

ENGL 102.502
 Percival 314-A
 TR 12:30-1:45
 E-mail: kopokuag@mix.wvu.edu

Kwabena Opoku-Agyemang
 Office: 114 Towers Annex
 Office Hours: T 2:00-3:00 pm (and by appointment)
 Mailbox: 107 Colson Hall

ENGLISH 102: DIVERSITY, MULTICULTURALISM, AND RHETORIC

English 102 follows from English 101 to expand on the skills you learned, which include using rhetorical strategies in different ways. In this course, we will consider what it means to argue, persuade, evaluate, propose, research, and critique ideas, important skills for your various majors and critical tools in these current times. Ultimately, you will polish your writing and rhetorical abilities in diverse contexts while appreciating ways in which class activities can positively impact your personal, professional, and social lives.

We will approach this class through the twin prism of multiculturalism and diversity, two terms with multiple definition and tons of criticism. Our discussion and research will connect with themes rooted in these two terms, and will hopefully influence the way we relate with people who we consider different from ourselves.

REQUIRED TEXTS (Available at the WVU Bookstore and Other Outlets)*

- WVU English Faculty. *Joining Academic Conversations*. 7th ed. ISBN: 9780738071077
- Lunsford. *Easy Writer*. F16 ed. ISBN: 781319076849

*Assorted Readings will be Available Online During the Semester

COURSE GOALS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of actions, choices, and their world, beyond 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, you should be able to do the following:

1. Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
2. Explain an issue or problem through description of key terms, perspectives, and points of tension.
3. Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.
4. Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
5. Integrate credible and relevant online, print, and primary sources into writing to support ideas.
6. 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>.

COURSE EXPECTATIONS

***Please read all course content materials carefully as you will be held responsible for meeting any and all course expectations in their entirety.*

Attendance (in accordance with the WVU English department)

The WVU English department attendance policy is designed to set students up for success, and generally speaking, students who miss more than two weeks of instruction are not able to recover from the impact of missed instruction, which includes participation. If you have any questions or concerns about your ability to attend class, please see me as soon as possible. I attempt to work with students on an individual basis, and frequently find resolutions quickly (though I cannot provide any guarantees). Any time you miss class you are entirely responsible for acquiring the lesson materials, assignments, and notes. **Please note that missing class does NOT exempt you from deadlines.**

Attendance is required for this course. In the event of personal situations and required university events, the course provides **two absences**. Absences are neither excused nor unexcused—all absences are equal. All absences count toward the total number, and this policy starts from the moment you are registered in the course. Your health is important, and so I encourage you to save absences for illnesses, injuries, or critical personal problems.

Students who miss more than **two days** of class risk being penalized **up to one letter grade for each additional absence.**

Students who miss more than **six days** of class **will be assigned a failing grade for the course.**

Extended Absences: If you know in advance that you will need to miss more than two 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.

Late Attendance: Please make every effort to arrive on time. I often will welcome you no matter what time to you walk in the door, but if you make it a habit, you will find a less gracious evaluation at midterm and the end of the semester.

Feedback, Evaluation, & Grades (for more information refer to JAC)*

As per the guidelines of the WVU Center for Writing Excellence your grade in this course is based on the following:

Participation (10%): Your participation in class is based on (but not limited to):

- Your ability to contribute to class discussions, including asking critical questions and demonstrating thoughtful responses to others' inquiries;
- Your ability to analyze and engage with the material;
- Your participation in group projects, such as peer review or small group work in class or in conferences.

Exploratory Writing (20%): Comprises primarily of various essays and peer review letters, which will be discussed and agreed upon in class.

Portfolio (70%): You will receive a specific prompt for building your portfolio, which will ultimately provide evidence demonstrating your understanding and execution of the course goals.

*The portfolio philosophy means that grades are usually given only at the end of the semester, and in the meantime there will be sign posts to give you a fair idea of where you stand. *Joining Academic Conversations (JAC)* has rubrics that will inform these sign posts, which will be discussed in class.

Office Hours

My office hours offer a chance for us to benefit from one-on-one interactions. Drop in between 2-3 pm on Tuesdays (right after class) and I will be more than happy to discuss anything related to the course. Alternatively, email me (I will do my best to respond within 48 hours on weekdays) so we can discuss issues or arrange a time to meet.

Late Coursework

Turning in your work late will impact negatively on your grade for the course requirement in question, and will be accepted in very limited circumstances. **There will be no room for late submission of your final portfolio.**

Inclusivity 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 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 check <http://diversity.wvu.edu>

Plagiarism and Academic Integrity

WVU's policy regarding plagiarized work can be found online at: <http://studentlife.wvu.edu/studentconductcode.html> (see Section B of Article III). We will discuss plagiarism in class, but it is your responsibility to be familiar with the WVU policy.

Conduct

Not least because we are dealing with multiculturalism and diversity, I expect all members of the class to be respectful of each other and me, regardless of religious, social, or political differences. I will not condone discriminatory remarks regarding race, ethnicity, gender, sexual orientation, religious belief, health, economic status, etc. Disruptive behavior may negatively impact your class participation grade and, if egregious enough, result in your expulsion from the class. Be mindful that the best way to participate in class is to both talk and listen to what others have to say. I don't expect class members to agree, but I do expect that you will acknowledge other points of view.

Eberly Writing Studio

The WVU English Department has this great resource in Colson G02. You should definitely check them out, especially since you will be writing a research paper. For more information visit <http://speakwrite.wvu.edu/writing-studio>

COURSE SCHEDULE (This schedule is subject to change)

Tuesday January 9	Introductions Syllabus Overview
Thursday January 11 (Friday January 13 – Last Day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit)	What is Multiculturalism? Diversity Respect and Perspective
Tuesday January 16	Analysis vs. Summary What is Rhetoric? (<i>JAC</i> 1-11) Assign Short Analysis Paper
Thursday January 18	Thesis Statements “The Danger of a Single Story”
Tuesday January 24	Logic Audience & Pathetic Appeals Establishing Ethos with your Audience “The Failure of Multiculturalism”
Thursday January 26	Logical Fallacies Transitions Why Should I Read You? Peer Review Preview
Tuesday January 31	Peer Review Reflective Writing
Thursday February 2	CONFERENCES
Tuesday February 7	Short Analysis Paper Due Assign Proposal and Annotated Bibliography
Thursday February 9	Library Visit (Room G-16, Evansdale Library)
Tuesday February 14	Choosing a Good Topic (<i>JAC</i> 81-88) Proposals and Audience Reflective Writing
Thursday February 16	Annotating, Defining, and Establishing Sources Plagiarism
Tuesday February 21	Academic Research (<i>JAC</i> 89-92) MLA (<i>Easy Writer</i>) The Epic Fail (<i>JAC</i> 45)
Thursday February 23 (Friday, February 24—Mid-Semester)	The Diversity of a Portfolio Visual Rhetoric
Tuesday February 28	Proposal and Annotated Bibliography Due Mid-Term Portfolio Due

Thursday March 2	Pushing Arguments Looking Back, Moving Forward
SPRING BREAK	
Tuesday March 14	Assign Final Research Paper
Thursday March 16	Thesis Statements Revisited
Tuesday March 21	Common Writing Mistakes The Joys of Documentation
Thursday March 23 (Friday, March 24—Last Day to Drop a Class)	Making an Argument Persuasion in a Multicultural Perspective
Tuesday March 28	CONFERENCES
Thursday March 30	Independent Research
Tuesday April 4	Introductions and Conclusions
Thursday April 6	How to Present: Verbal Rhetoric Audience Considerations
Tuesday April 11	Revision Workshop: Paragraphs, Reverse Outline & Effective Sentences Assign Final Portfolio
Thursday April 13	PEER REVIEW
Tuesday April 18	CONFERENCES
Thursday April 20	PRESENTATIONS
Tuesday April 25	PRESENTATIONS
Thursday April 27 (Last Day to Withdraw from the University)	Class Wrap-Up (Final Portfolio Due Friday May 5: 11 am-1 pm)