

English 102: Composition and Rhetoric	
Section <u>69/71</u> (CRN <u>80348/81726</u>)	
Fall Session, 2016	
Building: <u>Armstrong Hall/Stansbury Hall</u> Room <u>407/240</u>	
Instructor: S.J. Stout	
Email: sjstout@mix.wvu.edu	Phone: 304-293-3107
Office: Colson Hall rm. 309	Office Hours: T/Th 3:45-4:45

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

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 two days of class without penalty.
- Students who miss more than two days of class may be penalized up to 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 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 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 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 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 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 ____ Stansbury 240/Armstrong 407__ at __1:00-2:15/2:30-3:45_____. The schedule of work below is subject to changes based on our progress.

Conferences, unless otherwise specified, will be held at Eliza's Café on the 4th floor of the Downtown Library.

Weeks	Topics and Activities	Assignments and Readings
Week 1 August 15-19 *August 17 is the first day of classes.	Thursday: -Welcome! -Go over grading criteria -Go over policies -Writing Diagnostic (JAC pg.7)	- HW# 1 Finish and turn in writing diagnostic on eCampus by noon, Friday 8/19
Week 2 August 22 – 26 *August 23 is the day to register	Tuesday: -Picking your topic: What makes a good topic for this course? Strategies for Brainstorming: JAC pp. 17,83-84 -Introduce the Annotated Bibliography (JAC Chapter 6: "Writing to Conduct Research" pp.97-98)	-Have a research topic decided on and locked in for Thursday.
	Thursday: -Taking Notes on Sources JAC pp. 99-103 Complete JAC p.115	-Read JAC pp.1-6 "What is Rhetoric?" -HW# 2: Using rhetorical appeals write your apocalypse letter. Due in class Tuesday 8/30 and uploaded to eCampus by midnight 8/29. *HINT: Take a risk! Have fun!
Week 3 August 29 – September 2	Tuesday: -Apocalypse Madness (bring letter to class)	-HW#3: Using news sights, find as many different perspectives as you can on one item/event in the news.

	<p>Thursday: Library Day!</p> <p>Meet in Room 136 Downtown Library</p>	
<p>Week 4 September 5 – 9</p> <p>*September 5 is the Labor Day Recess</p>	<p>Tuesday:</p> <p>-Put that source to use! MLA citation review JAC pp.126-127</p> <p>Bring <i>Easy Writer</i> to class</p> <p>-Work on AB, JAC pp 123-124</p>	
	<p>Thursday: Conferences</p>	<p>DUE: Project #1 The Annotated Bib</p>
<p>Week 5 September 12 – 16</p>	<p>Tuesday:</p> <p>-Introduce The Evaluative Paper (Chapter 3: "Writing to Evaluate" p. 43)</p> <p>-Genre Activity: JAC pp. 46</p> <p>-“The Epic Fail” activity JAC pp. 45</p>	<p>- Read How to avoid plagiarism JAC pp.47-49</p> <p>- HW #4: Type and Finish the “Epic Fail” activity (JAC pp. 45).</p>
	<p>Thursday:</p> <p>-Go over some common mistakes found in the annotated bib.</p> <p>-Strategies to Organize an Evaluative Paper: Read JAC pp.50-51</p> <p>-Work on the evaluative paper</p>	
<p>Week 6 September 19 – 23</p>	<p>Tuesday:</p> <p>-Logical Fallacies Activity, JAC pp.52-59</p> <p>-Integrating Material</p>	<p>-HW #5: Read JAC p. 70 (on titles) complete a NYT article title mini-analysis, and develop three potential titles for your evaluative paper.</p>
	<p>Thursday:</p> <p>-Crafting Effective Transitions Activities JAC pp. 64-69</p> <p>-Strategies for Conclusions JAC p.60-61</p> <p>*Bring criteria analysis draft to class</p>	
<p>Week 7 September 26 – 30</p>	<p>Tuesday:</p> <p>-Peer Review for the Evaluative Paper JAC p.62</p>	
	<p>Thursday: -Review for the Midterm -Midterm Reflection (JAC Chapter 4)</p>	<p>Due: Project #2 Criteria Analysis</p>
<p>Week 8 October 3 – 7</p> <p>*October 5 is the midterm point.</p>	<p>Tuesday: Conferences</p>	
	<p>Thursday: Introduce the Research Proposal (JAC Chapter 5 “Writing to Propose Ideas” pp.81-82, 84-85)</p> <p>*Bring Laptops</p>	<p>DUE: Midterm Portfolio</p>
<p>Week 9 October 10 – 14</p> <p>*Mid-semester reports due by noon.</p>	<p>Tuesday: Proposal Workshop JAC pp.91</p> <p>*Bring Laptops</p>	

	<p>Thursday: -Go over some common mistakes in the evaluative paper.</p> <p>-Introduce the research report, Chapter 7: “Writing to Test Your Idea” JAC pp.129-130, 138-139</p>	DUE: Project #3 Research Proposal
<p>Week 10 October 17 – 21</p>	<p>Tuesday: -Research Presentations</p>	HW #6: Complete JAC pp.131-132
	<p>Thursday: -Research Presentations</p>	
<p>Week 11 October 24 – 28</p> <p>*October 26 is the last day to drop a class.</p>	<p>Tuesday: -Research Presentations</p>	HW#7: TBD
	<p>Thursday: -Active and Passive voice JAC p.143 -How to do a Reverse Outline</p>	
<p>Week 12 October 31 – November 4</p>	<p>Tuesday: Peer Review of Research Papers JAC pp.141-142</p>	
	<p>Thursday: Introduce the editorial, Chapter 2: “Writing to Persuade”</p> <p>Argument and Digital Media: Alternative Structures for the Editorial</p>	DUE: Project #4 Research Report
<p>Week 13 November 7 – 11</p> <p>*November 8 is election day. University is closed.</p>	<p>Thursday: - The Belief and Doubt Game JAC pp. 36-37</p> <p>-Work on the Editorial</p>	-Read JAC pp.18-21 Shaping and Drafting HW#8: Write the intro to your editorial with a strong thesis. Underline your thesis.
	<p>Tuesday: Peer Review of the Editorial JAC p. 35</p>	
<p>Week 14 November 14 – 18</p>	<p>Thursday: -Go over common mistakes found in the Research Paper</p> <p>-Grammar/comp activity</p>	DUE: Project #4 The Editorial
	<p>NO CLASS, FALL RECESS</p>	
<p>Week 15 November 21 – 25</p> <p>*This week is fall recess.</p>		
	<p>Week 16 November 28 – December 2</p>	
<p>Week 16 November 28 – December 2</p>	<p>Tuesday: Review “Writing to Demonstrate Your Knowledge”</p>	*Bring laptop to class HW #9: TBD
	<p>Thursday: Review “Writing to Demonstrate Your Knowledge” -Complete SEIs</p>	*Bring laptop to class
<p>Week 17 December 5 – 9</p> <p>*December 5 is the last day to withdraw from the university. *December 6 is the last day of class. *December 7 is a prep day for finals.</p>	<p>Tuesday: Conferences</p>	Final portfolio DUE TUESDAY 12/6 by 5PM

*** Final grades are due in STAR by noon on Friday, December 9.**