

FALL 2011

ENGL102-071, COMPOSITION & RHETORIC

TUESDAYS & THURSDAYS, 11:30AM TO 12:45PM, ARMSTRONG 403

GENERAL COURSE INFORMATION

Instructor: [David Beach](#) | **Office:** 116 Colson | **Phone:** 304-293-9711

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Office Hours: M 1pm to 5pm, W 9am to 11am or by appointment.

Virtual office hours through AIM.

Required Texts:

- *ENGL102 Joining Academic Conversations* (JAC)
- Composition Style Guide (available in eCampus)
- *New York Times*
- Other handouts (available in eCampus)

COURSE GOALS

ENGL102 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. 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; and as a way to argue effectively and persuasively in a variety of contexts.

COURSE POLICIES

eCampus & Other Technology Tools

We will use eCampus for course materials, assignments, submissions, discussions and collaboration. eCampus works better with Firefox and Safari, and to a lesser extent with Chrome. **Note:** IE9 is not supported and will not function properly. To access eCampus, follow these directions:

- Open a browser.
- Go to <https://ecampus.wvu.edu/>
- Allow pop-ups to be accepted from this site
- Ensure your Java program is up-to-date
- Click on WVU Main Campus icon (on right side)
- Enter your MIX username and password.
- Click on ENGL-102 (course material will be available on or before Aug 23rd)

Enrollment

Students are responsible for verifying their enrollment in this class.

- Last Day to Add: Aug 26th
- Last Day to Drop: Oct 28th
- Last Day to Withdraw from the University: Dec 8th

Class and Attendance

Because this course depends on your active preparation for every class and your active involvement during every class meeting, regular and on time attendance and active participation are critical to your success. On a T-Th schedule, **each student is allowed up to two absences**. A third absence will result in the loss of up to one letter grade for the course. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who miss 5 or more classes will fail the course. Arriving late will also impede your success in class. **Four late arrivals will be counted as an absence.**

You are expected to conduct yourself professionally and be an active, dedicated participant and colleague. This means participating in classroom and online discussions, meeting with group members either face-to-face or via a variety of media, attending online conferences with me at mutually agreeable times, and posting assignments on time. This also means notifying me of any issues which would impede attendance or completion of work. Things happen in life (loss of job, illness, illness or death of loved ones), and when these things occur, I am empathetic and flexible *if I know about them*. For example, if one has a family emergency, one does not disappear from work without notice; the same thing applies to school (not just this class, but all classes). Maintain contact, and we can work around issues.

E-Mail/IM

You should use your MIX e-mail account for class-related correspondence. I will only send material to MIX e-mail accounts to ensure confidentiality. If you use an e-mail account other than the MIX e-mail account, you can have your MIX e-mail forwarded to that account. Your other account should identify you by name, and if possible, you should change the settings on a class-related e-mail to have responses sent to your MIX e-mail account.

I typically have my AIM account open. Feel free to IM me with course-related questions and/or concerns. If I do not respond immediately, I will respond whenever I see your message. NOTE: If you have an AIM screen name which is something other than your name, *be sure to identify yourself*.

File Naming

Since all assignments will be submitted online, a critical piece of time management and efficiency lies in file naming. When I download assignments to review, each file needs to have a unique file name, or else files are overwritten. For example, if Anna sends me an analysis assignment, and the file is named analysis.doc, and Bill sends me an analysis assignment with the same file name, the latter will overwrite the former unless I change the file name. This, obviously, takes up more time and effort, and raises the possibility of missing and misdirected files.

File names must be labeled with your MIX userid and the name of the work (in shortened form). Here is an example of Jane Doe's Writing Strategies assignment: *jdoe2_strategies*.

I will return unread any attachment that does not follow this file naming protocol. Also, make sure your name is on the document itself.

When I return your work with feedback, you will see "fb_" appended to the front of the file name (e.g. *fb_jdoe2_analysis*). When you submit a revision, you should remove the *fb_* prefix and append "_v2" (e.g. *jdoe2_analysis_v2*) to differentiate the revision from the original.

Document Format

Presentation is an evaluation factor. It is important to remember that one way to "invite" reading of your work is to make it attractive. See The Style Guide in eCampus for more information.

Submission of Papers

All major assignments will be submitted electronically in the Assignment Dropbox in eCampus. The assignments should be posted before 11:59pm on the due date. Please review the file naming protocol above. You should retain all your assignments as they are returned to you.

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.)

Late Assignment Policy

No late assignments will be accepted. In cases of *documented* illnesses or emergencies, or bona fide technical issues (such as power and server outages, hard drive crashes, etc.), I will handle those on a case-by-case basis. In any of these cases, contact me as soon as possible via e-mail or voice message to let me know of the issue.

Extra Credit

I am fundamentally opposed to the concept of extra credit since if I offer extra credit to one person, I have to offer it to all.

ENGL102 GRADING POLICY

Your course grade will be based on the following:

- Participation: 10%
 - Attendance, punctuality, discussion, responding to News Discussions, Peer Review, Conferencing
- Short Writing Assignments: 20%
 - Homework, Facilitating News Discussion
- Portfolio: 70%
 - Analysis #1, Analysis #2, Research Proposal, Annotated Bibliography, Argumentative Essay, Reflective Memo

Statement on Academic Integrity

WVU's Academic Integrity Policy states:

Faculty, students, and administrators share the responsibility to maintain the University's academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University's catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to be fully familiar with the Student Conduct Code which can be found at <http://studentlife.wvu.edu/studentconductcode.html>. If you are at all confused about what is or is not plagiarism, ask!

Administrivia

[For online classes, the first paragraph obviously does not apply.]

When we meet, beepers, cellular phones, and other personal electronic devices must be silenced, and there should be no texting or electronic chatting in class. It is disruptive to everyone for beepers and cellular phones to ring during class, distracting and disengaging to chat online, and rude to take and make calls during class. When we meet in a computer lab, food and drink are not allowed.

West Virginia University is committed to social justice. I concur with that commitment and expect 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.

All of us are different. This is good because we then learn about our differences, what makes each of us unique, and how to be tolerant of our differences. I want to promote an open classroom where all topics are open for discussion in a rational and unthreatening manner. With that said, what is not acceptable in the classroom is any kind of bashing. This includes, but is not limited to, insensitive and/or inappropriate remarks, statements, or actions regarding race, ethnicity, religion, gender, sexual orientation, political preference, *ad infinitum*.

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 Disability Services (http://socialjustice.wvu.edu/office_of_disability_services, 304-293-6700).

COURSE RESOURCES

Resources

A wealth of resources for writing, both in general and in the disciplines, is located at <http://classweb.gmu.edu/dbeach/composition/>.

WVU Writing Center

The WVU Writing Center is a space where both undergraduate and graduate tutors can help you with any aspect of the writing process. The tutors can assist from the beginning stages of brainstorming a topic and starting an essay to the final touches of creating the Works Cited page and revising for the final portfolio.

The WVU Writing Center is located in G02 Colson Hall. Appointments can be made for 30 or 60 minutes by calling 304-293-5788 or dropping in. The Writing Center is open 10am to 5pm, Monday through Thursday, and 10am to 3pm on Fridays. For more information, see http://english.wvu.edu/centers/centers/writing_center.

COURSE SCHEDULE

A schedule of readings will be posted in eCampus. The schedule is subject to slight alteration based on the progress of the class.

CLASS DATE	DISCUSSIONS AND ACTIVITIES
23 Aug	Discussion: Course Introduction and Expectations, Using eCampus Homework: Diagnostic Writing (in eCampus)
25 Aug	Discussion: Copyright and Intellectual Property, Avoiding Plagiarism Research and Ethics, Documentation
30 Aug	Discussion: Brainstorming and invention News Discussion: See eCampus Homework: Exploring a Topic (in eCampus)
01 Sept	Discussion: Analyzing information and argumentation News Discussion: See eCampus
06 Sept	Discussion: Rhetoric and argumentation News Discussion: See eCampus
WED 07 Sept	CONFERENCES/PEER WORKSHOP
08 Sept	NO CLASS – CONFERENCES /PEER WORKSHOP News Discussion: See eCampus
FRI 09 Sept	CONFERENCES/PEER WORKSHOP

13 Sept	Discussion: Synthesizing information DUE: Analysis #1 Final for Now
15 Sept	Discussion: Evaluating Sources News Discussion: See eCampus Homework: See eCampus for prompt
20 Sept	Discussion: Using Sources: Part 1 News Discussion: See eCampus Homework: See eCampus for prompt
22 Sept	Discussion: Using Sources: Part 2 News Discussion: See eCampus
27 Sept	Discussion: Crafting a proposal DUE: Analysis #2 Final for Now
29 Sept	Discussion: Subjectivity vs Objectivity DUE: Research Proposal
04 Oct	Discussion: Quantitative vs Qualitative information News Discussion: See eCampus Homework: See eCampus for prompt
06 Oct	Discussion: The Second Half – The Research Process DUE: Midterm Portfolio
11 Oct	Discussion: Creating and Annotating a Bibliography News Discussion: See eCampus Homework: See eCampus for prompt
WED 12 Oct	CONFERENCES/PEER WORKSHOP
13 Oct	NO CLASS – CONFERENCES /PEER WORKSHOP News Discussion: See eCampus
FRI 14 Oct	CONFERENCES/PEER WORKSHOP
18 Oct	Discussion: Critical Reading & Thinking: Part 1 News Discussion: See eCampus
20 Oct	Discussion: Critical Reading & Thinking: Part 2 DUE: Annotated Bibliography Final for Now
25 Oct	Discussion: The Research Argument: Part 1 News Discussion: See eCampus Homework: See eCampus for prompt
27 Oct	Discussion: The Research Argument: Part 2 News Discussion: See eCampus
01 Nov	Discussion: The Research Argument: Part 3 News Discussion: See eCampus Homework: See eCampus for prompt
03 Nov	Discussion: The Research Argument: Part 4 News Discussion: See eCampus
08 Nov	Discussion: The Research Argument: Part 5 News Discussion: See eCampus Homework: See eCampus for prompt
WED 09 Nov	CONFERENCES/PEER WORKSHOP
10 Nov	NO CLASS – CONFERENCES /PEER WORKSHOP News Discussion: See eCampus
FRI 11 Nov	CONFERENCES/PEER WORKSHOP
15 Nov	Discussion: Finalizing the Argumentative Essay News Discussion: See eCampus
17 Nov	Discussion: Some Metacognitive Work DUE: Argumentative Essay Final for Now

22 Nov	NO CLASS – THANKSGIVING BREAK
24 Nov	NO CLASS – THANKSGIVING BREAK
29 Nov	Discussion: Putting it Together News Discussion: See eCampus Homework: See eCampus for prompt
WED 30 Nov	CONFERENCES/PEER WORKSHOP
01 Dec	NO CLASS – CONFERENCES /PEER WORKSHOP News Discussion: See eCampus
FRI 02 Dec	CONFERENCES/PEER WORKSHOP
06 Dec	Discussion: Some More Metacognitive Work News Discussion: See eCampus
08 Dec	Discussion: Final Thoughts, Course Evaluation, Future Writing DUE: Portfolio
15 Dec	Pick up portfolios in Instructor's Office

FALL 2011: COURSE AGREEMENT

Please sign and return to the instructor

Course # and section: _____

Name (printed legibly): _____

Local phone: _____

MIX E-mail address: _____

List any specific personal cognitive or physical challenges you choose to inform the instructor about:

I HAVE READ AND UNDERSTOOD THE SYLLABUS FOR THIS COURSE, AND I AGREE TO ABIDE BY THE POLICIES.

Signature: _____

Date: _____

(* OPTIONAL ***)**

Permission to Copy Student Work

Permission to copy your work is requested for use in academic purposes (e.g., models for other students, examples of genre, samples for classroom activities, inclusion in teaching portfolios, teaching assessment and research, etc.). Your anonymity is assured. All copies of work will have your name and any references to you removed.

I hereby give permission to have my work copied and/or distributed for anonymous, academic use.

Name: _____

Date: _____

Email: _____