

"Feedback is commentary that begins conversation, not ends it." – Nancy Sommers

Composition & Rhetoric II
ENGL 102-7D1, Fall 2015 – Syllabus

Instructor

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Email

You can use MIX or the eCampus Email tool to contact me. Consider posting questions about course content to the Discussion Board so that others may respond and benefit from the discussion.

Office Hours

You may stop by my office during office hours (see above) or make an appointment with me via e-mail to speak on the phone or chat via Collaborate.

Interacting With Your Professor

Email, conferencing and office hours mean that this course is based on tutorial-style learning in which you can contact me for help. It is important that you take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. This style of learning represents an enormous change from the "in school" instruction you may be used to. All the materials are here—but you have to have the self-direction to keep track of the calendar, to keep up a pace of continuous learning, to contact me, and to keep a record of what you've done. You can expect that I will respond to your messages and questions within 48 hours Monday through Friday.

Additionally, be aware of your tone in communication. Our primary source of communication is email, so it is important that you treat this medium with the same respect as you would an in-class discussion. Use proper email conventions including an address and a signature. Be sure to check your messages for proper spelling and grammar.

Course Description

English 102, Composition & Rhetoric II, focuses on argumentation and research writing. It is designed to foster critical thinking, reading, and writing skills, and to introduce you to the conventions and strategies of argumentation and research-based composition. Over the semester, you will complete a number of different writing assignments, all of which will help you work toward the completion of a final research paper. As a web-based course, this section of English 102 is also designed to help adult learners, who may be constrained by time or geographic distance, meet some of the challenges of a degree or certificate program at WVU.

Course Goals

The goal of English 102 is to prepare students for the writing they will do in their college coursework. To develop their abilities as writers, readers, and thinkers, students in this online section of English 102 should strive to do the following during the term:

- Practice writing as a problem-solving process that fosters the discovery, analysis, and synthesis of new ideas.
- Develop strategies of observation, summary, interpretation, analysis, and reflection as part of the process of inquiry and learning.
- Practice writing to help you discover the structure of your own thinking and develop effective strategies for analysis and communication.
- Practice doing substantive and stylistic revisions that address problems in communication.
- Develop formal research strategies that involve using library resources and the Internet for gathering information.
- Learn how to assess the quality of information sources.
- Develop your ability to summarize and synthesize material from varied sources to aid your understanding of claims, evidence, differing perspectives, conclusions, alternatives, questions, assumptions, implications, consequences, etc.
- Effectively address multiple audiences and varied rhetorical contexts for researched, analytic writing.
- Practice methods for organizing and developing persuasive writing.
- Effectively apply to your writing the principles of clarity and conciseness.

Required Text and Materials

In addition to our WVU eCampus course, there is one required text for this class:

- Lunsford, Andrea. *Easy Writer*. 5th edition. Boston and New York: Bedford/St. Martin's Press, 2014.

You can purchase this book at the WVU Bookstore, either in person, by phone at 304-293-7461, or via the Internet at <http://wvu.bkstore.com> 📖.

Look at the Weekly Assignments (located in the Coursework section on the course Homepage) for any given week to see what you will need to read from *Joining Academic Conversations* and what you may need to read from materials on the Web site. Use *Easy Writer* as a guide for documenting and citing your sources and as a reference book for grammar, punctuation, and style.

Course Policies

Attendance

This online course has an attendance requirement. You are expected to "attend" (or visit and interact with) this course site at least four times a week. Every time you log on, make sure you check your WVU eCampus messages and read all new announcements posted by the instructor as well as all new Discussion Board posts by your classmates. The WVU eCampus technology makes it possible for the instructor to track where and how often you visit this course site.

Participation

Your participation grade will be calculated based on how often you visit the course site, whether or not you complete weekly informal exercises, how frequently you respond to my and your classmates' postings to the Discussion Board (especially for non-graded postings), how consistently and effectively you engage with the demands of the course, and the overall quality and thoughtfulness of all aspects of your interaction with the course, your instructor, and your classmates.

Deadlines

This course has deadlines at 11:59 PM.

Late Work

Late work will not be accepted. It is especially important in an online class that you look ahead and make sure that you keep yourself current with upcoming projects and weekly assignments. I will not remind you of work that is due; that is your responsibility. For quick reference, you should print the Weekly Assignments. You can also consult our course calendar (the link is in the left-hand column of the Homepage) where I marked submission dates for all exercises, essay drafts, evaluations, and final portfolio.

No Incomplete Grades

No "Incompletes" will be given for any online writing course for any reason. Your instructor is required to assign every enrolled student a grade at the end of the term. Students who do not withdraw and who earn a "D" or "F" can repeat the class during another term if they need a higher grade for graduation.

Netiquette

Since you will be part of an online environment, it is expected that you communicate with and relate to your instructor as well as your colleagues in a civil manner and with a respectful tone. Your emails, discussion posts and other means of communication for this class should be formal. As such, please avoid Internet jargon and ensure that your spellings and grammar befit a class of this level.

WVU Policies**Inclusivity 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. 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 Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.sandbox.wvu.edu/ddei>.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext>.

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please contact me before the assignment is due to discuss the matter.

Eberly Writing Studio

The Eberly Writing Studio, located in G02 Colson Hall, strives to help all members of the university community learn more about writing and become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. Because the Writing Studio works to teach students ways to improve their own writing, consultants will not proofread, edit papers, or discuss grades. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call 304-293-5788 or visit the Writing Studio web site at <http://speakwrite.wvu.edu/writing-studio>.

Required Work

This Web-based writing course will require time management and self-discipline. Because you should consider your reading to take the place of class lectures, you must complete the reading to succeed in the course. The graded components of this course are divided into these main categories:

- Formal assignments (persuasion, evaluation, proposal, annotated bibliography, research report)
- Informal writing (Writer's Notebook, online discussions)
- Mid-term and Final portfolios

You can expect feedback on your major papers within a week after the deadline for submission.

Grades

Your Final Grade Will Be Based On the Following Percentages:

- Final Portfolio of five major assignments: 70%
- Informal Writing (Writer's Notebook, Discussions): 20%
- Participation (Group Activities, Peer Review): 10%

Submitting Required Work

Important: You must submit work in the correct way (via eCampus) and on time in order for it to be accepted. This means that you will need to find out how you are expected to submit work (via WVU eCampus journal, via attachment, via Discussion Board) by carefully reading the instructions for each assignment.

Work submitted either incorrectly (via the wrong format—e-mail instead of attachment) or late will not be reviewed or your final grade will be reduced as explained above.

Some of the work detailed above may ask that you work in collaboration with other students, but you should only do so if the instructions explicitly require that as a part of completing the work.

Overview of Required Work

Final Portfolio of Major Assignments (70% of final grade)

The five major assignments in ENGL102 are

- a persuasion essay,
- an evaluation essay,
- a research proposal,

- an annotated bibliography, and
- a research report.

The final portfolio will include a reflective memo and some other sample writings.

Your instructor will provide detailed assignments and schedules for these essays and the final portfolio.

Informal Writing (20% of final grade)

Your informal writing will consist of entries in your Writer's Notebook and Discussions. The final grade will be calculated based on

- Your entries in the Writer's Notebook. These entries are meant to be a way for you to process the material you've read. They should show evidence of your reading and display your comprehension of the material.
- Your entries in Discussions including postings and thoughtful responses to others' posts.

Participation (10% of final grade)

Your participation grade will be calculated based on group activities and peer review.

Assignment Preparation

- Discussion Board postings, Writer's Notebook entries, and messages to your instructor should be single-spaced. Avoid using conversational sentence structure or vocabulary as well as any Internet jargon or abbreviations.
- For all assignments sent as attachments to WVU eCampus messages:
- Briefly identify your last name and the exercise you are submitting both in the file title and in the subject line of the e-mail (i.e., Jackson_exercise1 or Stewart_essay2);
- Do all written assignments using Microsoft Word or other compatible word-processing software; use 12 pt font and double-space your text; save the file in .doc, .docx, or .rtf formats only;
- In the top left corner of the first page, place a single-spaced heading with your name, course number, instructor's name, and date;
- Insert your last name and page number in the top right corner on each subsequent page;
- Check your margins. Most word processing programs automatically set the left and right margins at 1.25" rather than 1" (the format for this course); and
- Follow Standard Written English and the conventions of academic writing.
- Keep backup copies of all your files both on the hard drive and on a jump drive. Remember that computer failure is not an excuse for not submitting your assignments on time.
- Print and save everything for your records. Save all assignments with comments, planning materials, drafts, peer reviews, as well as your posts and responses in the order in which you did them.

COURSE SCHEDULE

The schedule is subject to slight alteration based on the progress of the class. A schedule of readings can be found below. All assignments are due by 11:59pm on the date specified. All Learning Activities should be completed by 11:59pm on the date specified.

DATE	DISCUSSION/ACTIVITES	READ (for homework)	LEARNING ACTIVITIES
Aug 18	DISCUSSION: Unit 1 – Getting Started		Unit 1 Learning Activities
Aug 20	DISCUSSION: Unit 2 – What is Rhetoric?	EW: Ch 1-6, 14-18	Unit 2 Learning Activities
Aug 25	DISCUSSION: Unit 3 – Writing to Persuade	EW: Ch 29-32, 38-40	Unit 3 Learning Activities
Aug 27			
Sep 1	DUE: FFN-Persuasion		
Sep 3			
Sep 8	DISCUSSION: Unit 4, Module 1 – Writing to Evaluate: Genre Analysis		U4M1 Learning Activities
Sep 10	DISCUSSION: Unit 4, Module 2 – Writing to Evaluate: Strategies for Organizing an Evaluation		U4M2 Learning Activities
Sep 15	DISCUSSION: DISCUSSION: Unit 4, Module 3 – Logical Fallacies		U4M3 Learning Activities
Sep 17	DUE: Draft of Evaluation for Peer Review DISCUSSION: Unit 4, Module 4 – Writing to Evaluate: Crafting Effective Transitions		U4M4 Learning Activities
Sep 22	DUE: FFN - Evaluation		
Sep 24	DISCUSSION: Unit 5, Module 1 – Writing to Reflect: Part I – Survey of Invention Strategies		U5M1 Learning Activities
Sep 29	DISCUSSION: Unit 5, Module 2 – Writing to Reflect: Part I – Thinking Back/Thinking Ahead		U5M2 Learning Activities
Oct 1	DUE: Mid-Term Portfolio with revisions of Persuasion and Evaluation		
Oct 6	Individual Conferences via Collaborate		
Oct 8	DISCUSSION: Unit 6, Module 1 – Writing to Propose Ideas: Generating a Research Topic/Focus		U6M1 Learning Activities
Oct 15	DISCUSSION: Unit 6, Module 2 – Subjective and Objective Research Questions		U6M2 Learning Activities
Oct 20	DUE: Research Proposal for Proposal Workshop DISCUSSION: Unit 6, Module 3 – Writing to Propose Ideas: Effective Library Research		U6M3 Learning Activities
Oct 22	DISCUSSION: Unit 7, Modules 1 & 2 – Writing to Conduct Research: Taking Research Notes & Searching for Information		U7M2 Learning Activities
Oct 27	DISCUSSION: Unit 7, Module 3 –		U7M3 Learning Activities

	Writing to Conduct Research: Evaluating Research Sources		
Oct 29	DUE: Annotated Bibliography		
Nov 3	DISCUSSION: Unit 8, Module 1 – Writing to Test Ideas: New Perspective for Critical Writing		U8M1 Learning Activities
Nov 5	DISCUSSION: Unit 8, Module 2 – Writing to Test Ideas: Academic Essay Structure		U8M2 Learning Activities
Nov 10	DUE: Draft of Research Project for Peer Review DISCUSSION: Unit 8, Module 3 – Writing to Test Ideas: Framing Sources		U8M3 Learning Activities
Nov 12	DUE: FFN – Research Project Schedule: Individual Conferences		
Nov 16-20	Individual Conferences via Collaborate		
Dec 1	DISCUSSION: Unit 9, All Modules – Writing to Demonstrate Knowledge:		U9M3 Learning Activities
Dec 3	Putting it together		
Dec 8	Due: Final Portfolio		