

English 102: Composition and Rhetoric, Section 404

Fall 2014: 9:30-10:45, T/Th
@ Percival Hall 314A

Instructor:
Clint Wilson

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Office Hours:
1:00PM-3:00PM
Wed.
or By Appt.

Required Materials:

English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.

Lunsford, Andrea A. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford/St. Martin's, 2014. Print.

50 Lined 3 x 5-inch Notecards

Purpose & Introduction:

Welcome to Composition and Rhetoric at WVU! All of you have a unique story to tell and a unique voice with which to tell it. Although some of you might not see yourselves as writers, the goal of this course is to help you develop as effective communicators in a personal, academic, and professional context. Regardless of your intended major, you will all be called upon to write persuasively in your given fields. This course builds upon the themes and principles of English 101. We will delve deeper into rhetorical ideas, arguments, and fallacies while learning to perform effective research and writing.

The key to solid performance will be showing a commitment to the constant development of your writing, from finding compelling topics to carrying out thorough revisions. As such, grades will not be the focus of individual assignments. Composition is not a multiple-choice test receiving a letter grade but rather, an ongoing process of revision and reassessment. English 102 is all about developing techniques which will help you approach powerful research, persuasive writing, and confident revisions.

Course Theme – (Social) Media: Writing for the World

Whether you realize it or not, you are writing every single day. Facebook statuses, Tweets, captions for your Instagram pictures, entries in your blog. The Internet in general, and social media in particular, is a world of writing and even revising. Research papers aren't the only kind of writing, and although this class is invested in the idea of college-level composition, there's a lot to learn from social media and "digital literacies."

The Internet is its own kind of language. Twenty years ago—before the advent of text messages and online writing—hashtags, certain acronyms, and even words now included in the dictionary were yet to be discovered. The world has changed and writing with it. When we write for the world, most of us use a laptop or a smart phone.

This semester, we'll explore what social media means to us as college students and professional writers. How are these new modes of thinking and writing changing our perspective on composition and how are they confirming some things we already know? What are your thoughts or opinions on these means of communication? It seems like everyone has their own opinions about these social media outlets. For example, we all know that person who refuses to sign up for Facebook. We know the person that tweets 1200 times a day. We know the person who overuses hashtags.

By employing blogs, podcasts, social media, and other online modes of writing, we'll consider composition in its 21st Century context. If most of the writing we do ends up on a website or app, why are we not considering what strategies and conventions makes these ways of writing most effective? While you are not required to choose topics within this *theme*, successfully considering ideas that fit the course theme will likely prove beneficial to finding connections between in-class discussion and out-of-class writing.

ENGLISH 102 OUTLINE:

Unit 1: Writing to Persuade – As we try to develop strategies for making a *point*, we will introduce the different forms and modes of online writing.

Unit 2: Writing to Evaluate – In this unit, we will develop specific criteria by which to evaluate some cultural reality. I will encourage you to choose specific social media sources and evaluate them using these criteria.

Unit 3: Writing to Propose Ideas – In the second half of the course, we will move toward more detailed, research writing. This third unit will introduce ideas about how to organize your ideas and then, go about developing and defending a thesis.

Unit 4: Writing to Test Ideas – In the final unit of the class, we will compose a research paper which synthesizes the major themes of rhetoric and the class. Hopefully, this class has spurred some ideas about social media or digital literacy, but if not, you can choose whatever topic you'd like.

Course Goals:

The course will contain 5 overarching goals (cf. *JAC* p. xi):

- 1. Demonstrate Rhetorical Knowledge** – Use of persuasive language, arguments
- 2. Develop Processes for Research and Writing** – Identify key components of composition and develop a strategy for *recursive* writing
- 3. Demonstrate Critical Thinking** – Understand diverse points of view and seek to find resolutions among these various ways of thinking
- 4. Demonstrate Knowledge of Writing Conventions** – Learn writing “rules”
- 5. Develop Knowledge of Writing in Digital Environments** – Understand how to write and read most effectively in an increasingly digital world

Policies & Procedures:

Attendance

Composition and Rhetoric is a course that moves incredibly quickly, making attendance a vital concern of the semester. Attendance will be taken everyday. That said, the policy is understanding of personal circumstances and university required events that may result in absences. As such, **you are allowed 2 absences**. The 3rd absence, and all thereafter, will result in a definitive impact on your grade. After 6 absences, you will fail the course (cf. *JAC* pp. xv-xvi). Throughout the term, there will be 4 conferences, treated as a regular class and must be attended. Not attending a conference will count as an absence.

Lateness

Lateness is a disturbance of class time and if habitual, a major factor in your grade. While participation is only 10% of your overall grade, every 4 late arrivals will be counted as an absence. In other words: on the 4th late arrival, you will be counted absent.

Cheating & Plagiarism

I would hope it goes without saying, but the consequences of cheating and plagiarism cannot be overstated. The department, as well as myself, assume that the work you turn in is indeed your own and no one else's. The severity of academic misconduct depends on the extent of dishonesty but the consequences could range from failing an assignment to dismissal from the university. It is crucial to understand the proper formatting and citation guidelines to ensure that no questions of academic dishonesty can be raised. If you ever have a question about these issues, please don't hesitate to ask me. Questions about how to properly cite work are welcomed and encouraged (cf. *JAC* p. xvi).

Cell Phones & Laptops

You are welcome to use laptops and other electronic devices that serve an academic function. If these devices become a distraction, you will be asked to put them away and your participation grade will be affected. All phones should be set to silent or vibrate. **It is obvious when a cell phone is being used in a non-academic way and such behavior (texting during class, etc.) will affect your overall participation grade.**

Services and Important Information for Students

The WVU Writing Center, located in Colson Hall G02, is a great resource that can help you with your writing process at any point in this or any future semester. More information about the Writing Center is available in your book (cf. *JAC* p. xviii).

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new transitions. Consider contacting them during your WVU career should you feel overwhelmed or in need of any kind of advice. They are located on the 2nd floor Health and Education Building on the Evansdale Campus. The Office of Wellness and Health Promotion is found on the 1st floor of the Health and Education Building. Read more about these services here: <http://www.well.wvu.edu/>.

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. Also, please be aware of the support services available to you through

the Office of Accessibility Services in Suite 250 at 1085 Van Voorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is [304-293-6700](tel:304-293-6700), and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>. Please see this information outlined in *JAC* p. xvi.

Social Justice 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.

Office Hours & E-mail:

My office hours are from 1:00PM -3:00PM on Wednesdays, but I'm also more than willing to meet at another time. You can email me at any point, but please give me 24 hours to respond. The email address provided in this syllabus can be used to ask quick questions or to notify me of an important or urgent matter. If you are looking for information after an absence or feedback on assignments, please attend office hours.

Response & Evaluation:

English 102 is a portfolio-based course, meaning that while you will receive substantial feedback on all assignments, only the midterm and final portfolio will receive an actual letter grade. Those grades are based using this rubric:

Portfolio (formal writing assignments and reflective writing) – 70%

Writing and Homework (5 two-page *short writes* throughout term) – 20%

Participation (including factors like attendance and peer groups) – 10%

The goal is for your work to evolve from initial, undeveloped ideas to fully formed and well-revised final drafts. At its best, this process occurs organically and involves detailed redrafting, which means in-depth proofreading and editing.

Brainstorming Draft > Discussion Draft > Professional Draft > Portfolio Draft

Brainstorming Drafts are ones in which the ideas are still incomplete; *Discussion Drafts* are those which show potential but have clear need for revision after discussion with peers or instructors; *Professional Drafts* are quality drafts, which are free of careless grammatical errors and awkward prose; *Portfolio Drafts* go beyond the requirements by offering original writing that exhibits rhetorical sophistication (cf. *JAC* pp. xiii-xv).

Schedule of Work:

NOTE: This schedule of work is subject to change based on the progress of the course

WEEK 1

UNIT 1: Writing to Persuade

Tuesday, August 19 (*Late registration fee after August 19th*)

Topics & Activities: Introduction / Goals / What is Rhetoric? / **Unit 1 Intro**

Homework: *JAC* pp. x-xx; 1-14

Thursday, August 21

Topics & Activities: Basic Terminology / Writing an Editorial / Starting Something

Work Due: *JAC* pp. x-xx; 1-14

Homework: *JAC* pp. 15-34; *Short Write #1*

WEEK 2

Tuesday, August 26

Topics & Activities: Forms of Argument / Thesis Statements / Research

Work Due: *JAC* pp. 21-34; *Short Write #1*

Homework: Handout #1 for Conferences

Thursday, May 28

CONFERENCES for Unit 1 @ Student Rec Center

Work Due: Handout #1

Homework: Peer Review Draft

WEEK 3

Tuesday, September 2

Topics & Activities: Persuasion and Conclusions / Organization / Polishing

Work Due: Peer Review Draft

Homework: Peer Review Letter (*Short Write #2*)

Thursday, September 4

Topics & Activities: **Unit 2 Intro** / Developing Criteria / Q&A

Work Due: Peer Review Letter (*Short Write #2*)

Homework: *JAC* pp. 43-59; Logical Fallacies Examples

*****Writing to Persuade* Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 4

UNIT 2: Writing to Evaluate

Tuesday, September 9

Topics & Activities: Logic: Fallacies & More / 'They Say, I Say' / Signal Phrases

Work Due: *JAC* pp. 43-59; Logical Fallacies Examples

Homework: *JAC* pp. 60-72

Thursday, September 11

Topics & Activities: Writing Conclusions / Effective Organization / Taking Risks

Work Due: *JAC* pp. 60-72

Homework: *Short Write #3*

WEEK 5

Tuesday, September 16

Topics & Activities: Rhetoric vs. Reportage / What are we trying to *prove*?

Work Due: *Short Write #3*

Homework: Handout #2

Thursday, September 18

CONFERENCES for Unit 2 @ Student Rec Center

Work Due: Handout #2

Homework: Peer Review Draft

WEEK 6

Tuesday, September 23

Topics & Activities: Arc of Arguments / Revision Activities / Polishing

Work Due: Peer Review Draft

Homework: Peer Review Letters (*Short Write #4*)

Thursday, September 25

Topics & Activities: Turning the Triangle / Reflections / Q&A

Work Due: Peer Review Letters (*Short Write #4*)

Homework: JAC pp. 73-80; Cover Memo Exercise (*Short Write #5*)

****Writing to Evaluate Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 7

Writing to Reflect

Tuesday, September 30

Topics & Activities: Turning the Triangle / Reflections

Work Due: JAC pp. 73-80; Cover Memo Exercise (*Short Write #5*)

Homework: Midterm Portfolio due Thursday

Thursday, October 2

Topics & Activities: **Unit 3 Intro** / Heavier Research / Choosing topics

Work Due: SEE BELOW -- ↓↓↓↓↓↓

Homework: JAC pp. 81-96; “Pitching Ideas”

****Midterm Portfolio DUE IN CLASS****

WEEK 8

UNIT 3: Writing to Propose Ideas & Conduct Research

Tuesday, October 7

Topics & Activities: “Pitching Ideas” / *2-Step Assignment: 1. Composing a Proposal*

Work Due: JAC pp. 81-96

Homework: *Short Write #6*

Thursday, October 9

Topics & Activities: Working with MLA / *2-Step Assignment: 2. Annotated Bibliography*

Work Due: *Short Write #6*

Homework: JAC pp. 97-128; Handout #3

WEEK 9

Tuesday, October 14

No Class – FALL BREAK

Thursday, October 16

CONFERENCES for Unit 3 @ Student Rec Center

Work Due: Handout #3

Homework: Peer Review Draft

WEEK 10

Tuesday, October 21

Topics & Activities: In-Class Writing / Outlining Research Paper

Work Due: Peer Review Draft

Homework: Peer Review Letter (*Short Write #7*)

Thursday, October 23

Topics & Activities: **Unit 4 Intro** / Long(er) Form Writing / Q&A

Work Due: Peer Review Letter (*Short Write #7*)

Homework: *JAC* pp. 129-144

****Writing to Propose Ideas Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 11

UNIT 4: Writing to Test Ideas

Tuesday, October 28

Topics & Activities: 'They Say, I Say' (*again*) / Using Research / Signal Phrases

Work Due: *JAC* pp. 129-144

Homework: *Short Write #8*

Thursday, October 30

Topics & Activities: Flowcharts & Organization / Form & Content / Text & Context

Work Due: *Short Write #8*

Homework: Handout #4

WEEK 12

Tuesday, November 4

No Class – ELECTION DAY

Thursday, November 6

CONFERENCES for Unit 4 @ Student Rec Center

Work Due: Handout #4

Homework: Peer Review Draft

WEEK 13

Tuesday, November 11

Topics & Activities: More on Thesis Statements / Conclusions

Work Due: Peer Review Draft

Homework: Peer Review Letter (*Short Write #9*)

Thursday, November 13

Topics & Activities: Preparing for the Final / Taking Stock / Q&A

Work Due: Peer Review Letter (*Short Write #9*)

****Writing to Test Ideas Final-For-Now DUE**** (on eCampus by 11:59PM)

WEEK 14

Writing to Demonstrate Your Knowledge

Tuesday, November 18

Topics & Activities: Reflection & ‘Levels’ of Revision / Rearview Revision

Work Due: N/A

Homework: *Short Write #10*; Bring Papers for Revision

Thursday, November 20

Topics & Activities: Introduction to Final Portfolio / Revising Units 1 & 2

Work Due: *Short Write #10*; Bring Papers for Revision

Homework: *JAC* pp. 145-149; Bring Papers for Revision

WEEK 15

No Class – THANKSGIVING BREAK

WEEK 16

Tuesday, December 2

Topics & Activities: Introduction to Final Cover Memo / Revising Units 3 & 4

Work Due: *JAC* pp. 145-149; Bring Papers for Revision

Homework: Cover Memo for Peer Review

Thursday, December 4

Topics & Activities: Peer Review of Cover Memo / Reflection / Rubric Review

Work Due: Cover Memo for Peer Review

Homework: Final Portfolio due IN CLASS TUESDAY

WEEK 17

Tuesday, December 9

Topics & Activities: Closing Procedures / Rhetorical Summary

Work Due: ****FINAL PORTFOLIO DUE IN CLASS****

~ **Final Portfolios will be available for pick-up on Tuesday, December 16th between 10^{AM} and 12^{PM}. You can pick up your portfolios in my office, Colson 230 ~**