
English 102: Composition and Rhetoric II

Spring 2011

Section: 102-418: T/R 11:00-12:15

Location: Percival 315 and 315A

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Office Hours: **Monday:** Colson Hall, G05 11:00-12:00 pm **Tuesday:** Percival Reading Room across from 315A 9:45-10:45 am
and by appointment

Overview: Demonstrating an ability to effectively communicate through writing, formulate and evaluate logical arguments, and understand both the conventions and necessity for critical thinking are all essential to success in *every* field of study and work. Whereas English 101 (or the equivalent) emphasized process, creativity, developing ideas, and writing for specific audiences, English 102 enhances each of these skills and builds further intellectual tools. In this course, you will engage with *research and argument* and devote even greater attention to *revision and organization strategies* to meet the specific needs of an audience and purpose. Additionally, you will utilize writing as a means for exploring, understanding, and evaluating ideas; a way to analyze and resolve questions or problems; and a way to argue effectively and persuasively in a variety of contexts.

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.

We will engage with these course goals throughout the semester and through assignments, both written papers and reflective memos, we will meditate on the ways these goals are translated into the various activities, assignments, and concepts you will learn in the class.

Course Policies and Procedures: The preface to *Joining Academic Conversations* provides a detailed breakdown of course policies and procedures. It is your responsibility, for homework, to carefully read this section. You will be held responsible for all of the policies outlined, as well as any necessary penalties to your course grade, whether or not you have read these sections. I strongly encourage you to be familiar with these sections and ask any and all questions you may have.

Attendance:

The attendance policy for English 102 is strict and clearly outlined in *JAC*, pp. XII. I keep meticulous records and attendance is very important to me so please do not disregard these policies, or you will risk final grade penalties. NOTE: Because this is a workshop class, attendance is mandatory and rarely open to negotiation. You are allowed up to **two** absences, penalty free, regardless of whether these are official university-approved absences or unofficial sick days. Your **third** and **fourth** absences will each result in a one-letter grade reduction to your final course grade. If you miss **five** classes you will fail the course.

Lateness:

I do not tolerate lateness to class; I will keep track of the time you arrive late and each twenty minutes of accumulated lateness will result in one absence. Arriving on time to the correct classroom is your responsibility. The syllabus lists where we will be meeting and I will not tolerate excuses for your absences or lateness.

Email:

We are privileged with the most efficient, accessible, and effortless form of communication ever conceived, please use it. If you miss class I expect an email from you within 24 hours; it is your responsibility to e-mail me and ask for the work you've missed. If you do not email me within 24 hours I am not responsible for providing you with time and/or assignments to make up what you've missed. In your emails please include a relevant subject line that alerts me to the subject of the email, as well as a greeting and your name.

Cell Phones:

You are welcome to write the daily homework down into your phone or send emails of your work through the phone; however, once class starts your phone should be silenced and put out of sight. If I catch you on your phone I will give you a participation penalty and ask you to put your phone away. If you are expecting a phone call then notify me prior to class. You should not leave class to make a phone call; be respectful of my classroom, as I will be respectful of you, and keep your phone out of sight until class has ended.

Required Texts and Materials: (Make sure you buy the proper editions; do not buy used, out-of-date copies or *JACs* with missing pages)

Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (4th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2011.

Print.

Lunsford, Andrea A. *Easy Writer*, 4rd Ed. Bedford: Boston, 2010. Print.

Lunsford, Ruszkiewicz, and Walters. *Everything's an Argument with readings*. (5th ed.) Boston: Bedford/St. Martin's, 2010. Print.

Additionally, you will need to access your MIX account and the class WVU eCampus page **regularly**. Drafts will be submitted to eCampus and I will post readings, examples, and activities to eCampus. You are responsible for submitting your work correctly and on time in proper document formatting.

The English 102 LibGuide will be an important resource for this course: <http://libguides.wvu.edu/english102>.

English 102's Portfolio Approach: This is a portfolio-based course, which means a significant portion of your grade will be determined through multiple drafts of each assignment. Therefore, you must save several, distinct drafts under different names. **Do not** revise the same document several times under the same name. **Do** save multiple, revised copies of a paper: i.e., News Analysis Rough; News Analysis Revised; News Analysis Final.

Throughout the semester you will have multiple due dates; for each date, I will give you a clear, detailed prompt and/or checklist outlining what is due and how it will be evaluated. Each of your large paper assignments will be due as “Final For Now” drafts, which are your revised and final drafts that I evaluate for the first time. Once you have received these evaluations, you have the entire semester to revise them further, meet with me about your revisions, and prepare them for your final portfolio.

You will turn in two portfolios in the course of the semester and receive two grades: mid-term and final. With the exception of late penalties, the mid-term will not affect your final grade. You should use the mid-term to gauge your revisions, your participation, your diligence to informal writing assignments, and your overall effort in the class. The midterm grade will demonstrate whether your work ethic thus far needs to be improved or re-evaluated. The final portfolio will determine your grade and I will give extensive, detailed instructions about assembling this portfolio at the end of the semester.

Grade Breakdown:

Portfolio (70%): At both midterm and final, the portfolio you assemble will account for 70% of your grade. Your portfolio evaluation takes into account your initial drafts of the major papers, your revisions, any late penalties, the overall presentation and format of your papers and portfolio, and a representative memo.

Informal Writing (20%): Informal writing will consist of five short writes assigned throughout the semester. Additionally, several memos, online peer reviews, in-class writings, and other short writing assignments will be counted in this category. Expect between 10-15 informal writing assignments. These assignments may not be revised and will not be accepted late for credit.

Participation (10%): Participation reflects your attendance and lateness, as well as your ability to present substantial, thoughtful comments during in-class lectures and group work. Additionally, peer review sessions will affect this category. You are expected to be a good citizen in class, completing required readings, participating in class discussions, demonstrating respect to your classmates and instructor, and respecting the classroom space.

Grade Descriptors for English 102. I will follow the descriptors provided in *JAC* on pages XVI-XVII.

Schedule of Work

**Subject to change according to progress.

January	
Tuesday	Thursday
<p>11 (<i>Late Registration Fee in Effect after Jan 10</i>) Class Activities: Introduction: Course outline, policies, expectations Writing prompt: introductory letter Due Today: Syllabus ----- Homework: Purchase textbooks Finish Introductory Letter and post to eCampus <i>JAC</i> read introductory materials, IX-XVIII <i>EA</i> read Chap. 1, pp. 1-25 <i>EW</i> read pp. 14-20</p>	<p>13 (<i>Last day to register and add new courses is the 14th</i>) Class Activities: Discuss assigned readings: argument, purposes, occasion, kinds Formatting bootcamp Due Wednesday: Introductory letter posted to eCampus by 11:59 pm ----- Homework: <i>JAC</i> read pp. 11, 13-16, 29-34, 52-53 <i>EA</i> read Chap. 1-3, pp. 26-68 <i>EW</i> read pp. 20-31 Short Write I: pp. 36-37, #1 and #4: choose 2 items from each question to discuss. Devote a paragraph to each discussion, giving you four full paragraphs, 2 pages maximum. Read News Analysis assignment prompt and watch one, 30 min. news broadcast by Wednesday, January 19th</p>
<p>18 Class Activities: Discuss <i>EA</i> Chap. 2-3 Emotional and ethical appeals Discuss News analysis assignment Rhetorical triangle activity/writing prompt Due Monday: Short Write I to eCampus by 11:59 pm ----- Homework: Begin drafting News Analysis paper Sign-up for conference times on eCampus</p>	<p>20 Class Activities: Discuss Logical Appeals and Rhetorical Analysis Peer Review activity In-class writing activity Due Today: Post News Analysis rough draft introduction to eCampus Due Friday: Short Write II to eCampus by 11:59 pm ----- Homework: Revise and finalize News Analysis for conferences; short list of</p>

<p><i>EA</i> read Chap. 4, pp. 69-94 <i>JAC</i> read pp. 131-138, 163 Read 2 newspaper articles posted to eCampus Short Write II: <i>EA</i> pp. 51, #1: choose three slogans and analyze each in a full paragraph; three full paragraphs, 1.5-2 pages max.</p>	<p>questions, printed out, needed for conference <i>EA</i> read Chap. 5, pp. <i>JAC</i> read pp. 25</p>
<p>25 NO CLASS—CONFERENCES MON/TUES Class Activities: Small group conferences (2-3 people per group) Due Today: Three hard copies of complete News Analysis draft ----- Homework: FFN News Analysis and reflective memo due Thursday Collect three recent issues of <i>Daily Athenaeum</i> Read Editorial Analysis assignment prompt posted to eCampus</p>	<p>27 Class Activities: Discuss Editorial Analysis assignment Introduce editorial analysis Libguides and LexisNexis Due Today: FFN News Analysis and reflective memo ----- Homework: <i>EA</i> read chap. 7, pp. 170-206 <i>JAC</i> read pp. 35-36, 41-44, 48-49 Short Write III: See assignment prompt on eCampus Choose an editorial to analyze from a major newspaper, or from <i>EA</i>, and test it for logical fallacies—bring one copy of your editorial and notes to class, Monday</p>

February	
Tuesday	Thursday
<p>1 Class Activities: Discuss chap. 6, 17: academic arguments and argument structures Small Group Activity Due Today: One copy of editorial and notes ----- Homework: <i>EW</i> read 1-17 Find two additional sources for your editorial analysis <i>JAC</i> read pp. 102-106 <i>EA</i> read chap. 17, pp. 515-534</p>	<p>3 Class Activities: Discuss fallacies; short group presentations Discuss News Analysis Essay Editorial Analysis drafting activity Due Today: Short Write III to eCampus by 11:59 pm ----- Homework: <i>JAC</i> pp. 74-75 <i>EA</i> read chap. 10, pp. 284-334; chap. 20, pp. 566-598 Begin drafting Editorial Analysis for Tuesday</p>

<p>8</p> <p>Class Activities: Review major assignments Small group activity Documenting and incorporating sources effectively Workshop draft of Editorial Analysis Due Today: Rough draft of Editorial Analysis</p> <p>-----</p> <p>Homework: Continue drafting Editorial Analysis and Works Cited; revised draft due Thursday <i>JAC</i> read pp. 69-77, 139-140, 163</p>	<p>10</p> <p>Class Activities: Analyzing editorials Thesis activity Incorporating Sources Discuss <i>EA</i> Chap. 10 and 20</p> <p>-----</p> <p>Homework: <i>JAC</i> read pp. 23-24, 131-138 Revise Editorial Analysis and Works Cited Short Write IV: <i>EA</i> pp. 565 #3</p>
<p>15 NO CLASS—CONFERENCES MON/TUES</p> <p>Class Activities: Small group conferences (2-3 people per group) Due Today: Three hard copies of complete Editorial Analysis draft Due Wednesday: Short Write IV to eCampus by 12:00 pm</p> <p>-----</p> <p>Homework: Prepare FFN Editorial Analysis and reflective memo <i>EA</i> read chap. 18, pp. 536-548</p>	<p>17</p> <p>Class Activities: Discuss <i>EA</i> chap. 18 Avoiding plagiarism at WVU Due Today: FFN Editorial Analysis and reflective memo</p> <p>-----</p> <p>Homework: <i>EA</i> read chap. 6, pp. 133-169 <i>JAC</i> read pp. 3-10, 131-138, 140, 145-147 Read course packet posted to eCampus Revise News Analysis; compose Midterm memo</p>
<p>22</p> <p>Class Activities: Small group activity: brainstorming ideas Peer Review of midterm memo Due Today: Post Midterm memo to eCampus discussion board on Monday by 11:59 pm</p> <p>-----</p> <p>Homework: Finalize midterm portfolio for Thursday Bring tentative list of five topics you are interested in research more about</p>	<p>24 Mid-Semester is February 25</p> <p>Class Activities: Writing prompt Small group activity: current public issues worthy of debate Due Today: Midterm Portfolio</p> <p>-----</p> <p>Homework: <i>EA</i> read chap. 11, pp. 335-372 <i>JAC</i> read pp. 81-102 <i>EW</i> read pp. 196-232</p>

March	
Tuesday	Thursday
<p>1 LIBRARY DAY (meet in classroom first) Class Activities: Exploring research at WVU and finding a research question Due Today: Post library worksheet to eCampus by 11:59 pm tonight</p> <p>-----</p> <p>Homework: <i>JAC</i> read pp. 60-66, 117-126 <i>EA</i> read chap. 19, pp. 549-565 Read Proposal packet posted to eCampus Bring at least one printed source to class on Thursday</p>	<p>3 Class Activities: Warm up: Belief activity Evaluating sources Due Today: Two sources, printed or on laptop, for in-class group work</p> <p>-----</p> <p>Homework: <i>JAC</i> read 14-19, 60-68, 74-77 <i>EA</i> read chap. 20, pp. 566-600 Begin drafting proposal: 1-1.5 pages; find 2-3 additional sources, books or periodicals, bring notes and at least one printed source to class, Monday</p>
<p>8 Class Activities: Warm up: Evaluating bias/impartial arguments Workshop Proposals Academic vs. Colloquial writing Due Today: Research Proposal rough draft; post to eCampus by 11:59 pm on Monday</p> <p>-----</p> <p>Homework: Revise proposal and finish FFN and representative draft for Thursday <i>JAC</i> read 93, 166-168 Read Annotated bibliography assignment prompt</p>	<p>10 Class Activities: Writing prompt: reflective memo for proposal Creating an annotated bibliography Review writing and organizing arguments Due Today: FFN Research Proposal to eCampus by 11:59 pm on Thursday</p> <p>-----</p> <p>Homework: <i>JAC</i> read 166-168 <i>EA</i> read chap. 7, pp. 170-207, chap. 16, pp. 491-513 Short Write V: see instructions on eCampus Begin drafting annotated bibliography and R.A. introduction.</p>

<p>15 Class Activities: Discuss <i>EA</i> chap. 7 Composing annotations; in-class activity Due Wednesday: Short Write V to eCampus by 11:59 pm ----- Homework: Email your professor copies of your annotated bibliography and R.A. introduction. <i>JAC</i> read pp. 48, 50-56</p>	<p>17 March 18 is the Last Day to Drop—NO CLASS: CONFERENCES WED/THUR Class Activities: Partner conferences Due Today: Email your professor and partner copies of your annotated bibliography and introduction for the R.A. Print out a copy of your partner’s work and make comments/notes. ----- Homework: Continue researching and drafting Annotated Bibliography and Research Analysis paper <i>EA</i> read Chap. 16-17, pp. 491-535 <i>JAC</i> read pp. 21-22</p>
<p>22 Spring Break—No Class!</p>	<p>24 Spring Break—No Class!</p>
<p>29 Class Activities: Workshop on annotated bibliography Discuss readings In-text citations and controlling voice Writing prompt: annotated bibliography Due Tuesday: FFN Annotated Bibliography to eCampus by 11:59 pm. ----- Homework: Compose Research Analysis draft <i>JAC</i> read pp. 141, 143-144</p>	<p>31 Class Activities: Peer Review of introductions Due Today: Introduction of Research Analysis draft ----- Homework: Compose Research Analysis draft.</p>

April	
Tuesday	Thursday
<p>5 Class Activities: Group activity</p>	<p>7 Class Activities: Workshopping Works Cited page</p>

<p>----- Homework: Continue drafting Research Analysis paper Complete Works Cited page</p>	<p>Introduction and Thesis Due Today: Hard copy of Works Cited page ----- Homework: Complete working draft of argumentative essay</p>
<p>12 NO CLASS—CONFERENCES MON/TUES Class Activities: Individual conferences. Due Today: Email a copy of your Research Analysis to your professor and bring a hard copy to conference. ----- Homework: Revise FFN Research Analysis and reflective memo.</p>	<p>14 Class Activities: Final Portfolio discussion Final Memo discussion Due Today: FFN Research Analysis paper and reflective memo ----- Homework: Draft Final Memo and bring one hard copy to class. Revise proposal and post revised copy to eCampus on Monday by 11:59 pm.</p>
<p>19 Class Activities: Peer review of Final Memo Partner revision discussion on proposal Due Today: Final Memo, one print copy ----- Homework: Revise and assemble Final Portfolio</p>	<p>21 Class Activities: In-class revision and question session Due Today: Electronic copies of your work for the semester ----- Homework: Revise and assemble Final Portfolio</p>
<p>26 Class Activities: In-class revision and question session Due Today: Electronic copies of your work for the semester ----- Homework: Revise and assemble Final Portfolio</p>	<p>28 Class Activities: SEIs Due Today: Final Portfolio ----- Portfolios Returned on Wednesday, May 4th from 12:00-3:00 pm.</p>