: read <i>JAC</i> x-xviii Agenda: Intro to fandom studies, course work Hw: Read <i>The Daily Dot</i> Fandom article linked on eCampus, read the Topic Proposal 1 info sheet on eCampus	16 Due: Read Fandom article, Topic Proposal 1 info sheet Agenda: Discuss fandoms, topic proposal info Hw: pick a fandom topic, read <i>TSIS</i> Graff, "Hidden Intellectualism" 380-386 AND Ackerman, "Analyze This: Writing in the Social Sciences" 156-173.
2	19 MLK Jr. Day NO CLASS	21 Due: topic, read <i>TSIS</i> Graff, "Hidden Intellectualism" 380-386 AND Ackerman, "Analyze This: Writing in the Social Sciences" 156-173. Agenda: Reading Discussion Hw: Topic Proposal 1, read the Editorial paper info sheet on eCampus.	23 Due: Topic Proposal 1 Agenda: Editorial info Hw: Research your fandom's internet presence
3	26 Due: Research your fandom's internet presence Agenda: Topic Proposal 1 Conferences, MANDATORY Hw: Read <i>TSIS</i> Freeman and Merskin, "Having it His Way" 454	28 Due: Read in <i>TSIS</i> Freeman and Merskin, "Having it His Way" 454 Agenda: Reading discussion, applying readings to fandoms Hw: Read <i>JAC</i> 1-6	30 Due: Read <i>JAC</i> 1-6 Agenda: Rhetorical triangle Hw: Read "They Say: Starting with What Others Are Saying," 19-29 in <i>TSIS</i>
4	February 2 Due: Read "They Say: Starting with What Others Are Saying," 19-29 in <i>TSIS</i> Agenda: Audience Hw: Read "Yes / No / Okay, But," pages 55-67 in <i>TSIS</i> , 18-20 in <i>JAC</i>	4 Due: Read "Yes / No / Okay, But," pages 55-67 in <i>TSIS</i> , 18-20 in <i>JAC</i> Agenda: Putting it together Hw: Finish your editorial	6 Due: Editorial Agenda: Recap Hw: Read the Evaluation paper info on eCampus
5	9 Due: none Agenda: LAB day. Evaluation info, find your article Hw: Bring your article to class	11 Due: Bring your article Agenda: Group work: criteria Hw: Read in <i>TSIS</i> Crystal, "2B or Not 2b" 335-345, <i>JAC</i> 52-56, complete the exercise on 57-59.	13 Due: Read <i>TSIS</i> Crystal, "2B or Not 2b" 335-345, <i>JAC</i> 52-56, complete the exercise on 57-59. Agenda: Fallacies Hw: Read <i>TSIS</i> "I Take Your Point" and "What's Motivating This Writer?"

6	16 Due: Read <i>TSIS</i> “I Take Your Point” and “What’s Motivating This Writer?” Agenda: Putting it all together Hw: Bring a draft of your paper for peer review	18 Due: Bring a draft of your paper Agenda: Peer review Hw: finish your paper	20 Due: Evaluation Agenda: Recap Hw: Read the midterm info sheets and memo prompt on eCampus
7	23 Due: Read the midterm info sheets and memo prompt on eCampus Agenda: Midterm portfolio info and revision info Hw: do pages 75 and 79 in <i>JAC</i>	25 Due: pages 75 and 79 in <i>JAC</i> Agenda: LAB work time Hw: Finish your midterm portfolios.	27 Midterm Due: Midterm Portfolios Agenda: Looking ahead: Research Paper series Hw: Read Fandom article on eCampus by Gray, Sandvoss, and Harrington
8	March 2 NO CLASS	4 Due: Read Fandom article on eCampus by Gray, Sandvoss, and Harrington Agenda: Midterm Conferences (optional) Hw: read in <i>TSIS</i> Sheed, “Why Sports Matter” 489	6 Due: Read in <i>TSIS</i> Sheed, “Why Sports Matter” 489 Agenda: Reading discussion, practicing diagnosis Hw: do <i>JAC</i> 84
9	9 Due: <i>JAC</i> 84 Agenda: Practicing diagnosis Hw: finish your Topic Proposal 2	11 Due: Topic Proposal 2 Agenda: Recap, topics discussion Hw: make 3 comments on your Topic Proposal 2 to talk to me about in conferences	13 Due: 3 comments for conferences Agenda: Topic Proposal 2 Conferences, MANDATORY Hw: read in <i>TSIS</i> Yabroff, “In Defense of Cheering” 524
10	16 Due: Read in <i>TSIS</i> Yabroff, “In Defense of Cheering” 524 Agenda: The importance of good research; reading discussion Hw: Brainstorm things you should research, Read <i>JAC</i> 112-113, do <i>JAC</i> 90	18 Due: <i>JAC</i> 90, Read <i>JAC</i> 112-113 Agenda: LAB day: Research tutorial Hw: none	20 Due: none Agenda: Library activity, attendance mandatory. Meet in Eliza’s in the library anytime between 10AM and 11AM, plan to stay about 30-40 minutes. Hw: READ your sources and take good notes. Work on the Annotated Bib. See <i>JAC</i> 99-103. Read <i>TSIS</i> “Her Point Is” 30-40
SPRING BREAK NO CLASS: March 23-27			

11	30 Due: Bring <i>JAC</i> to class, Read <i>TSIS</i> “Her Point Is” 30-40 Agenda: Recap, regroup. Reading discussion. Thesis statements (<i>JAC</i> 21). Hw: Annotated Bib	April 1 Due: Annotated Bibliography Agenda: Annotated bib, research, and research paper prep conferences (optional) Hw: Read the Research paper info sheet on eCampus	3 Friday before Easter NO CLASS
12	6 Due: Read the Research paper info sheet on eCampus Agenda: Research Paper info Hw: Brainstorm (web or similar), read <i>JAC</i> 26	8 Due: Brainstorm ideas, read <i>JAC</i> 26 Agenda: Toulmin model Hw: Read in <i>TSIS</i> Krugman, “Confronting Inequality” 586, make a Toulmin model of your topic (see <i>JAC</i> 26-7)	10 Due: Read in <i>TSIS</i> Krugman, “Confronting Inequality” 586, submit the Toulmin model of your topic Agenda: Reading discussion, Toulmin model Hw: Outline, read <i>JAC</i> 38-9, <i>TSIS</i> “As He Himself Puts It” 42-51
13	13 Due: Outline, read <i>JAC</i> 38-9, <i>TSIS</i> “As He Himself Puts It” 42-51 Agenda: Hamburger method Hw: Bring all paper materials to class Wednesday (outline, initial drafts, thesis statement, notes, etc.)	15 Due: Bring everything to class Agenda: Organization workshop Hw: Review 18-20 in <i>JAC</i> , <i>TSIS</i> “So What? Who Cares?” 92-101	17 Due: Review 18-20 in <i>JAC</i> , <i>TSIS</i> “So What? Who Cares?” 92-101 Agenda: Introductions, Conclusions, and putting it all together Hw: Bring two copies of your research paper to class Monday
14	20 Due: Research Paper, bring two copies to class. Agenda: Peer review Hw: Write a short reflection of peer review for WP credit. Read “As a Result” in <i>TSIS</i> 105-118.	22 Due: short reflection of peer review for WP credit. Read “As a Result” in <i>TSIS</i> 105-118. Agenda: Revision strategies Hw: Work on revisions	24 Due: none Agenda: Research paper and final portfolio conferences (optional) Hw: Read final memo prompt
15	27 Due: Read final memo prompt Agenda: LAB day: final memo and revision work day Hw: Work on revisions	29 Due: none Agenda: Recap, SEIs Hw: Finish your portfolio!	May 1 Due: Final Portfolio Agenda: NO CLASS Hw: Have a great summer!