

<b>English 102: Composition and Rhetoric</b>	
Section 28 Spring 2013, CRN 11186	
Monday, Wednesday, Friday 12:30-1:20	
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Office Location: Colson 308	Office Hours: M, W, F 11:30-12:20 or by appointment
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**Overview.**

Effective writing is essential to any field of study. Each of you already possesses the skills to write effectively—every one of you has already completed English 101 (or the equivalent). English 102 will advance these skills. In this class, we will immerse ourselves in argumentative writing and thinking. You will practice generating ideas, clearly and confidently stating your opinions, developing and organizing cohesive essays, acknowledging and understanding your writing audience, and continuing to develop your writing style. By the end of the semester, everyone will have completed 20-plus pages of polished writing.

**Course Goals/Outcomes.**

- 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.

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

- *Joining Academic Conversations*, 6<sup>th</sup> Ed. Detroit: Hayden-McNeil, 2013. ISBN13: 978-0-7380-5269-4
- Lundsford, Andrea A. *Easy Writer*, 4<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2010. ISBN: 0-312-63821-3
- You will also need to access your MIX account and eCampus regularly. In lieu of an expensive reader, I will put readings on eCampus. It is your responsibility to either print out the readings or have a digital copy for class discussion. Please check your MIX email before every class period.
- Please plan on printing out copies of your paper throughout the semester.

**English 102's Portfolio Approach.**

Writing is an ongoing process. In order for you to grow as a writer, you need to be able to take risks. The portfolio allows you to do this. Throughout the semester, you will be turning in drafts (Final for Nows) of your formal papers. You will receive detailed feedback and be expected to revise. At midterm and at the end of the semester, you will turn in a portfolio with all of your formal papers and a sampling of additional work. Please keep all work for this class for your portfolio. Only graded assignments will be accepted in your portfolio.

**Course Requirements:**

This is a college level class. Students' work is expected to reflect this. As a college student, you are expected to show understanding of syntax, grammar, structure, and critical thinking as an effective communicator. I will follow the descriptors provided in *JAC* on pages xvi-xvii. The following criteria let you know what is expected of you. Please note the course rubric on the inside back cover of *JAC*.

### **Formal Writing (70%):**

By the end of the semester, everyone will have over twenty pages of polished writing. Please note that all formal writing should be in MLA format (double-spaced, Times New Roman, 12 point font, one-inch margins, name and page number on each page). If a student fails to adhere to the paper's criteria in their Final for Now (i.e. lack of MLA formatting, citations, length, etc), his or her final grade on that paper will be dropped a half a letter for each criteria missed. These are the formal papers assigned for this class:

- Advertisement analysis (4+ pages) (25%) DUE 2-1: Write a response in which you examine the rhetoric and effectiveness of an advertisement. Pay particular attention to how audience is invoked. Goals: a clear, well-established thesis statement and demonstration of understanding of rhetorical analysis, particularly audience.
- Argument analysis (4-5+ pages) (25%) DUE 2-22: Write a response in which you analyze a CURRENT editorial (last 3 years). You will identify the major parts of the argument—claim, support, warrant—and evaluate the success of the argument. Pay particular attention to how the author relates to the audience. Goals: a clear, well-established thesis statement, understanding of rhetorical appeals, and analysis of the construction and effectiveness of an argument.
- Research proposal (2+ pages) (12.5%) DUE 3-6. Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. You must have at least 2 credible sources with a works cited page. The proposal helps you to articulate the direction of and purpose for your research. This assignment is not available for revision.
- Annotated bibliography (6+ pages) (12.5%) DUE 4-1. An Annotated Bibliography is an alphabetical list of citations of 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. You will need at least ten sources (at least 6 scholarly, 1 video, and 1 text). You will also write a preface with a working thesis. This assignment is not available for revision.
- Argumentative essay (6+ pages) (25%) DUE 4-17. 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 well-supported argument. Goals: well-established thesis statement, appropriate use of sources, and an effective argument.

### **Informal Writing (20%):**

Your informal writing grade is comprised of homework assignments. For each unit, you will typically have one homework assignment that addresses your formal paper. The majority of your homework assignments will be responses to the readings.

Breakdown of readings by unit:

Advertisement Analysis: Readings #1, 2.

Editorial Analysis: Readings #3, 4, 5.

Proposal, Annotated Bibliography, and Researched Argument: Readings #6, 7, 8, 9, 10, 11. For one of these readings, you will be coming up with discussion questions. At midterm, you will sign up for a particular reading.

The written responses should be at least one and a half pages long, double-spaced, Times New Roman, 12 point font (MLA format). For each of the readings, please follow the prompt on eCampus. There will be guided directions for what type of reading response I am looking for. Follow the prompt for the content of your response; however, unless otherwise noted, the style of your response is up to you. It can be any of the following: traditional analysis (thesis statement, unified paragraphs), creative writing (poem, short story, personal narrative response), visual (comic, poster), power point, discussion questions with answers, or something that you run by me. Regardless of what you choose, you need to demonstrate a clear understanding of the text assigned with in-depth analysis. Reading responses are due in class on the day we discuss the readings.

Students will also be expected to present one “found” argument” (to be assigned later in the semester).

Students will present their researched argument at the end of the semester.

In addition, you will also have one writing topics presentation (grammar, thesis statements, paragraphs, etc).

Unless noted in class, your peer reviews will be graded.  
Every student is responsible for class notes.

You will also be turning in four short reflections throughout the semester: This I Believe About Writing (due Friday, January 8), This I Believe About My Topic (due Friday, March 1), Midterm Reflection (due Friday, March 1), and your final Reflection (due Friday, May 3). There also may be quizzes on the readings and smaller homework assignments.

NOTE: I will drop your lowest informal writing grade.

**Participation (10%):**

Participation is assessed not only by attendance, but also on your investment in class activities, discussion, and your ability to respect others.

A note on grading:

Because this is a portfolio class, students will receive feedback, not grades, on their “Final For Nows.” This is because every student is expected to revise. The content of the feedback should make it clear where the paper stands (if it is passing or not). If a student wants to discuss grades, he or she can always stop by during office hours. Please note that all grades are non-negotiable.

**Policies:**

Absences/Tardiness:

Because this is a workshop-based class, regular attendance is expected and required. Absences and tardies can lower your grade, including down to an “F.” Three absences are allowed. If you miss more than three class periods, **for whatever reason**, you can expect your grade to be lowered up to one letter for each subsequent absence. This means that on your third absence, your grade will begin to be affected. By your sixth absence, you will fail. If you anticipate missing more than three classes this semester, please consider taking this class another semester. Please speak to me in person or by email if you anticipate missing a class (if you are sick or have a personal emergency, please email me before class). Please refer to page xii in *JAC* for the absence policy. Please note that an absence is not an excuse for turning in work late. It is your responsibility to turn in your work regardless if you are absent.

Showing up to class late disrupts the class and wastes class minutes. Excessive tardies will affect your participation grade. If your tardies add up to one class period, you will acquire an absence.

Participation/Cell Phone Policy:

Please show up to class prepared. If you are distracted, not paying attention and/or disruptive, I reserve the right to ask you to leave, resulting in an absence for the day. Please refer to page xiii to xiv in *JAC*.

Cell phones are to be off and put away. Excessive cell phone use can result in a lowered participation grade and up to an absence.

Late Work:

Late work is unacceptable. Technological failures are not an excuse (a failed printer, an email attachment that did not attach). It is your responsibility to ensure that all work is turned in on time. Any late short writes will not be counted. Any late “Finals for Now” will not be read until your portfolio. If you do not turn in a “Final for Now” one week after the due date, it cannot be counted in your portfolio. Please speak to me in person at least one week in advance if you foresee a problem with the due date. Please know that extensions are only given in extraordinary circumstances. Remember, an absence is not an excuse; it is your responsibility to get your work to me on the day it is due. Please refer to *JAC* page xiii.

### Conferences:

Conferences are a great opportunity for me to meet with you and discuss your work. On conference days, we will not have class; thus, missing a conference, will be counted as an absence. It is your responsibility to contact me if you cannot make your conference.

### Office Hours:

My office hours are Monday, Wednesday, and Friday from 11:30-12:20 in Colson 308. If you cannot make any of these times, we can schedule a meeting. Please stop by if you have any questions or concerns (these hours are there for you).

You can email me as well with any questions or concerns and expect a response within 24 hours Monday through Friday. If you are emailing me an assignment, please make sure that you state the assignment in the subject heading and copy the assignment into the body of the email (as well as including it as an attachment). For all emails, please have a subject heading and make sure that you sign your email.

### Peer Review:

We will be having multiple peer review days in class. Peer reviews allow you to get valuable feedback on your drafts. Coming to class unprepared on peer review days (or not actively participating in peer review), will result in either losing participation credit for the day or up to an absence.

### Academic Integrity/Plagiarism:

Everything that you turn in is expected to be your original work and properly cited. When in doubt, cite! WVU takes plagiarism very seriously. Any form of plagiarism (even unconscious plagiarism) will result in the very least in an "F" on the assignment. Plagiarism can result in an "unforgivable F" in the class with additional disciplinary actions. Please refer to *JAC* pages xiii on plagiarism.

### Social Justice Discourse Policy:

In order to create an environment where different perspectives can be heard, our classroom needs to be an environment that does not tolerate any form of discrimination. For more information on West Virginia University's social justice policy, please see *JAC* page xiii.

### Accommodations:

If you anticipate needing any accommodations this semester, please see me as soon as possible. At WVU, we encourage everyone to participate and will make sure that any special accommodations required are met. Please know that special disability services are offered at the university. Please see *JAC* page xiii for more information. West Virginia University Office of Disability Services, Location: G-30 Mountainlair, Phone: 304-294-6700, Email: [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu)

### Writing Center:

The Writing Center is a valuable (and free!) tool to help shape your writing in any stage of the process. Writing Center tutors are available to help in any course. I strongly encourage each of you to take advantage of this service. The Writing Center is located in G02 Colson Hall. Their hours are M-Th 10-5 and Friday 10-3. Call for Evansdale and evening hours.

Phone: 304-293-5788. [http://english.wvu.edu/centers\\_and\\_projects/wcenter/writing\\_center\\_home](http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home)

### Schedule of Work

\*\*Subject to change according to progress.

Please bring your *Joining Academic Conversations (JAC)* and *Easy Writer (EW)* to all class periods.

January		
Monday	Wednesday	Friday
<p>14 Class Activities: Introduce Syllabus</p> <p>Homework: This I Believe About Writing assignment due via email by midnight on 1/21 (prompt on eCampus)</p>	<p>16 <u>Assign Advertisement Analysis (prompt on eCampus)</u></p> <p>Class Activities: Rhetorical Analysis Intro</p> <p>Homework: Reading #1 on eCampus and read JAC p. 39-41; EW p. 26-29 due 1/18</p>	<p>18 <i>(Last day to register courses)</i> <b>Meet in Colson G18</b></p> <p>Class Activities: Discuss Reading #1 <u>Assign Annotated Advertisement (due at conference)</u></p> <p><b>Due Today:</b> Response to Reading #1</p> <p>Homework: Reading #2 on ECampus and read JAC p. 49 due 1/23</p>
<p>21 <b>NO CLASS—Martin Luther King, Jr. Day</b></p>	<p>23 <b>Meet in Colson G18</b></p> <p>Class Activities: Discuss Reading #2</p> <p><b>Due Today:</b> Response to Reading #2</p> <p>Homework: Annotated Advertisement</p>	<p>25 <b>No Class Due to Conferences</b> <b>Due Today:</b> Annotated Advertisement</p> <p>Homework: Post draft of Advertisement Analysis on eCampus by class 1/28</p>
<p>28 <b>Meet in Colson G18</b></p> <p>Class Activities: Peer Review</p> <p>Homework: Finish response for peer review. Due by 8 pm tonight.</p>	<p>30 <u>Assign Editorial Analysis</u></p> <p>Class Activities: Revisit rhetorical analysis for writing</p> <p>Homework: Write</p>	<p>Feb 1 <b>Advertisement Analysis Due</b></p> <p>Class Activities: Introduce argument analysis</p> <p>Homework: Reading #3 on eCampus and read JAC p. 44-45; 54-58 due 2/4</p>
February		
Monday	Wednesday	Friday
<p>4</p> <p>Class Activities: Discuss Reading #3</p> <p><b>Due Today:</b> Reading Response #3</p> <p>Homework: Bring 2 possible editorials</p>	<p>6</p> <p>Class Activities: Editorial Analysis <u>Assign Annotated Editorial (due at Conference)</u></p> <p>Homework: Reading #4 on eCampus and read JAC p. 49-50 due 2/8</p>	<p>8</p> <p>Class Activities: Discuss Reading #4</p> <p><b>Due Today:</b> Reading Response #4</p> <p>Homework: Analyze Editorial</p>

11 Class Activities: Editorial Analysis  Homework: Reading #5 on eCampus and read JAC p. 70-71; 126 due 2/13	13 Class Activities: Discuss Reading #5  <b>Due Today:</b> Reading Response #5  Homework: Annotated Editorial	15 <b>No Class Due to Conferences</b> <b>Due Today:</b> Annotated Editorial  Homework: Post draft of Editorial Analysis to eCampus by class 2/18
18 <b>Meet in Colson G18</b>  Class Activities: Peer Review  Homework: Write	20 <u>Assign Proposal Assignment, This I Believe, and Midterm Portfolio with Proposal</u>  Homework: Write	22 <b>Editorial Analysis Due</b> Class Activities: Brainstorming.  Homework: Reading #6 on eCampus and read JAC 61-67; 115-117 and EW 178-191 due 2/25
25 Class Activities: Discuss Reading #6  <b>Due Today:</b> Reading Response #6  Homework: Write and Research	27 <b>No Class Due to Conferences</b>  Homework: Write	Mar 1 <b>This I Believe and MIDTERM PORTFOLIO Due</b>  <u>Assign Annotated Bibliography</u>  Homework: Reading #7 on eCampus, read EW p. 192-197, and reference the works cited section in EW on p. 215+, due 3/4.
<b>March</b>		
Monday	Wednesday	Friday
4 Class Activities: Discuss reading #7  <b>Due Today:</b> Reading response #7  Homework: Research and Write	6 <b>Proposal Due</b> <b>Meet in Colson G18</b>  Homework: Research. Bring 2 annotations to conference.	8 <b>No Class Due to Conferences</b>  Homework: Bring 1 annotation to Eliza's
11 <b>Class Meets in Eliza's Coffee Shop on 4<sup>th</sup> floor of Downtown Library</b>  <b>Due Today:</b> 1 annotation  Homework: Post 4 annotations and introduction to eCampus by class	13 Class Activities: Peer Review  Homework: Reading #8 on eCampus and read EW p. 197-202, due 3/15.	15 Class Activities: Discuss reading #8  <b>Due Today:</b> Reading Response # 8  Homework: Research
18 <u>Assign Topic Presentations</u> Class Activities: Research Integration  Homework: Reading #9 on eCampus and read JAC p. 140-142 and reference in-text citations in EW p. 217+, due 3/20.	20 <b>Meet in Colson G18</b> <u>Assign Researched Argument Paper</u>  Class Activities: Discuss reading #9  <b>Due Today:</b> Reading Response #9 Homework: Write and Research	22 <b>(Last Day to Drop)</b> Class Activities: Writing Activities and Topic Presentations  Homework: Write
25 NO CLASS - Spring Break!	27 NO CLASS - Spring Break!	29 NO CLASS - Spring Break!

<b>April</b>		
Monday	Wednesday	Friday
<p><b>1 Annotated Bibliography Due</b> Class Activities: Research Integration and Topic Presentations</p> <p>Homework: Reading #10 on eCampus and read JAC p. 13; 17-18; 148-149, due 4/10.</p>	<p><b>3 Meet in Colson G18</b> <u>Assign Argument Presentations</u></p> <p>Class Activities: Discuss Reading #10</p> <p><b>Due Today:</b> Reading Response #10</p> <p>Homework: Write</p>	<p>5 Class Activities: Research Integration and Topic Presentations</p> <p>Homework: Detailed outline with sources due at conferences.</p>
<p><b>8 No Class due to Conferences</b> <b>Due Today:</b> Detailed Outline with Sources</p> <p>Homework: Reading #11 on eCampus, due 3/10</p>	<p>10 Class Activities: Discuss Reading #11</p> <p><b>Due Today:</b> Reading Response #11</p> <p>Homework: Write</p>	<p>12 Class Activities: Research Integration and Topic Presentations</p> <p>Homework: Post draft to eCampus by 8 pm tonight. Respond to peer's draft by Sunday, April 14 by midnight.</p>
<p>15 Class Activities: Presentations</p> <p>Homework: Write</p>	<p><b>17 Researched Argument Due</b> <u>Assign Portfolio and Memo</u> Class Activities: Presentations</p> <p>Homework: Revise and bring advertisement analysis</p>	<p>19 Class Activities: Presentations and Advertisement Analysis Recap</p> <p>Homework: Write and bring either advertisement or editorial analysis</p>
<p>22 Class Activities: Topic Presentations and Revision activity</p> <p>Homework: Revise and bring Editorial Analysis</p>	<p>24 Class Activities: Topic Presentations and Editorial Analysis Recap</p> <p>Homework: Revise and bring Researched Argument</p>	<p>26 Class Activities: Topic Presentations and revision activity.</p> <p>Homework: Revise</p>
<b>April/May</b>		
Monday	Wednesday	Friday
<p>Apr 29 <b>No Class Due to Conferences</b> Homework: Bring any paper you want peer reviewed.</p>	<p>May 1 (<b>Last Day to Withdraw from the University</b>) Class Activities: Peer Review Homework: Write</p>	<p>3 <b>Due Today: <u>FINAL PORTFOLIO</u></b></p>

Final Portfolios will be returned during Final Exam Week, TBA.