

## English 102: Composition, Rhetoric and Research

Term: Spring 2017

Section: 063

Time: Tues/Thurs 11:30-12:45

Location: Armstrong Hall 123

Instructor: Aaron J. Rován

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Office: Colson Hall 345

Phone Number: 304-293-3107 (messages only)

Office Hours: Tues/Thurs 1PM-2PM

### REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*, 7<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 6<sup>th</sup> ed, WVU ed. Boston: Bedford/St. Martin, 2016. Print. ISBN: 9781319076849

### INTRODUCTION

English 102 is designed to build off of the writing skills you learned in English 101 or its equivalent. This class will focus on research and argumentation skills. Class sessions will center on learning the techniques of writing, and each assignment will ask you to demonstrate those skills. At the heart of this class is the belief that writing is a process. That means that you will have opportunities to revise your writing during the semester. Throughout this entire class, you will be asked to focus on organization, context, audience, and purpose.

### ENGLISH 102, WVU'S GENERAL EDUCATION FOUNDATIONS, AND COURSE GOALS

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>.

## POLICIES AND PROCEDURES

- **Attendance:** You must attend class. Occasionally, personal situations and required university events may make it impossible for you to be in class. For these reasons, a few absences are allowed:
  - Since this is a Tues/Thurs class, you are allowed to miss two class sessions without penalty.
  - Each absence after two may lower your final grade as much as one full letter for each absence.
  - If you miss more than six classes, you will be assigned a failing grade in the course.
  - All absences (including excused absences) incurred from the date you register for the course will count toward the total number of absences.
- **Late Work:** All writing assignments are due by 11:59p.m. of the day they are listed. Turning in assignments late will have serious consequences.
  - *Exploratory writing* turned in past the deadline will be subject to a grade reduction of one letter grade for each day past the deadline. (For example, if the assignment was due on Thursday at 11:59p.m. and you turn in the assignment on Friday at noon, the assignment will be considered late. If the paper would normally receive a B, it will now receive a C. )
  - *Formal essays* turned in after the deadline will not be eligible for inclusion in the final portfolio, which will significantly affect your final grade.

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.

For more information on the attendance policy or late work, see page xv and xvi in *Joining Academic Conversations*.

- **Paper Conferences:** You will meet with me several times during the semester to workshop your papers. On those days, our regular class will be cancelled. Each conference will therefore count as a full class day. This means that if you miss a paper conference, you will be counted absent from class and that absence will count toward your total number of absences.
- **Office Hours:** Office hours are an excellent opportunity to talk one-on-one about your writing and get feedback on your work. You can visit my office in person during my posted office hours or by appointment if you cannot make those times. You can also use the email address on the first page of this syllabus to ask quick questions or notify me of any urgent matters. I will typically respond within 24 hours. I will not, however, review papers over email beyond the regular feedback cycle. If you want me to look closer at your papers, I encourage you to schedule an appointment with me.

- **Academic Integrity:** Academic honesty is a cornerstone of university life. 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 the 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 may also result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for 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 me, a librarian, or one of the Writing Studio tutors in Colson Hall.

- **Technology in the Classroom:** I encourage you to bring your laptop, tablet, or other electronic device to class to support your educational experience. If you do use technology in the classroom, I will expect you to be focused on the material being presented in the class. If I notice that these devices are causing a distraction (you are surfing the web, checking social media, chatting, working on assignments for other classes), I will ask you to put them away. If you continue to use them during the semester, your participation grade will suffer.
- **Cell Phones:** All mobile phones should be turned off or set to silent mode. *I will not tolerate texting during class.* If you must take a phone call due to an emergency, please quietly excuse yourself from the room.
- **Social Justice Statement:** 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 (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.sandbox.wvu.edu/ddei>.

- **Eberly Writing Studio:** The Writing Studio, located in G02 Colson Hall, strives to help all members of the university community learn to become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. To make an appointment, call 304-293-5788 or visit the Writing Studio website.
- **University Counseling Services:** The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps>, and its phone number (answered 24 hours) is 304-293-4431.

## **OVERVIEW OF REQUIRED WORK**

This is a portfolio-based class. That means you will not receive a letter grade on each individual assignment, but you will receive plenty of feedback on each paper you submit. You will receive an “in-progress” letter grade at midterm that will give you an indication of where you stand in the class. You will also receive a final grade at the end of the semester. Those grades will be based on the following breakdown.

*Portfolio (major assignments and reflective writing) = 70%*

Your portfolio consists of the final versions of the formal essays plus a reflection component. The formal assignments are:

- Proposal Essay (2 pages)
- Evaluation Essay (4 pages)
- Annotated Bibliography (3 pages)
- Research Report (5 pages)
- Persuasive Essay (6 pages)

Your portfolio will be assessed based off of the Formal Writing Rubric in *Joining Academic Conversations*.

*Exploratory Writing = 20%*

Your exploratory writing will consist of two components: 1) homework assignments and 2) a writer’s notebook. Please see the attached assignment sheets for more details.

Because this writing is informal and designed to help you build the skills for your formal writing, it will be assessed primarily on your creativity, thoughtfulness, and originality. In other words, punctuation and spelling matter less than the ideas you explore.

For the Exploratory Writing Rubric, see page xiv of *Joining Academic Conversations*.

*Participation = 10%*

You will be assessed on how well you participate throughout the semester. Your participation includes being in class on time, being prepared for class by having completed any assigned reading or other work prior to class, remaining attentive during class time, and being an active participant during class discussions. For a detailed rubric, see page xii of *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.

## Day-by-Day Schedule

Two important notes:

1. All reading assignments are due by the beginning of class on the day they are listed. (For example, make sure you read the sample proposal essays on eCampus before class on Jan. 12.)
2. This syllabus is tentative. Minor adjustments may be made as the semester progresses. I will notify you in class and by email if we need to make any changes.

Date	Topic	Reading Due	Writing Due
<b>Weeks 1 and 2: Introductions and Proposal Essay</b>			
Jan. 10	Syllabus and Course Introduction / Academic Integrity Survey		
Jan. 12	Introduction to Proposal Essay / Brainstorming Topics	sample proposal essays (on eCampus)	
Jan. 17	Research Skills / Taking Research Notes / Developing Research Questions (Library)	<ul style="list-style-type: none"> <li>• Wayne Booth "Chapter 3" (on eCampus)</li> <li>• <i>JAC</i> pgs 86-88 and 99-103</li> </ul>	Exploratory Writing 1: 1-pg reflection on Booth "Chapter 3" (due at 11:59p.m. on eCampus)
Jan. 19	Class Cancelled for Paper Conferences (held in Colson Hall 345)	<i>JAC</i> pg 91 (use this to plan your draft)	Proposal Essay FFN draft (due at 11:59p.m. on eCampus)
<b>Weeks 3-5: Evaluation Essay</b>			
Jan. 24	Introduction to Evaluation Essay / Purpose		
Jan. 26	Developing Evaluative Criteria / Criteria vs. Judgment	Find a sample evaluation essay and post the link to your group's page on eCampus	
Jan. 31	Evaluating and Citing Sources / Interpreting Research / Academic Integrity	<ul style="list-style-type: none"> <li>• <i>JAC</i> pg 140</li> <li>• <i>EW</i> 202-203 (39d)</li> <li>• <i>EW</i> pgs 186-193 (38a, -b, and -c)</li> </ul>	Exploratory Writing 2: draft of evaluative criteria (due at 11:59p.m. on eCampus)
Feb. 2	Class Cancelled for Paper Conferences (held in Colson Hall 345)		Rough draft of evaluation essay (due at conference)
Feb. 7	Peer Review	Peer Review Instructions (on eCampus)	<ul style="list-style-type: none"> <li>• Draft for peer review due on eCampus by 8AM Tuesday morning</li> <li>• Peer review response due to your group by 11:59p.m.</li> </ul>

Feb. 9	Transitions / Grammar and Syntax	<ul style="list-style-type: none"> <li>• <i>JAC</i> pgs 67-68</li> <li>• <i>EW</i> pgs TBD</li> </ul>	Evaluation Essay FFN draft (due at 11:59p.m. on eCampus)
<b>Week 6: Midterm Portfolio</b>			
Feb. 14	Introduction to Midterm Portfolio / Reflection / Revisiting the Proposal		Writer's Notebook (partial) Due
Feb. 16	Class Cancelled for Portfolio Conferences (in Colson Hall 345) <i>Conferences are optional</i>		Midterm Portfolio (due at 11:59p.m. on eCampus)
<b>Week 7-9: Annotated Bibliography and Research Report</b>			
Feb. 21	How to Write an Annotated Bibliography / Research Workshop	<i>JAC</i> pgs 118-120	
Feb. 23	Guided Library Research / MLA Documentation	find a sample annotated bibliography and post it to your group's page on eCampus	Exploratory Writing 3: reflection on the annotated bibliography you found (due at 11:59p.m. on eCampus)
Feb. 28	Introduction to Research Report / Brainstorming / Synthesis		
Mar. 2	Class Cancelled for Paper Conferences (held in Colson Hall 345)		
<b>March 4-12: Spring Break</b>			
Mar. 14	Peer Review	Peer Review Instructions (on eCampus)	<ul style="list-style-type: none"> <li>• Draft for peer review due on eCampus by 8AM Tuesday morning</li> <li>• Peer review response due to your group by 11:59p.m.</li> </ul>
Mar. 16	Introductions / Global Organization / Local Organization	<ul style="list-style-type: none"> <li>• <i>JAC</i> pgs 22-23, 38-40, and 138-139</li> <li>• <i>EW</i> pgs 25-27 (2e)</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography and Research Report FFN draft (due at 11:59p.m. on eCampus)</li> </ul>
<b>Weeks 10-14: Persuasive Essay</b>			
Mar. 21	Introduction to Persuasive Essay / Re-introduction to Rhetoric		
Mar. 23	Argument Models / Persuasive Essay Organization	<i>JAC</i> pgs 18-20 and 26-27	
Mar. 28	Thesis Statements / Making and Supporting Claims	Wayne Booth "Chapter 8" and "Chapter 9" (on eCampus)	
Mar. 30	Logical Fallacies / Conclusions	<i>JAC</i> 60-61	
Apr. 4	Drafting Workshop		
Apr. 6	Class Cancelled for Paper Conferences (held in Colson Hall 345)		Draft of persuasive essay (due at conference)

Apr. 11	Peer Review	Peer Review Instructions (on eCampus)	<ul style="list-style-type: none"> <li>• Draft for peer review due on eCampus by 8AM Tuesday morning</li> <li>• Peer review response due to your group by 11:59p.m.</li> </ul>
Apr. 13	Polishing and Editing		Persuasive Essay FFN draft (due at 11:59p.m. on eCampus)
<b>Weeks 16 and 17: Final Portfolio</b>			
Apr. 18	Introduction to Final Portfolio / Polishing and Editing	<ul style="list-style-type: none"> <li>• <i>JAC</i> pgs 147-149</li> <li>• <i>EW</i> pgs. 1-11</li> </ul>	
Apr. 20	Finalizing the Final Portfolio		
Apr. 25	Class Cancelled for Portfolio Conferences (in Colson Hall 345) <i>Conferences are optional</i>		Writer's Notebook (final) Due
Apr. 27	Course Wrap-Up		Final Portfolio (due at 11:59p.m. on eCampus)