

English 102: Composition and Rhetoric II, Section __036__	
Spring Semester, 2014 – Monday/Wednesday/Friday in __Brooks Hall__	
Instructor:____JoAnna St.Germain_____	
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REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*, 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION:

Welcome to English 102! English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) by emphasizing research and argument and giving even greater attention to revision and organization strategies to meet the specific needs of an audience and purpose.

COURSE GOALS

This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific goals:

1. Understand writing as a process
2. Argue effectively and persuasively in a variety of contexts
3. Explore and evaluate ideas
4. Integrate research effectively
5. Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations.

POLICIES AND PROCEDURES

- **Attendance (including policy on lateness and conference attendance)** You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. For more information on the attendance policy please see pages xii and xiii in *JAC*.
- **Cheating/Plagiarism:** The English 102 community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. For more information about academic honesty and the student code of conduct at West Virginia University refer to page xiii in *JAC*.

- **Computers and Cell Phones:** You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away.

All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency please quietly excuse yourself from the room.

- **Students with Disabilities:** 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 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.
- **Writing Center:** The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Writing Center refer to page xix in *JAC*.
- **University Counseling Services:** The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their hours, services, and location, see <http://well.wvu.edu/ccpps>.

OVERVIEW OF REQUIRED WORK: This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Portfolio (based on major assignments and reflective writing) = 70%
Short Writing Assignments & Homework = 20%
Participation = 10%

Please refer to *Joining Academic Conversations* for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

Schedule of Work

**Subject to change according to progress.

January		
Monday	Wednesday	Friday
	<p>08</p> <p>Class Activities: Introduction Syllabus Course Policies</p> <p>Homework: -Read <i>On Writing</i> and <i>On Reading</i> (same PDF file on eCampus) -Write a one page letter of introduction. -PRINT READINGS AND PUT IN A BINDER</p>	<p>10</p> <p>Class Activities: Understanding the Evaluative Essay. IW 1: In-class write on readings. Discussion.</p> <p>DUE: Letter of introduction</p> <p>Homework: -Read <i>Basic Logical Concepts</i> -List 5-10 criteria for evaluating a dramatic film</p>
<p>13 (Last day to register and add new courses is Jan 14th)</p> <p>Class Activities: Lecture/ class discussion of basic logical concepts. Group work/class discussion on criteria for evaluating a dramatic film.</p> <p>Homework: -Read <i>Thinking Rhetorically About Your Subject Matter</i></p>	<p>15</p> <p>Class Activities: IW 2: In-class write on reading. Discussion.</p> <p>Homework: Bring copy of first essay for peer review</p>	<p>17</p> <p>Class Activities: Peer Review</p> <p>Homework: Work on Evaluative Essay</p>
<p>20 NO CLASS—Martin Luther King's Birthday</p>	<p>22</p> <p>Class cancelled for conferences</p> <p>Homework: Finish Evaluative Essay</p>	<p>24</p> <p>Class Activities: Understanding the Annotated Bibliography</p> <p>Due Today: EVALUATIVE ESSAY</p> <p>Homework: Read <i>Writing an Exploratory Essay or Annotated Bibliography</i></p>
<p>27</p> <p>Class Activities: Discussion on reading. IW 3</p> <p>Homework: Read <i>Documenting an Argument</i>.</p>	<p>29</p> <p>Class Activities: IW 4: Reasons or lack thereof for having strict citation guidelines. Group Work</p> <p>Homework: Bring sources for Annotated Bib and <i>Easy Writer</i></p>	<p>31</p> <p>Class Activities: Workshop sources. Identifying valid research sources</p> <p>Homework: Bring <i>Easy Writer</i> to class</p>

February		
Monday	Wednesday	Friday
<p>3</p> <p>Class Activities: Citation exercise</p> <p>Homework: Bring one of your sources</p>	<p>5</p> <p>Class Activities: IW 5: Writing an annotation Discussion</p> <p>Homework: Bring your Annotated Bib for Peer Review</p>	<p>7</p> <p>Class Activities: Discussion topic TBD according to progress</p> <p>Homework:</p>
<p>10</p> <p>Class Activities: Peer review</p> <p>Homework: Work on Annotated Bibliography</p>	<p>12</p> <p>Class cancelled for conferences</p> <p>Homework: Work on Annotated Bibliography</p>	<p>14</p> <p>Class Activities: Introduction to the Research Report</p> <p>Due Today: ANNOTATED BIBLIOGRAPHY</p> <p>Homework: Read first half of <i>Fallacies</i></p>
<p>17</p> <p>Class Activities: Understanding the Research Report IW 6: In-class write on the reading. Discussion.</p> <p>Homework: IW 7: Choose two possible topics for research report and write 3 DETAILED possible questions you might research about them.</p>	<p>19</p> <p>Class Activities: Library (OR TBD)</p> <p>Due Today: IW 7</p> <p>Homework: Find 3 credible sources. Write a Works Cited page. BRING EASY WRITER TO CLASS</p>	<p>21 (Mid-Semester Grades Due)</p> <p>Class Activities: Small group discussion of IW 7. Lecture/class discussion on research on and response to alternate views</p>
<p>24</p> <p>Class Activities: Review of assignment objectives</p> <p>Homework: TBD according to progress</p>	<p>26</p> <p>Class Activities: What to put in the Midterm Portfolio Discussion on reflection</p> <p>Homework: Work on Midterm Portfolio</p>	<p>28 (Mid-Semester)</p> <p>Class Activities: TBD according to progress</p> <p>Due Today: MIDTERM PORTFOLIO</p> <p>Homework: Re-read <i>Fallacies</i></p>

March		
Monday	Wednesday	Friday
<p>3</p> <p>Class Activities: Further discussion of logical fallacies IW 8: Fallacies You've Used</p> <p>Homework: Read student example of a research report</p>	<p>5</p> <p>Class Activities: Discussion on examples of Research Report</p> <p>Homework: Re-read <i>Writing an Exploratory Essay or Annotated Bibliography</i>. PLEASE!</p>	<p>7</p> <p>Class Activities: Discussion on reading In class writing time</p> <p>Homework: Bring Research Report and Proposal for peer review</p>
<p>10</p> <p>NO CLASS – SPRING RECESS</p>	<p>12</p> <p>NO CLASS – SPRING RECESS</p>	<p>14</p> <p>NO CLASS – SPRING RECESS</p>
<p>17</p> <p>Class Activities: Peer Review</p> <p>Homework: Bring questions to conference</p>	<p>19</p> <p>Class Cancelled for Conferences</p> <p>Homework: Bring <i>Easy Writer</i></p>	<p>21</p> <p>Class Activities: Citation exercise</p> <p>Homework: Read <i>Writing a Classical Argument</i></p> <p>DUE: Research Report AND Proposal in class.</p>
<p>24</p> <p>Class Activities: Discussion/lecture on reading</p> <p>Homework: Read <i>Scandalous Research Paper</i></p>	<p>26</p> <p>Class Activities: Discussion on reading IW 9: Your past research mistakes</p> <p>Homework: Read student examples of Classical argument</p>	<p>28</p> <p>Class Activities: Discussion on readings: What makes a successful argument?</p> <p>Homework: Read <i>Real Men Don't</i> and <i>Marked Women</i></p>

April		
Monday	Wednesday	Friday
Mar 31 Class Activities: Discussion on reading Homework: Bring 1-2 opposing research sources	2 Class Activities: IW 10: Acknowledge & refute oppositional sources Homework: Read student example of a Classical Argument	4 Class Activities: Writing Introductions and Conclusions Homework: Write 3 pages of Classical Argument, bring for peer review
7 Class Activities: Peer Review Homework: Bring questions for conference	9 Class Cancelled for Conferences Homework: Work on Classical Argument	11 Class Activities: TBD according to progress Homework: Bring clean copy of Annotated Bibliography to class. DUE: Classical Argument in class.
14 Class Activities: Revise Annotated Bibliography Homework: Bring Research Report/Proposal	16 Class Activities: Revise Research Report/Proposal Homework: Bring clean copy of Classical Argument	18 NO CLASS – Friday before Easter Recess
21 Class Activities: Revise Classical Argument Homework: Go over Memo conventions in <i>Joining Academic Conversation</i>	23 (Last Day to Withdraw from the University – Apr 24th) Class Activities: Lecture on the Reflective Cover Memo What goes in the Final Portfolio Homework: Finish the portfolio!	25 Class Activities: Wrapping up Due Today: Final Portfolio Homework: Go forth and enjoy your life free of Composition and Rhetoric!

***Portfolios Returned By Final Exam Time Slot**