

## English 102: Composition and Rhetoric II Spring 2012 Syllabus

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"My subject and verb have  
agreed to disagree."

**Section: 405 and 407**  
**Location: 315 Percival Hall**  
**Evansdale Campus**

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Office Hours: **Monday and Wednesday 1:00 p.m. to 2:30 p.m. (and by appointment)**

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**Email notification is required for special conference during or beyond office hours**

**Overview:** All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics.

English 102 builds on these writing abilities and then expands them 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. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;

- as a way to analyze and resolve questions or problems;
- **Course Goals/Outcomes.** As you begin to read *Joining Academic Conversations*, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101, a prerequisite, while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:
  - understanding writing as a process
  - argue effectively and persuasively in a variety of contexts
  - explore and evaluate ideas
  - integrate research effectively
  - know the rules of genre conventions, editing, and source documentation.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. How can these five goals be translated into outcomes? Read on. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

**Course Policies and Procedures.** Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. Please note that the inside front cover of this text also provides you with a quick reference to some of the resources you may rely upon during the course. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have. NOTE: Because this is a workshop class, attendance is mandatory and rarely open to negotiation.

**Special Needs.** If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience. I will work with those in this resource and you. If you need help with any of the assignments, please visit the WVU Writing Center which is located on the downtown campus in G-02 Colson Hall.

**Office of Student Life.** This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is (304) 293-5611.

**Social Justice.** I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

**Texts and Materials.** Please purchase the following three required texts:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (5th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2012.
- Faigley, Lester and Jack Selzer. *A Little Argument*. Boston: Pearson, 2010.

- Lunsford, Andrea A., John J. Ruszkiewicz and Keith Walters. *Everything's an Argument* Boston: Bedford and Martins, 2010.
- In addition to these three required texts, you will also need to access your MIX account and the class WVU e-campus page regularly. You will use the English 102 LibGuide to begin your research process. **The URL is <http://libguides.wvu.edu/english102>.** A second library guide is the Editorial Analysis LibGuide (Essay 2).
- You will need a soft-cover binder or large envelope in which to submit your writing when major assignments are due, as well as twice during the semester for portfolio review.

**English 102 Assignment Overview.** The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry.

As your instructor I will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

- (1) Advertisement Analysis (4-5 pages)
- (1) Researched Analysis (4-5 pages)
- (2) Research Proposal (3+ pages)
- (3) Annotated Bibliography (4-5 pages)
- (4) Argumentative Essay (6+ pages)
- (5) Reflective Writing
- (6) Informal writing exercises.

**English 102's Portfolio Approach.** Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in first year composition.

On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing.

**You will submit a portfolio of your work twice for evaluation: once at mid-semester and once at the end of the course.**

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that portfolio and reflection at week 7, your instructor will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to *JAC*, the course syllabus, and the course rubric located on the inside back cover of *JAC*. The major assignments included in this submission will be the “final-for-now” drafts of the advertisement and editorial analyses (see below), but you will also include short writes, in class activities, and other evidence of your progress to date.

At the end of the semester, you will be asked to write a second memo, this one addressing the formal writing you have completed for the course and encompassing your work for the entire semester. You will have an opportunity to revise both Essays 1 and 2 (ad and editorial analyses) that you submitted for the midterm portfolio. In addition you will also include your graded research proposal, graded annotated bibliography, and revised researched analysis (Essay 3).

**English 102 Assignment Overview.** The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry.

Your instructor will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

#### **Midterm Portfolio (for evaluation and revision)**

- Advertisement analysis (4-5 pages): Write an essay in which you examine the rhetoric and effectiveness of two or three CURRENT print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.) Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement. Mode of evidence: periodical sources.
- Editorial analysis (4-5 pages): Select a CURRENT editorial or an in-depth news column on a controversial issue that interests you as found in a regional publication. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.
- Reflective Writing (1-2 pages) each. English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

#### **Final Portfolio (revised coursework)**

- Research proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access libguide for 102 on our WVU eCampus webpage.
- Annotated bibliography (4-5 pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use libguide for 102.
- Argumentative essay (6+ pages). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Reflective Writing (1-2 pages) each. Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

**Informal Writing (20%).** Informal writing might include reading responses, short analyses, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. They may also be assignments that are actually part of the major assignment (such as submitting an introduction, conclusion, works cited page with a partial listing of sources, etc.) This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about

8-10 such informal writing assignments for a total of 20 pages. You will receive a midterm informal writing grade and a final semester grade. These grades are “frozen” and based upon short writes that can not be revised. Please see *Informal Writing Grade Descriptors* for more information.

**Presentations (10%).** Presentations at the end of the semester will count towards 10% of the final grade. You will be assessed on your presentation of the material, your level of preparation, your ability to respond to and tackle questions from the audience. Responding to the presentation by your peers will also enhance your class participation grade.

**Participation (10%).** Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

**English 102 Evaluation Criteria and Grade Descriptions.** Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

▪ Portfolio Writing: revised, written work from 5 major assignments	60%
▪ Short Writing Assignments and Homework	20%
▪ Presentations	10%
▪ Participation	10%

**Grade Descriptors for English 102.** I will follow the descriptors provided in JAC on pages xvi-xvii. These The following criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

### **ENGL 102 SCHEDULE OF WORK DUE (Subject to slight changes announced in class)**

Text Abbreviations: JAC=*Joining Academic Conversations* EA=*Everything's an Argument* ALA=*A Little Argument*

The Schedule of Work due includes Class Activities, Due Dates, and Homework. The Class Activities may explain what will be covered on any given day, but you should bring your textbooks to all class meetings. As you read above, we may make changes as appropriate, so plan to be present at all times. The Due Dates identify when something is to be submitted. The Homework information from the day before explains how you are to prepare for each class meeting.

**English 102 Evaluation Criteria and Grade Descriptions.** Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. The evaluation is divided into four categories

- 1) The final portfolio—the major assignments, the informal writing assignments, reflective writing etc is covered by 60% of the final grade.
- 2) Informal writing assignments and homework will be covered by 20%.
- 3) Presentations of the final project at the end of the semester—10%.
- 4) Class participation—10%. This includes, appropriate class behavior, engagement with the coursework, responding to and joining in class discussions, and meeting deadlines for the assigned work.

### **A Few Necessary Reminders:**

1) **Indulging in phone conversations, text messaging or engaging in side conversations is considered inappropriate and disruptive. If you persist in any kind of disruptive behavior, you will be dismissed from the class and your final grade may be compromised.**

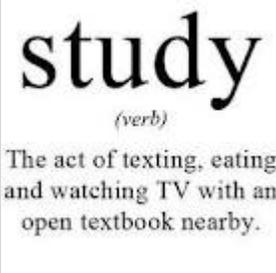
2) **Each and every absence (excused or unexcused) will count towards the final grade. This policy is non-negotiable.**

3) **Individual grades, comments on papers or concerns about attendance will not be addressed during the class time. You can either talk to me before or after class or set up an appointment to meet me during my office hours, through email.**



**Schedule of Work:**

January		
Monday	Wednesday	Friday
9 (Late Registration fee in effect) Introduction --Syllabus --Course Overview --Grading and evaluation --Informal Writing	11 UNIT I: Advertisement Analysis --Assignment overview --Informal Writing --Reflective Writing --Understanding Consumer Culture (Brief discussion) Homework: Reading for next day "Captains of Consciousness"	13 ( <i>Last day to register and add            new courses is the 14th</i> ) ---Discussion of reading ---Informal Writing Assignment Introduction to new concepts: -- Argumentative Writing --Assigned Reading: ALA Chapter 1 (pages 1-9). Homework: Choose any two interesting print advertisements of the same product but of different brands. (To be brought to class next week).

<p>16 MLK Day—No Classes</p> 	<p>18 Individual Activity: Analyzing print advertisements (Due in class: two print advertisements)</p> <p>Understanding rhetorical strategies</p> <p>---Marketing tactics</p> <p>---Analyzing advertisements</p> <p>---Comparing print ads</p> <p>Learning to apply Theory</p> <p>---Understanding some important terms</p> <p>---Analyzing ads using theory</p>	<p>20</p> <p>Discussion of final paper structure for Advertisement Analysis</p> <p>---Reflective Writing (1-2 pages)</p> <p>Homework: Create a 4 page draft of the final essay for Peer-review</p>
<p>23 Peer Review Workshop</p> <p>Due today: 4 page draft of final Advertisement Analysis paper</p> <ul style="list-style-type: none"> <li>■ Group activity: Peer-review exercise</li> </ul> <p>Due next day: Advertisement Analysis (final-for-now version)</p> 	<p>25</p> <p>CONFERENCES (No Class)</p> <p>Room G-05 100 Colson Hall Downtown Campus</p> <p>Due Today:</p> <ol style="list-style-type: none"> <li>a) A draft of your paper in whatever stage it exists.</li> <li>b) Questions for discussion about the paper, topic, paper structure or Evaluation.</li> </ol>	<p>27</p> <p>UNITII: Editorial Analysis</p> <p>Discussion of different kinds of Editorials and their rhetorical approach.</p> <p>Choosing an issue of topical interest. Bring 2 Editorials from two different newspapers or magazine of your choice.</p> <p><b>Due Today: <u>Final Essay: Advertisement Analysis and Reflective Memo (1-2 pages).</u></b></p> <p>Homework: Assigned Reading (ALA pages 76-83)</p>

February		
Monday (January)	Wednesday	Friday
<p>30 Class Activities: Comparing Editorials. Group Activity in class</p>	<p>1 Class Activities: Creating Double Entry Notes using last days Editorials.</p> <p>-- Peer group activity</p>	<p>3 Researching issues of topical interest.</p>

<p>Due Today: Two current, print Editorial's from two different Newspapers.</p> <p>Homework: Informal Writing Assignment: "Analyzing Editorials: A Brief Report"</p> <p>Write a brief report on the rhetorical strategies used in the two Editorials and their effectiveness. (2 pages)</p>	<p>Paragraph by Paragraph analysis</p> <p>Assigned Reading: "A Discourse Analysis of Elite American Newspaper Editorials: The Case of Iran's Nuclear Program"</p> <p><b>Due Today:</b> Informal Writing Assignment: "Analyzing Editorials: A Brief Report"</p> <p>Homework: Read the given theoretical Essay and write a brief (2 pages) review. Due for next class. List 5 current topics of discussion in Newspaper Editorials.</p>	<p>JAC Activity 3 page 83. (You need to come prepared with at least 5 topics currently in discussion)</p> <p><b>Due Today: Report on theoretical essay and 5 chosen topics of interest.</b></p> <p>Homework: Type up and revise today's informal writing assignment for next Monday.</p>
<p>6</p> <p>Class Activities: Structuring the Editorial Analysis.</p> <p>---Framing the Research question ---Incorporating theory into the analysis paper</p> <p>The Editorial Analysis Reflective memo structure</p> <p><b>Due Today: Informal writing assignment JAC page 83.</b> <b>Homework:</b> <b>Create a 4 page draft of the Editorial Analysis final paper for Peer Review Workshop.</b></p>	<p>8</p> <p>PEER REVIEW WORKSHOP FOR EDITORIAL ANALYSIS. (50 MINS)</p> <p>Due Today: Draft of Editorial Analysis final paper (4 pages).</p> <p>© Original Artist Reproduction rights obtainable from www.CartoonStock.com</p>  <p>"Frankly, I'm not sure this whole idea-sharing thing is working."</p>	<p>10</p> <p>CONFERENCES (No Class)</p> <p>Room G-05 100 Colson Hall Downtown Campus</p> <p>Due Today:</p> <ul style="list-style-type: none"> <li>b) A draft of your paper in whatever stage it exists.</li> <li>c) Questions for discussion about the paper, topic, paper structure or evaluation.</li> </ul>
<p>13</p> <p>UNIT III: Research Proposal</p> <p>---Introduction to the final paper. ---Topics of current discussion in the media</p> <p>Class Activity: "Arguments, debates and controversies"</p> <p>Informal writing assignment: make a list of the top 10 controversial subjects over the last 5 years.</p>	<p>15</p> <p>The Research and the Proposal</p> <p>--Step by step method for researching a current topic. ---Generating research questions ---Identifying current directions in critical research.</p> <p>Homework: Make a list of a few controversial or debatable topics that interest and intrigue you. (List due in class on Friday). Choose one broad</p>	<p>17</p> <p>Framing the Research Question</p> <p>Class Activity: Evaluating your research Informal writing Assignment —answering some simple questions about research.</p> <p>Framing the proposal— structure and main points Possible directions for further research, identifying research questions.</p>

<p>Due Today: <b>Editorial Analysis Final-for-now version. (5+pages)</b> <b>Reflective Memo (1-2 pages)</b></p>	<p>area of research for the final paper. Conduct expository research on the chosen topic and come prepared with the highlights of your research.</p>	<p>Due Today in class: List of chosen topics, and highlights of the research</p> <p>Homework: Create a 3 page draft of the Research proposal for the Peer Review workshop next Monday.</p>
<p>20</p> <p>PEER REVIEW WORKSHOP FOR RESEARCH PROPOSAL</p> <p><b>Due Today: Research Proposal full length draft (to be revised for final submission next week)</b></p>	<p>22 Midterm Reflective Writing</p> <p>Comparative memo structure and format Outlining plans of revision for Advertisement Analysis and Editorial Analysis</p> <p>Homework: Revise all informal writing assignments for submission on Friday</p> <div data-bbox="630 856 1036 1171" data-label="Image"> </div>	<p>24 (<i>Feb 24 is the mid-term point!</i>)</p> <p>CONFERENCES (No Class) Room G-05 100 Colson Hall Downtown Campus</p> <p>Due Today at the Conference:</p> <ol style="list-style-type: none"> <li>Midterm Portfolio—containing revised versions of the first two assignments, assigned informal writing exercises and reflective writing assignments.</li> <li>A draft of the Research proposal (Come prepared to discuss your plans for the final research paper.</li> <li>Questions or concerns about the chosen topic, possible ideas for thesis etc.</li> </ol>

March		
Monday	Wednesday	Friday
<p>Feb 27</p> <p>UNIT IV: Annotated Bibliography</p> <p>---Understanding the Information Cycle ---Tracking information across time and genres ---Kinds of Bibliography and their uses</p> <p>Class Activity: JAC page 94-96</p> <p><b>Due Today:</b></p>	<p>Feb 29 (<i>Mid-Semester Grades Due Mar 3</i>)</p> <p>Class discussion:</p> <ol style="list-style-type: none"> <li>Finding sources-- some important ideas about Web research</li> <li>Selecting the correct sources, checking for authority</li> </ol> <p>Homework: Work out the Google Worksheet in JAC page 87. Make a list of at least 5 sources according to MLA format. Read</p>	<p>Mar 2</p> <p>Annotating sources</p> <p>Class activity: learning to annotate the sources.</p> <p>Due Today: A list of at least 5 possible sources written according to MLA format Notes about their subject, claim and purpose.</p>

<p><b>Research Proposal final version and Research proposal Reflective Memo (1-2 pages).</b></p>	<p>the introduction briefly and make a note about the subject of the source, its claim and its purpose.</p>	
<p>5 Paraphrasing and quoting</p> <p>Class Activity: JAC page 71-74</p> <p>Framing the Annotated Bibliography Reflective Memo.</p> <p>Homework: Write a brief summary for each of the 5 sources you have found already</p>	<p>7 Evaluating your Research</p> <p>--Identifying directions for further study ---Using current and dated sources ---Supporting your argument</p> <p>Homework: Based on your research find 5 more sources that can be included in the Bibliography</p>	<p>9</p> <p>Due in class today: Any current (within the last 5 years) academic essay or book in print.</p> <p>Class Activity: JAC page 125 (to be worked out in class) --Creating an Annotated Bibliography ---Understanding MLA citation rules</p> <p>Ref: JAC "Basic Guide to MLA Documentation" page 123. Homework: JAC PAGE 143. Work on ideas for the final paper, your final Annotated Bibliography.</p>
<p>12</p> <p>CONFERENCES Room G-05 100 Colson Hall Downtown Campus <b>Due Today at the Conference:</b></p> <p><b>1) Annotated Bibliography final version</b> <b>2) Abstract of the final paper (250 words).</b> <b>3) Annotated Bibliography Reflective Memo (2 pages)</b></p>	<p>14 No Class</p>  <p>© Original Artist Reproduction rights obtainable from www.CartoonStock.com</p> <p>search ID: jfz2204</p>	<p>16 No Class</p>

<p><b>19</b></p> <p>UNIT V: Final Research Paper</p> <p>Class Discussion: 1) Requirements for the final paper 2) Final paper structure</p> <p>Homework: Think of possible ideas for the Thesis statement workshop. Create a 3 page rough draft of the paper for the Thesis Statement Workshop.</p>	<p><b>21</b></p> <p>Class Activity: Thesis Statement Workshop I</p> <p><b>1) Discussing ideas for the Thesis statement</b> <b>2) Framing the topic, claim and</b></p>	<p><b>23</b></p> <p>Class Activity: Thesis Statement Workshop II</p> <p>1) Framing the thesis statement 2) Ideas for developing the argument 3) Looking at a few examples</p> <p>Homework: Assigned Reading, ALA page 66-68. Informal Writing Assignment: Developing a Thesis Statement for the final paper.</p>
<p><b>26</b></p> <p><b>Spring Break—No Classes</b></p>	<p><b>28</b></p> <p><b>Spring Break—No Classes</b></p>	<p><b>30</b></p> <p><b>Spring Break—No Classes</b></p>

April		
Monday	Wednesday	Friday
<p><b>2</b></p> <p>Using Theory in an Argument paper</p> <p>Class Discussion:</p> <ol style="list-style-type: none"> <li>1) A few theories in perspective</li> <li>2) Understanding theory</li> <li>3) Using theory in your paper</li> </ol> <p>Homework: Based on your topic, find at least 3 theoretical essays that you can use in your paper. Write a brief review (250 words) for each of them, clearly summarizing claim, the theory used and the final argument.</p>	<p><b>4</b></p> <p>Class Activity: Come prepared with the abstract of your paper. Using your reviews, write a brief memo, finding possible connections between the three theories and your argument.</p> <p>(This exercise will help you outline a theoretical basis for developing your argument in the final paper).</p> <p>Homework: Revise your report for submission on Friday. Final revised memo must be 2 full pages.</p>	<p><b>6</b></p> <p>Class discussion: Integrating Sources Finding a historical background:</p> <ol style="list-style-type: none"> <li>1) Primary and secondary sources.</li> <li>2) Historical databases</li> </ol> <p>Joining current discussions</p> <ol style="list-style-type: none"> <li>1) Recent literary criticism on the chosen topic</li> <li>2) Directions for further research</li> <li>3) Locating your own argument</li> </ol> <p><b>HOMEWORK:</b> Create a 4-5 page draft of the final paper using your research so far.</p>
<p><b>9</b></p> <p>Framing premises for the argument paper</p> <p>Class Activity: Discussion on paragraph conventions and the uses of paraphrasing, summaries and quotes.</p>	<p><b>11</b></p> <p>Class Discussion:</p> <ol style="list-style-type: none"> <li>1) Final Paper Structure</li> <li>2) JAC PAGE 39— Understanding and applying the Rhetorical Triangle.</li> <li>3) Effective ways of writing an introduction and</li> </ol>	<p><b>13</b></p> <p>Class Discussion:</p> <p>Revising your Research Proposal and Annotated Bibliography.</p> <p>Due today in class: Drafts of the Research proposal and Annotated Bibliography</p>

<p>Informal Writing Assignment "Promising Premises" (25-30 mins)</p> <p>Due today: A draft of your final paper (4 pages)</p>	<p>conclusion 4) Writing for an audience. 5) Organizing your research, sources, notes, quotes into a coherent argument paper.</p> <p>Homework: Assigned reading JAC pages 61-65.</p>	<p>Final look at the thesis statement, organizing the sources according to use and purpose.</p> <p>Homework: A 5-6 page draft of the final paper for Peer Review next Monday.</p>
<p>16</p> <p>PEER REVIEW WORKSHOP for Final Paper (50 mins)</p> <p>Due Today in class: Final paper draft (5-6 pages)</p>	<p>18</p> <p>Drafting the Final Reflective Memo Structure and format</p> <p>Class Activity: Drafting the Reflective Memo in class.</p> <p>Due in class: Notes to help you draft the reflect memo.</p>	<p>20</p> <p><b>WVU Holiday—No Classes</b></p>
<p>23</p> <p><b>FINAL PRESENTATIONS</b></p>	<p>25</p> <p><b>FINAL PRESENTATIONS</b></p>	<p>27</p> <p><b>FINAL PRESENTATIONS (to be continued)</b></p> <p><b>Due Today: Final Portfolio.</b> <u>All portfolios to be dropped off after class at the office.</u> <b>PORTFOLIO PICKUP on the 4<sup>th</sup> of May (Next Friday)</b> Room G-05 100 Colson Hall</p>

