

English 102 | Composition and Rhetoric, Sections 035 & 069 | Spring 2013

- Instructor: Valerie Ann Surrett
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- Phone: 293-3107—For messages only
- Class Time and Location:
 - 036: Woodburn Hall 110 MWF 2:30-3:20
 - 069: Armstrong Hall 403 MWF 12:30-1:20
- Office: Colson G23
- Office hours: Tuesday 10:00-1:00 and by appointment

Required Textbooks and Materials

- English 102 Faculty. *Joining Academic Conversations (JAC)* 6th edition. Detroit, MI: Hayden-McNeil, 2013. Print. ISBN13: 978-0-7380-5269-4.
- Lunsford, Andrea A. *The Easy Writer*. 4th edition. Boston: Bedford/St. Martins, 2010. Print. ISBN13: 978-0-312-63821-4.
- You will need daily access to our class website: <https://sites.google.com/site/wvuenglish102spring2013/home>
- You will need to bring writing utensils, the above textbooks, and loose-leaf paper to class each day.

Introduction

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.

Below, we describe the course goals in ways that we hope make sense to you as students. For each goal, we include a list of things you should be able to do by the end of the course.

Goal 1: Understand Writing as a Process. The great thing about writing is the way it lets us explore and discover, analyze and question, reflect and revise. We engage in these processes almost all the time. In English 102, we hope you will become more conscious of the choices you make as a writer and the options available to you. For instance, you probably write emails differently than you write academic papers and papers differently than you write lab reports. You probably find some writing tasks easier or harder than others. But have you ever thought about what accounts for some of the differences? By the end of English 102, you should be reflective about your writing processes. Specifically, you should be able to:

- Use writing to develop your ideas.
- Understand how one piece of writing might take several drafts, some conversations with peers or your instructor, and several revisions before it is fully developed.
- Know what processes work best for you as a writer.

- Continue to learn to work collaboratively with others.
- Give others useful feedback about their writing.
- Assess your own strengths and needs as a writer.

Goal 2: Argue Effectively and Persuasively in a Variety of Contexts. When writing instructors talk about situations and contexts, we refer to the many challenges that face you as a writer each time you sit down to write. Perhaps you have already developed effective ways of meeting these challenges. For instance, you may already be in the habit of considering questions such as: Who is my audience? What do they want to know, and why? What genre—essay, memo, researched summary—should I choose, and why? By the end of English 102 you should know strategies for joining and participating in academic and public conversations. Specifically, you should be able to:

- Understand what it means to write for an “audience” and be able to express how different audiences might have different expectations for your writing—particularly for researched, persuasive writing.
- Know how to use argument as a way of responding to and shaping knowledge—especially in terms of choosing styles and formats that match your purposes for writing to your audience’s needs and expectations.
- Find and interpret resource material appropriately so that you can make choices about which sources are most authoritative and most useful.
- Know strategies for entering into and participating in academic and public conversations.

Goal 3: Explore and Evaluate Ideas. Perhaps you have heard the phrase “critical thinking”; it is used often, and by various people, to mean a variety of things. In the context of English 102 we see critical thinking as the process of writing and reading to explore, understand, and evaluate ideas. By the end of English 102 you should understand how writing helps you to discover new perspectives and arguments. Specially, you should be able to:

- Express your ideas in relationship to the ideas of others. This may mean summarizing and synthesizing material from varied sources to provide strong evidence for your assertions or to address ideas with which you disagree in an articulate and informed way.
- Analyze how you as a writer make choices about genre, layout, arrangement, organization and style to hold your readers’ interest and earn their understanding.
- Practice research and argumentation as a way to analyze and resolve questions or problems.
- Understand a research assignment as a series of tasks: exploring, finding, reading, evaluating, interpreting, synthesizing.
- Understand how language conveys and constructs knowledge and establishes or disrupts credibility and authority.

Goal 4: Integrate Research Effectively. Research allows you to increase your authority on a subject. By gathering knowledge about an issue (including knowledge of an opposing side’s argument), you can create powerful, informed and persuasive writing. By the end of English 102 you should be able to use, assess, and integrate a variety of research strategies—field research, interviews, web research and library research—to explore, develop, and support your arguments. Specifically, you should be able to:

- Develop a research question and find background information.
- Find a variety of print and electronic resources.
- Evaluate resources in terms of authority, currency, accuracy and objectivity.
- Use a variety of research strategies (primary and secondary sources) to explore, develop and support your arguments.
- Cite information ethically and accurately.

Goal 5: Know the Rules. As a student, it is important that you know the underlying “rules” of writing. Part of that knowledge comes from being aware of the traits that distinguish one genre from another (say, what makes an e-mail different from a business letter or a letter different from an academic essay). Another part of knowing the rules means being able to control features such as punctuation and spelling. Finally, it’s also important that you’re aware of what resources you have to use when you don’t know the rules. By the end of English 102 you should be able to:

- Understand how each genre has a different set of conventions (i.e., loose rules) that it follows, and know how to use them.

- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Recognize when you've used elements of writing incorrectly (for example, misplaced a comma, misspelled a word, or structured a piece of writing incorrectly for that genre), and know how to find those mistakes and fix them.
- Use academic citation systems (MLA) for documenting work and know where to find resources that will help you with this.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Classroom Policies

- **Come Prepared:** Bring your assigned reading materials, paper, and pencil or pen to class each day.
- **Technology in the classroom:** If you have a laptop or tablet you may bring it to class; however, computer activity *not related to class* (Facebook, email, games, working on assignments for other classes) constitutes an inappropriate use of technology in the classroom. Cell phones should be turned off before class begins and remain off until class is dismissed. If you are ever using technology in a way that is distracting or unrelated to the work of the class, I will ask you to put away the device or log off the computer. **If I have to discuss appropriate technology use with you more than once, you will be asked to leave and you will be counted absent for that day.** Simply put, electronic devices are wonderful, life enhancing tools; however, improper use of technology during class is distracting and disrespectful to your fellow classmates. Disrespect will not be tolerated.
- **Assignment Submission Policy:** With the exception of peer editing, which requires you to bring hard copies of your rough draft to class, all of your assignments will be submitted electronically to my email address. Submissions **MUST** be saved as Microsoft Word documents (.doc or .docx files). If I cannot open the file, you do not receive credit for the assignment. **Submissions must be received prior to the beginning of class on the date due to receive full credit.** "I had computer problems" is not an excuse. Get in the habit of backing up all documents in at least 2 different locations (online storage, thumb drive, email them to yourself) to prevent losing material when computers malfunction. Remember to include a subject with each email. Emails sent with attachments but no subjects are often delivered to SPAM folders.

File Management: Keep in mind, this is a portfolio course, meaning you will resubmit certain essay assignments completed during the course along with revised final versions at the end of the semester. Save all assignments in multiple places—including my electronic comments and feedback. Practice efficient file management by saving all documents in central locations and using specific file names that include your last name and assignment.

For example, if "Joe Smith" was submitting his Ad Analysis Final for Now, he would save it as "Smith_AA_FFN". The revised, final AA submitted in the portfolio would be saved as "Smith_AA_FINAL". Learning efficient file management skills early in the semester will save you time as you revise and resubmit assignments later in the course.

- **Synthesis Project Submissions:** Synthesis Project assignments will be due before class on the date due. Submit synthesis assignments via email by attaching the assignment as a MS Word document. Remember, synthesis assignments are homework, and therefore must be turned in (emailed to me) *before* class on the date due. Synthesis Project assignments are not revisable and late SP assignments will not be accepted.
- **Rough Drafts for Peer Review:** Similarly, rough drafts must be in-hand when class begins on the date due. Coming to peer review without an acceptable draft and/or missing peer review will result in a one-letter-grade deduction of the final draft submitted with the portfolio at the end of the semester.
- **Late Work:** Late work is unacceptable and has serious consequences. If you miss either a draft or a final deadline listed on the course schedule, that work may not be eligible for full credit in your final portfolio. If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Such arrangements are, however, exceedingly rare and require a formal, written request to me that must include an explanation of the circumstances and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that the request will be granted.

- Late Final For Now drafts will result in a ½-letter-grade per day-late deduction of the final draft submitted with the portfolio at the end of the semester.
- **Attendance:** Attendance is essential to success in this class. You are allotted three "free" absences. Illness, car issues, family emergencies, and vacations will count as an absence. Similarly, late buses and PRT breakdowns do not excuse an absence or tardy. Incurring a fourth absence will compromise your grade as much as one full letter. Each subsequent absence will result in the further loss of up to one letter grade. Thus, missing more than six class periods will result in an automatic failure of the course—no exceptions.
- **Email:** We will spend a lot of time talking about audience this semester. Remember, email communication is a rhetorical situation. As such, consider your audience. When you are emailing me or your fellow classmates I expect you to use proper formatting, including: salutation (Dear Mrs. Surrett), body (written in complete sentences), and valediction (Sincerely/Thank You/etc., followed by your name). I am happy to receive questions via email. I will respond to emails within 24 hours during the week and will answer email queries sent during the weekend on the following Monday.
- **Participation:** Class participation is a graded requirement of this course. Participation includes coming prepared: on time, assigned reading completed, homework in-hand, textbook, and writing utensils. Come prepared to discuss and engage. I prefer self-propelled discussions, but I will call on you if I must. I understand that some people may not be as comfortable speaking in public as others, so in-class exercises and group work factor into class participation.
- **Conferences:** Over the course of the semester we will have four class periods when we will not meet during our normally scheduled class time. Instead, you will sign up to meet me for a 15-minute conference. We will discuss your current writing assignments as well as your experiences and progress in the class. **Missing a required conference counts as an absence.** You are expected to bring questions about your papers to each conference as well as drafts, outlines, and/or Works Cited pages as directed. **Conferences will be held in my office (Colson G23).**
- **Writing Center:** The WVU Writing Center is a resource that can help support you in all aspects of the writing process. It is located in G02 Colson Hall (the lower level). This is a free resource. You can meet with a tutor to go over the goals of any assignment or to get help brainstorming, organizing, or revising. The feedback from tutors will always focus on each writer's needs and abilities.
 - WVU Writing Center G02 Colson Hall
No appointments necessary
For more information, call (304) 293-5788
- **Plagiarism/Cheating:** The English 102 community assumes your honesty. WVU's Academic Integrity Policy states: "Faculty, students, and administrators share the responsibility to maintain the University's academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University's catalogs, and the Academic Integrity/Dishonesty Policy."

Students are expected to be familiar with the section on Academic Honesty in the University Student Conduct Code, which is online at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code.

If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism (including self-plagiarism), please talk to me. Plagiarism and cheating are serious offences. Clear cases will result in an F for the course and appropriate academic discipline.

Recycled assignments: In English 102 we also expect students to submit their own *original* work. When you recycle your own past work or submit essentially the same paper in more than one class, you are self-plagiarizing. For instance, if you are repeating the class, you must talk to me about whether you may use a previous assignment as the basis for further revisions. If you are using a similar assignment for more than one class, permission must be obtained from the instructors of both classes. Permission is neither automatic nor guaranteed. Failure to disclose recycled or dual-submission work may result in an automatic F.

- **Social Justice:** English 102 supports WVU's commitment to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-

discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

- **Students with Disabilities:** If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (304-293-6700).
- **University Counseling Services:** The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The center offers drop-in hours as well as scheduled programs and appointments. You'll find the Carruth Center on the third floor of the Student Services Building, right next door to the Mountainlair. The hours are Monday-Friday, 8:15 AM-4:45 PM. The center's phone number (answered 24 hours) is 304-293-4431. The center's website is <http://well.wvu.edu/ccpps>.

Overview of Required Work

Essays, informal writing, and participation comprise the work for English 102. Each of these components is described below:

Three Essays and Reflective Writing. You will write three major essays in this class (totaling about 20+ polished pages of writing) and this work will represent the bulk of your grade. You will be given ample opportunity to revise all of your essays.

1. **Synthesis Project.** The Synthesis Project is an evolving essay in which you will progressively summarize and synthesize various texts throughout the semester. For each submission you will read an assigned journalistic piece (readings will be posted to our class website), then summarize the piece in one paragraph and synthesize the new piece with previous submissions' reading assignments in a second paragraph. Synthesis Project submissions are due by email before class on the date due. There are a total of 6 assigned readings, and I will drop the lowest submission grade at the end of the semester (meaning you may either choose to skip one submission or complete all 6 and I will count only the 5 highest grades). The completed Synthesis Project—including an introduction and conclusion—will be submitted in your final portfolio at the end of the semester.
2. **Ad Analysis.** This assignment asks you to analyze and compare the effectiveness of two ads promoting similar products by identifying the respective target audiences and exploring the appeals employed in each ad to influence the audience.
3. **Researched Argument.** This culminating assignment builds on the other assignments in that you will develop a research question and find a variety of print and electronic resources to argue a claim. Through this assignment you will learn how to use argument as a way of responding to and shaping knowledge, find and interpret resource material appropriately so you can make choices about which sources are the most authoritative and most useful, know strategies for entering into and participating in academic and public conversations, practice research and argumentation as a way to analyze and resolve problems, and understand how language conveys and constructs knowledge and establishes or disrupts credibility and authority. In addition, you will learn how to evaluate resources in terms of authority, currency, accuracy and objectivity and use a variety of research strategies (primary and secondary sources) to explore, develop and support arguments. The project includes:
 1. *Prospectus (NOT eligible for revisions)*
 2. *Annotated bibliography (NOT eligible for revisions)*
 3. *Researched Argument (eligible for revisions)*
 4. *Oral Presentation*

Reflective Writing. In addition to the above major essays, English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

Informal Writing (In-class assignments and Homework). Your homework and collected in-class writing will get immediate feedback. This work will vary in form. For instance, sometimes I'll ask you to send an email to me, other times I may ask you to respond to some reading by writing something at home; at other points we may do some informal writing in class or perhaps give a very short oral presentation. The work will always be relevant to English 102. If the work is

incomplete or missing, you'll receive no credit. I will respond to this work and return it to you promptly. Doing this work prepares you to do well on your longer writing assignments.

Participation. Participation assessment is based on coming to class on time, your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others.

Grading

Essays: On the schedule of work due, you will see “final for now” deadlines for each of the three major papers. You will get feedback from peers and your instructor will return your “final for now” drafts with written comments to give you a sense of how you can continue to revise and polish your writing for the final portfolio that is due at the end of the semester. **Late or missing “final for now” drafts will impact the final portfolio grade (1/2-letter grade for each day late), and late portfolios will not be accepted.**

Synthesis Project: SP submissions are due before class via email on the date due. SP submissions are not revisable and late submissions will not be accepted. As stated above, I will drop the lowest SP submission grade at the end of the semester.

Informal Writing: Informal writing—in-class assignments—will be graded upon submission. These assignments are not revisable. In addition, the prospectus and annotated bibliography assignments (part of the Researched Argument process) are not revisable. **These assignments are due on the due date and late assignments will not be accepted.**

What follows are descriptions of how your grade will be determined for the three major components of the course—informal writing, participation, and portfolio writing.

Informal Writing/Homework (20% Total)

This part of your grade will be based on the following criteria:

- A** – The writing is well developed, original, and succeeds in mastering new techniques and knowledge. The writing shows risks that work.
- B** – The writing has been done with considerable care and attention. It is developed and detailed.
- C** – The writing is acceptable. The student needs to spend more time or thought on the assignment.
- D** – The writing is unacceptable. It may be unfinished, inappropriate to the assignment, or written in class.
- F** – The student did not turn in any writing. (Please note: Late assignments are unacceptable.)

Participation (10%)

This part of your grade will be based on the following criteria:

- A – Superior participation** shows initiative and excellence in written and verbal work. You were always well prepared and on time and rarely, if ever, missed class. More than simply being present, you used writing, reading, and discussion as ways to study how you and others make choices about language and form, understand complex ideas, and connect with others. Reading and writing assignments were always completed with attention to detail. In workshop or conferences, suggestions to group members were tactful, thorough, specific, and often provided other student writers with a new perspective or insight.
- B – Strong participation** demonstrates active engagement in written and verbal work. You were always well prepared and on time and rarely missed class. You played a consistently active role in large and small group discussions even if your comments sometimes did not add new insights. Reading and writing assignments were completed with attention to detail, with only an occasional need for further development. In workshop or conferences, suggestions to group members were tactful, specific, and helpful.
- C – Satisfactory participation** demonstrates consistent written and verbal work that meets basic requirements. You made it to class prepared and on time, stayed focused on the day's work, and never exceeded the number of allowed absences. You met all deadlines for drafts and final versions of major assignments and reflective writing, and you missed no more than one informal writing assignment. You contributed to small group workshops and large class discussions, but your written and verbal responses could often have benefited from more specific detail or more thoughtful development.
- D – Weak participation** demonstrates inconsistent written and verbal work. Some examples may include a pattern of being habitually late to class, missing more than the allowed number of classes, being unprepared for class, or being distracted during work (e.g., texting, surfing the Web, chatting on unrelated topics, etc.). Weak participation may also be characterized by infrequent or unproductive contributions to classroom discussions. You may be missing two informal writing assignments, or the work you submitted on two or more occasions may have

been far too brief or undeveloped to meet the basics of the assignment. In workshops or conferences, suggestions to group members may have been missing, too brief and general to be of help, or too late to advance the discussion.

F – Unacceptable participation shows ineffectual written and verbal work. Some examples may include a pattern of being excessively late to class or being absent for more than 10% of the class. Other examples may include missing three or more informal writing assignments, submitting work that fails to meet basic requirements, or missing a draft or final deadline for one or more of the major assignments. A pattern of being regularly unprepared made it impossible to contribute effectively to classroom discussions or small group workshops. In workshops or conferences, suggestions to group members may have been missing, too brief and general to be of help, disrespectful, or disruptive.

Portfolio (70%)

To be eligible for full credit each writer must meet all major deadlines throughout the semester. The final portfolio must show evidence of the writer's process by including the required reflective writing and indicating revisions to final drafts via highlighting, comments, or track-changes function. Your final portfolio grade will be based on the following criteria:

A – Superior portfolios will demonstrate originality, initiative, and rhetorical sophistication that go beyond the requirements. A portfolio at this level is composed of well-edited texts of different genres that consistently show a clear, connected sense of audience, purpose, and development. The writer is able to analyze his or her own writing, reflect on it, and revise/rewrite accordingly. The portfolio takes risks that work.

B – Strong portfolios succeed in meeting their rhetorical goals in terms of audience, purpose, and genre conventions without need for further major revisions of purpose, development, audience, or writing style/mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

C – Satisfactory portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, development, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

D – Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding. Texts generally require extensive revisions to address problems with purpose, development, audience, and/or writing style and mechanics.

F – Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or writing style/mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's own original work.

Course Schedule

Date	Homework Due Before Class	In-Class Activity
January		
Monday, 14		
Wednesday, 16		
Friday, 18 ***Last Day Drop/Add***		
Monday, 21	No Class	No Class
Wednesday, 23	Synthesis Project Submission #1: Due via email (vsurrett@mix.wvu.edu) before class begins.	
Friday, 25		
Monday, 28		
Wednesday, 30		
February		Conferences
Friday, 1		
Monday, 4		
Wednesday, 6	Synthesis Project Submission #2	
Friday, 8	Ad Analysis Rough Draft due: bring 2 printed copies to class	Ad Analysis Peer Review
Monday, 11	Ad Analysis FFN due via email (vsurrett@mix.wvu.edu) before class begins.	
Wednesday, 13		
Friday, 15		
Monday, 18		
Wednesday, 20	Synthesis Project Submission #3	
Friday, 22		
Monday, 25	Research Prospectus Final Due via email before class begins.	
Wednesday, 27		
March	Midterm Reflection Due	Conferences
Friday, 1 ***Midterm***		
Monday, 4		
Wednesday, 6	Synthesis Project Submission #4	
Friday, 8		
Monday, 11		
Wednesday, 13		
Friday, 15	Annotated Bibliography Rough Draft Due: bring 2 printed copies	Annotated Bibliography Peer Review

	to class	
Monday, 18	Annotated Bibliography Final due via email <i>before class begins</i> .	
Wednesday, 20	Synthesis Project Submission #5	
Friday, 22 ***Last Day to Withdraw from a Class***		Conference
Monday, 25	Spring Break!!!!	Spring Break!!!!
Wednesday, 27	Spring Break!!!!	Spring Break!!!!
Friday, 29	Spring Break!!!!	Spring Break!!!!
April Monday, 1		
Wednesday, 3	Synthesis Project Submission #6	
Friday, 5	Researched Argument Rough Draft due: Bring 2 printed copies to class.	Researched Argument Peer Review
Monday, 8	Researched Argument Essay FFN due via email <i>before class begins</i> .	
Wednesday, 10		
Friday, 12		
Monday, 15		
Wednesday, 17		
Friday, 19		Conference
Monday, 22		
Wednesday, 24		
Friday, 26		
Monday, 29		Oral Presentations
May Wednesday, 1		Oral Presentations
Friday, 3 ***Last Day***	Email Final Portfolio (Final Reflection, completed Synthesis Project, Ad Analysis Essay, and Researched Argument Essay— with all changes highlighted— attached as separate MS Word files to one email) by 11:59 pm Friday, December 3. LATE PORTFOLIOS WILL NOT BE ACCEPTED.	Final Portfolio Due by Midnight Last Day of Class
Friday, May 10 Portfolio Pick-up		Colson Hall G23 1:00-3:00