

English 102

ENGL 102, Spring 2007, Matt Ferrence

English 102

Composition and Rhetoric II

Section 64; M-W-F 8:30-9:20 a.m.; Armstrong 121

Instructor: Matthew Ferrence

Office Hours: Monday 10:30-11:30

Stansbury 438

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Required Texts

1. *Joining Academic Conversations: English 102*. Compiled by the Undergraduate Writing Committee. Tapestry Press, 2006
2. *The Everyday Writer*. Angela A. Lunsford. Bedford/St. Martin's, 2001.
3. Photocopies of your own work, which will be shared with fellow class members.

Policies and Procedures

See *Joining Academic Conversations*.

Philosophy

You know how to write. By completing English 101 you've proven that, so our goal in this class is to make you write better. More specifically, our goal is to make you write better when basing your writing on research. As you move on in your academic studies, you'll frequently face research papers in Biology, Art History, Macroeconomics, Phrenology, whatever it is that you decide to focus on. After you leave West Virginia University, many of you will continue to write reports, articles, abstracts, lots of stuff that requires you to first learn about something and then write it down. Moreover, all writing is communication. You will learn, though this course, to communicate facts and research to other people through writing.

English 102 is the course that will help you develop the skills necessary to do that. You will learn to look at things, to synthesize things, to dive into the library and find things, to interpret things, to figure things out, to write things. You will learn to be writers, not just know how to write. That said, the goals of this course are not directly relevant to future papers you will write. You will not learn how to write a Biological paper, an Art paper, a Macroeconomical paper, a Phrenological paper. In fact, the sort of writing you do in this class is, quite possibly, different than any other that you've ever done and different than any other you might do.

Each of you will select and read a novel, on which your major term assignment will be based. My intention is to have you engage with a fictional text that relates in some way to your major or—if you're undecided (and that's okay!)—to a potential major. That is, a biology major might be interested in reading Jurassic Park, and a history or religious studies major might be interested in the Da Vinci Code. For this class, I want you to apply academic research to the novel you choose, so that in the end you can write an original essay that uses the novel as a departure point for your own thesis. That is to say, you will develop your own idea on how the novel might be interpreted within the context of your chosen field. In the process, you will engage in the critical skills that are important to success in both English 102 and College in general: you will think critically, you will analyze, you will research thoroughly, and you will write well. At the end of it all, you will emerge a more complete writer.

Assignments

- Novel Rationale: 3 pages
- Annotated Bibliography: 6-8 sources
- First Version, Final Paper: 4-6 pages
- Revised Peer Paper: 5-6 pages
- Final Version, Final Paper: 8-10 pages
- Peer Responses: 1/2 page minimum each

Grading

Novel Rationale: 10%

Annotated Bibliography: 10%

First Version, Final Paper: 20%

Revised Peer Paper: 15%

Peer Responses: 15%

Final Version, Final Paper: 30%

Workshops

Twice in the term, each of you will be a workshop subject—one session for each the short and longer versions of your paper. In the class period before each workshop, you will supply copies of your paper to the ENTIRE CLASS so we can all be prepared for your session. Other members of the class, in turn, will carefully read the paper and prepare a 1/2 page minimum written response (1 copy to the workshop subject, 1 to me). These sessions are critical components of the learning process, both for workshopppers and workshoppees, as they will offer specific suggestions for how writers may revise their own papers and allow the rest of the class to develop as readers and writers. Even if daunting at first, these sessions are useful and, really, pretty fun. We're all in it together, working toward a common goal.

Of course, it's critical that we all take these workshops seriously. As such you will be graded on your responses. You will earn full credit for making reasonable responses, though points could be lost if I see evidence of sloppy reading and disengaged response. Likewise, it is obviously important that workshop subjects provide their papers on time. As such, anyone who fails to

provide copies the class period before the workshop will have their class grade docked 10%. No exceptions, other than medical excuses, which require doctor verification. A brief and incomplete list of unworthy excuses: I forgot; I didn't budget money for copies; I don't like workshop; I don't like Mr. Ferrence; my roommate ate my paper. Please don't put me in the position of having to levy such a penalty. And please have respect for your classmates by acting as conscientious workshop participants.

Schedule (subject to alterations, as needed)

Week 1: M 1.8-Intro; W 1.10, F 1.11: Thesis Review

Week 2: M 1.15 OFF; W 1.17: MEET AT LIBRARY; F 1.19 Novel Rationale Due/Discuss

Week 3: M 1.22 Discuss N.R.; W 1.24; F 1.26 Annotated Bibliography Due/Discuss

Week 4: M 1.29 A.B. Discuss; W 1.31; F 2.2 First Version Due

Week 5: Workshops--M 2.5; W 2.7; F 2.9

Week 6: Workshops--M 2.12; W 2.14; F 2.16

Week 7: Workshops--M 2.19; W 2.21; F 2.23 NO CLASS

Week 8: Workshops--M 2.26; W 2.28; F 3.2

Week 9: Worksessions--M 3.5; W 3.7; F 3.9

Week 10: Worksessions--M 3.12; W 3.14; F 3.16 Peer Revision Due

Week 11: Worksessions--M 3.19; W 3.21; F 3.23

March 24-April 1: SPRING BREAK

Week 12 Workshops II--M 4.2; W 4.4; F 4.6 UNIVERSITY RECESS

Week 13: Workshops II--M 4.9; W 4.11; F 4.13

Week 14: Workshops II--M 4.16; W 4.18; F 4.20

Week 15: Workshops II--M 4.23; W 4.25; F 4.27

FINAL EXAM PERIOD: Thursday, May 3: 11am to 1pm