

English 102: Composition and Rhetoric II, Section 7 D1

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You should use WVU eCampus **Course Messages** to contact me. To use WVU eCampus Course Messages, simply click on the "Course Messages" menu item on the course menu, select the "Create Message" tab, locate the intended addressee(s) from the "To" list, and compose and send your message as you would with any other e-mail service. Consider posting questions about course content to the Discussion Board so that others may respond and benefit from the discussion. You can also contact me at baryal@mix.wvu.edu.

Office Hours: Mondays, 11:30 a.m. to 1:00 p.m., and by appointment

If my schedule changes, I will notify you ahead of time. You may make an appointment with me via e-mail to speak on the phone, meet in my office, or chat in the WVU eCampus course chatroom, or via Collaborate. You can also stop by my office (Colson 332) in my office hours. The Colson Hall is in front of the main entrance of the university's downtown library.

Interacting With Your Professor

The Course Message conferencing and available office hours mean that this course is based on tutorial-style learning in which you can contact me anytime for help. It is very important that you take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. This style of learning represents an enormous change from the "in school" instruction you may be used to. All the materials are here—but you have to have the self-direction to keep track of the calendar, to keep up a pace of continuous learning, to contact me, and to keep a record of what you've done. You can expect that I will respond to your messages and questions within 48 hours Monday through Friday.

Additionally, be aware of your tone in Course Messages and other communication. Our primary source of communication is Course Messages so it is important that you treat this medium with the same respect as you would an in-class discussion. Use proper email conventions including an address (Dear...,) and a signature (Thank you,...). Be sure to check your messages for proper spelling and grammar.

Course Description

English 102, Composition & Rhetoric II, focuses on argumentation and research writing. It is designed to foster critical thinking, reading, and writing skills, and to introduce you to the conventions and strategies of argumentation and research-based composition. Over the semester, you will complete a number of different writing assignments, all of which will help you work toward the completion of a final research paper. As a web-based course, this section of English 102 is also designed to help adult learners, who may be constrained by time or geographic distance, meet some of the challenges of a degree or certificate program at WVU.

This course also provides you with an opportunity to analyze and compose multimodal texts. You can choose the multimodal option for any assignment and compose text with multiple modalities. While this part is not a required work for your course, the ability to think about and compose multimodal texts will enrich the grasp of rhetorical and design decisions behind such works.

Course Goals

The goal of English 102 is to prepare students for the writing they will do in their college coursework. To develop their abilities as writers, readers, and thinkers, students in this online section of English 102 should strive to do the following during the term:

1. Practice writing as a problem-solving process that fosters the discovery, analysis, and synthesis of new ideas.
2. Develop strategies of observation, summary, interpretation, analysis, and reflection as part of the process of inquiry and learning.
3. Practice writing to help you discover the structure of your own thinking and develop effective strategies for analysis and communication.
4. Practice doing substantive and stylistic revisions that address problems in communication.
5. Develop formal research strategies that involve using library resources and the Internet for gathering information.

6. Learn how to assess the quality of information sources.
7. Develop your ability to summarize and synthesize material from varied sources to aid your understanding of claims, evidence, differing perspectives, conclusions, alternatives, questions, assumptions, implications, consequences, etc.
8. Effectively address multiple audiences and varied rhetorical contexts for researched, analytic writing.
9. Practice methods for organizing and developing persuasive writing.
10. Effectively apply to your writing the principles of clarity and conciseness.

Required Text and Materials

In addition to our WVU eCampus course, there are three required texts for this class:

- Arola, Kristin, Jennifer Sheppard, and Cheryl Ball. *Writer/ Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/ St. Martin's, 2014.
- *Joining Academic Conversations*. 7th edition. Plymouth, MI: Hayden-McNeil, 2014.
- Lunsford, Andrea. *Easy Writer*. 4th edition. Boston and New York: Bedford/St. Martin's Press, 2013.

You can purchase these books at the WVU Bookstore, either in person, by phone at 304-293-7461, or via the Internet at <http://wvu.bkstore.com> 📖.

Look at the Weekly Assignments (located in the Coursework section on the course Homepage) for any given week to see what you will need to read from *Joining Academic Conversations* and what you may need to read from materials on the Web site. Use *Easy Writer* as a guide for documenting and citing your sources and as a reference book for grammar, punctuation, and style.

Course Policies

Attendance

This online course has an attendance requirement. You are expected to "attend" (or visit and interact with) this course site at least four days a week. You may pick the times and days, but you must stay current with the course site. |

suggest checking in on Monday, Tuesday, Wednesday, and Thursday each week. Every time you log on, make sure you check your WVU eCampus messages and read all new announcements posted by the instructor as well as all new Discussion Board posts by your classmates. The WVU eCampus technology makes it possible for me to track where and how often you visit this course site.

Participation

Your participation grade will be calculated based on how often you visit the course site, whether or not you complete weekly informal exercises, how frequently you respond to my and your classmates' postings to the Bulletin Board (especially for non-graded postings), how consistently and effectively you engage with the demands of the course, and the overall quality and thoughtfulness of all aspects of your interaction with the course, your instructor, and your classmates.

Deadlines

This course has twice-weekly deadlines: every Monday and Thursday at 10:00 PM.

Late Work

Late work will not be accepted. It is especially important in an online class that you look ahead and make sure that you keep yourself current with upcoming projects and weekly assignments. I will not remind you of work that is due; that is your responsibility. For quick reference, you should print the Weekly Assignments. You can also consult our course calendar (the link is in the left-hand column of the Homepage) where I marked submission dates for all exercises, essay drafts, evaluations, and final portfolio.

No Incomplete Grades

No "Incompletes" will be given for any online writing course for any reason. Your instructor is required to assign every enrolled student a grade at the end of the term. Students who do not withdraw and who earn a "D" or "F" can repeat the class during another term if they need a higher grade for graduation.

Netiquette

Since you will be part of an online environment, it is expected that you communicate with and relate to your instructor as well as your colleagues in a civil manner and with a respectful tone. Your emails, discussion posts and other means of communication for this class should be formal. As such, please avoid internet jargons and ensure that your spellings and grammar befit a class of this level.

WVU Policies

Special Needs

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me and provide me with documentation from The Office of Accessibility Services for accommodations. Also, please be aware of the support services available to you through Accessibility Services in Suite 250 at 1085 Van Voorhis Rd. The phone number is 304-293-6700, email is access2@mail.wvu.edu, and web site is <http://accessibilityservices.wvu.edu/>.

Academic Honesty

Your instructor expects that all of the work you will do for this class will be your own and will be done specifically to meet the requirements for this course. You cannot use work from previous courses in this course; doing so is considered plagiarism. Buying papers, downloading papers or portions of them from the Internet, and stealing papers are all instances of cheating and fraud. This kind of plagiarism will result in a failing grade for the course. Unless otherwise noted, you should assume that all work is to be done individually. That said, you may discuss ideas with someone, ask someone to read a draft to help you evaluate its effectiveness, work with a tutor, or ask me for help. In the end, however, you are responsible for evaluating the suggestions and ideas you get and you alone are responsible for deciding whether or not the feedback you get will ultimately help or hinder your work's final copy.

If you are not sure what constitutes plagiarism, visit the WVU Library tutorial <http://www.libraries.wvu.edu/instruction/plagiarism> that provides detailed explanations and quizzes. You can also ask your instructor about plagiarism. You might have to register the first time you log in to the tutorial.

WVU Writing Center

The WVU Writing Center <http://english.wvu.edu/centers-projects/writing-center> is another resource available to you. There you can find a Plagiarism Tutorial, a Writing Guide, a Guide to Quoting and Paraphrasing Sources, as well as other valuable information. You can also schedule an appointment with the Writing Center online here: <http://www.snapappointments.com/listing/1ow>.

Required Work

This Web-based writing course will be very fast-paced. Because you should consider your reading to take the place of class lectures, **you must complete the reading to succeed in the course.** The graded components of this course are divided into these main categories:

- Formal assignments (persuasion, evaluation, proposal, annotated bibliography, researched argument)
- Informal writing (Writer's Notebook, online discussions)
- Mid-term and Final portfolios

You can expect feedback on your major papers about a week after the deadline for submission.

Grades

Your Final Grade Will Be Based On the Following Percentages:

- Final Portfolio of five major assignments: 70%
- Informal Writing (Writer's Notebook, Discussions): 20%
- Participation (Group Activities, Peer Review): 10%

Submitting Required Work

Important: You must submit work in the correct way (via eCampus) and on time in order for it to be accepted. This means that you will need to find out how you are expected to submit work (via WVU eCampus journal, via attachment, via Discussion Board) by carefully reading the instructions for each assignment.

Work submitted either incorrectly (via the wrong format—e-mail instead of attachment) or late will not be graded or your final grade will be reduced as explained above.

Some of the work detailed above may ask that you work in collaboration with other students, but you should only do so if the instructions explicitly require that as a part of completing the work.

Overview of Required Work

Final Portfolio of Major Assignments (70% of final grade)

The five major assignments in ENGL102 are

- a persuasion essay,
- an evaluation essay,
- a research proposal,
- an annotated bibliography, and
- a researched argument.

The final portfolio will include a reflective memo and some other sample writings.

Your instructor will provide detailed assignments and schedules for these essays and the final portfolio.

Informal Writing (20% of final grade)

Your informal writing will consist of entries in your Writer's Notebook and Discussions. See *Joining Academic Conversations* for a detailed rubric for how these are evaluated. The final grade will be calculated based on

- Your entries in the Writer's Notebook. These entries are meant to be a way for you to process the material you've read. They should show evidence of your reading and display your comprehension of the material.
- Your entries in Discussions including postings and thoughtful responses to others' posts.

Participation (10% of final grade)

Your participation grade will be calculated based on group activities and peer review. See *Joining Academic Conversations* for a detailed rubric for how these are evaluated.

Assignment Preparation

1. Discussion Board postings, Writer's Notebook entries, and messages to your instructor should be single-spaced. Avoid using conversational sentence structure or vocabulary as well as any Internet jargon or abbreviations.
2. For all assignments sent as attachments to WVU eCampus messages:
 - a. Briefly identify your last name and the exercise you are submitting both in the file title and in the subject line of the e-mail (i.e., Jackson_exercise1 or Stewart_essay2);
 - b. Do all written assignments using Microsoft Word or other compatible word-processing software; use 12 pt Times New Roman font and double-space your text; do not save as a .docx file if you have the latest version of Word;
 - c. In the top left corner of the first page, place a single-spaced heading with your name, course number, instructor's name, and date;
 - d. Insert your last name and page number in the top right corner on each subsequent page;
 - e. Check your margins. Most word processing programs automatically set the left and right margins at 1.25 inches rather than 1 inch (the format for this course); and
 - f. Follow Standard Written English and the conventions of academic writing.
3. Keep backup copies of all your files both on the hard drive and on a jump drive. Remember that computer failure is not an excuse for not submitting your assignments on time.
4. Print and save everything for your records. Save all assignments with comments, planning materials, drafts, peer reviews, as well as your posts and responses in the order in which you did them.

Course Schedule

Key Deadlines

Monday, January 26: Email editorial/speech to your assigned peer

Thursday, January 29: Email the editorial back to the writer with your comments

Monday, February 2: Submit your revised editorial/ speech on eCampus

Monday, February 16: Email evaluation paper

Thursday, February 19: email (to your peer) the peer's evaluation paper with your comments

Thursday, February 26: Midterm Portfolio (with midterm reflection memo and evaluation paper)

Thursday, March 5: submit research proposal on eCampus

Monday, March 9: instructor returns research proposal with comments
Monday, March 30: submit annotated bibliography on eCampus
Monday April 13: email final paper to your assigned peer
Thursday, April 16: email (to the peer) the peer's paper with comments
Monday, April 20: submit researched argumentative essay on eCampus
Thursday, April 30: Final Portfolio

Monthly Plan:

January:

Read and do activities in Units 1, 2 and 3 so that you will be ready to write, review and revise your editorial/ speech project

February:

Read and do activities in Units 4, 5 and 6 so that you will be ready to write evaluation paper, midterm reflective memorandum, and the proposal for final research paper.

March:

Read and do activities in Unit 7 so that you will be ready research and write the annotated bibliography of your sources. Also expect to find your own material and read substantially on your research topic this month.

April:

Read and do activities in Units 8 and 9 so that you will be ready to write your research paper and final reflective memorandum, and also prepare the final portfolio.

(As you read online units stored under "course work" on the left margin of our course web page, find corresponding chapters in *Joining Academic Conversations*. For instance, online unit 3 (Writing To persuade) corresponds to Chapter 2 in the textbook. For some readings, you have to read *Writer/ Designer* or find online link.)

For all modules: Read the online content before proceeding to the other activities.
 Activities Key: WN = Writer's Notebook • D = Discussion • G = Group
 All links open in new windows.

Topics	Reading and Viewing	Learning Activities
Unit 1 - Getting Started		
Module 1 - Logistics	<ul style="list-style-type: none"> • Read Syllabus • Online Module • Read <i>Joining Academic Conversations</i>, Welcome and Chapter 1 	<ul style="list-style-type: none"> • WN-U1M1 • D-U1M1
Module 2 - Planning the Writing Process	<ul style="list-style-type: none"> • Online Module 	<ul style="list-style-type: none"> • WN-U1M2a • WN-U1M2b
Module 3 - Rhetorical Strategies	<ul style="list-style-type: none"> • Online Module • “What are Multimodal Projects” (page 1-19 in <i>Writer/ Designer</i>) 	<ul style="list-style-type: none"> • WN-U1M3a • WN-U1M3b • D-U1M3
Module 4 - Rhetoric and Argument	<ul style="list-style-type: none"> • Online Module • “Analyzing Multimodal Projects” (page 20-39 in <i>Writer/Designer</i>) 	<ul style="list-style-type: none"> • WN-U1M4 • D-U1M4
Unit 2 - What is Rhetoric?		
Module 1 - Process for Research and Writing	<ul style="list-style-type: none"> • Online Module • “ A Nation of Jailers” by Glenn Loury 	<ul style="list-style-type: none"> • WN-U2M1a • WN-U2M1b

Module 2 - Critical Thinking through Exploration and Evaluation	<ul style="list-style-type: none"> • Online module. • “ A Robot in Every House” by Bill Gates 	<ul style="list-style-type: none"> • D-U2M2
Module 3 - Knowledge of Writing Genres and Conventions	<ul style="list-style-type: none"> • Online module. • “Children: Social Networking Sites, A Debate in the House of Lords” by Susan Greenfield • “ As the Internet Rewires Our Brains” by Kurt Cagle 	<ul style="list-style-type: none"> • WN-U2M3
Module 4 - Writing in Digital Environments	<ul style="list-style-type: none"> • Genres in Academic Writing @ Using English for Academic Purposes website 	<ul style="list-style-type: none"> • WN-U2M4 • G-U2M4 • D-U2M4
Unit 3 - Writing To Persuade		
Module 1 - Structuring An Argument	<ul style="list-style-type: none"> • Online module. • "Argumentation Theory: A Very Short Introduction" by Doug Walton (Used with permission) 	<ul style="list-style-type: none"> • D-U3M1
Module 2 - Argumentation Models	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U3M2
Module 3 - Credibility, Expression and Tone	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U3M3
Unit 4 - Writing To Evaluate		
Module 1 - Genre Analysis in the Writing Process	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • D-U4M1 • G-U4M1
Module 2 - Strategies for Organizing an	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U4M2

Evaluation	<ul style="list-style-type: none"> • Evaluating Arguments: First Steps (YouTube) 	
Module 3 - Logical Fallacies	<ul style="list-style-type: none"> • Online module. • The Fallacy Project (YouTube) • “Love is a Fallacy” by Max Shulman 	<ul style="list-style-type: none"> • WN-U4M3
Module 4 - Crafting Effective Transitions	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U4M4
Unit 5 - Writing To Reflect: Part I		
Module 1 - Survey of Invention Strategies	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U5M1
Module 2 - Thinking Back / Thinking Ahead	<ul style="list-style-type: none"> • Online module. 	<ul style="list-style-type: none"> • WN-U5M1
Unit 6 - Writing To Propose Ideas		
Module 1 - Generating a Research Topic / Focus	<ul style="list-style-type: none"> • Online module. • “Impact of the Internet on Thinking” (PDF in module) • “Social Media Explosion” (PDF in module) 	<ul style="list-style-type: none"> • WN-U6M1
Module 2 - Subjective and Objective Research Questions	<ul style="list-style-type: none"> • Online module. • Objective versus Subjective Claims Video (YouTube) 	<ul style="list-style-type: none"> • WN-U6M2
Module 3 - Effective Library Research	<ul style="list-style-type: none"> • Online module. • Video: The Information Cycle (UI at Cham) • “Books, Webistes or Journals? The Information Cycle” (PDF in module) 	<ul style="list-style-type: none"> • WN-U6M3
Unit 7 - Writing to Conduct Research		
Module 1 -	<ul style="list-style-type: none"> • Online module. 	

Taking Research Notes	<ul style="list-style-type: none"> • “How to Take Good Notes” from EBSCOhost Student Success Tools (PDF) 	
Module 2 - Searching for Information	<ul style="list-style-type: none"> • Online module. • “Impact of the Internet on Thinking” (PDF in module) 	<ul style="list-style-type: none"> • WN-U7M2
Module 3 - Evaluation Research Sources	<ul style="list-style-type: none"> • Online module •  Episode 9: Reliable Web Sources 	<ul style="list-style-type: none"> • WN-U7M3
Unit 8 - Writing to Test Ideas		
Module 1 - New Perspectives for Critical Writing	<ul style="list-style-type: none"> • Online module 	<ul style="list-style-type: none"> • WN-U8M1
Module 2 - Academic Essay Structure	<ul style="list-style-type: none"> • Online module 	<ul style="list-style-type: none"> • G-U8M2
Module 3 - Framing Sources	<ul style="list-style-type: none"> • Online module 	<ul style="list-style-type: none"> • WN-U8M3
Unit 9 - Writing to Demonstrate Knowledge		
Module 1 - The Final Portfolio	<ul style="list-style-type: none"> • Online module 	
Module 2 - Revising for Specific Purposes	<ul style="list-style-type: none"> • Online module • “Revising Drafts” (PDF) 	
Module 3 - Thinking Back / Thinking Ahead	<ul style="list-style-type: none"> • Online module 	<ul style="list-style-type: none"> • WN-U9M3