

# **EngLish102: ComposiTion&RhetorIc**

Section 405 (MWF 10:00 – 10:50 a.m. 315 PER-E); Section 407 (MWF 11:00 – 11:50 p.m. 315 PER-E); Section 403 (TR 11:00 – 12:15 p.m. 315 PER-E)

**Lecturer:** Amy Wilson

Office: 325 Colson & G33 Evansdale Library Phone: 3-3107 (for messages only)

Email: [happyteacherstarreacher@yahoo.com](mailto:happyteacherstarreacher@yahoo.com) (happy teacher star reacher)

Office hours: Tues. 9:00 – 11:00 a.m. & Thurs. 9:00 – 10:00 a.m. (by appointment only please)

Term: Fall 2011

---

“The strokes of the pen need deliberation as much as the sword needs swiftness.”

~Julia Ward Howe (1819-1910), writer, reformer, poet

**Overview:** Those of us who teach in the writing program at WVU recognize that effective writing skills are essential to success in *every* field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics.

English 102 builds on these writing abilities and then expands them 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. This course will provide you opportunities to write:

- As a way to explore, understand, and evaluate ideas;
- As a way to analyze and resolve questions or problems;
- As a way to argue effectively and persuasively in a variety of contexts.

The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You’ll learn about the research process, argumentation, and critical inquiry.

**Attendance Policy:** Attendance is expected, and I consider punctuality respectful. Be aware that class work cannot be made up (see JAC xii – xiii). I will pass around an attendance sheet in class. **It is your responsibility to sign your own name to the attendance sheet and likewise your responsibility to read *Joining Academic Conversations* (xii) for details regarding WVU’s specific attendance policies.** Please do not be naïve to the crucial fact that you must attend class.

## **Texts:**

- *English 102:Joining Academic Conversations*. 5<sup>th</sup> edition
- Lunsford, Andrea A. *Easy Writer*. 3<sup>rd</sup> ed. Boston: Bedford/St. Martin’s, 2006—or most recent addition
- Muller, Gilbert H. *The Brief McGraw-Hill Reader: Issues across the Disciplines*. New York: McGraw-Hill, 2012.
- A dictionary and thesaurus will also be very helpful.

**Grading:** Please note that any work deserving an “F” will be recorded as a zero/no credit. ***Plagiarized work (and any work where cheating is involved) will not only result in a zero for that assignment but also may very well earn you a big fat F in the course. “Academic dishonesty involves representing as your own work any part of work done by another” (JAC xvi). Please refer to Joining Academic Conversations (xvi) for definitions and further explanations. Do your own work. Cheating is intolerable, not to mention rude!***

Late work will not be accepted. If you must miss class, it’s your responsibility to get homework to me somehow. Again, class work cannot be made up.

I look at it this way: if you come to every class, do all of the assignments to par, participate appropriately and regularly, and truly *try*, you can probably expect to pass. Your grade improves as the quality and caliber of your work and effort improve. In other words, do not expect an “A” simply because you attend and do all of the work. Surprisingly, many students are under this impression.

**Class Style:** Class style will be a combination of lecture, discussion, and workshop. Keep in mind that course topics will generally be controversial. Foul language is impermissible, either in writing or discussion. Respect is key. Please remove hats, and please silence your cell phones during class time. Especially **do not even let the thought of texting during class cross your mind.** *Note that if you text during class you will automatically receive an F for the class participation component for the course.*

**Portfolios:** These are biggies. Invest in two (2) pocket folders. The writing process will begin in class. You will go through several writing stages: the free-writing, rough drafting, conferencing, peer evaluation/editing, and subsequent revision stages before submitting a final version for a grade. Please refer to *JAC* (xiv - xviii) for procedural criteria regarding written assignments. Specifically, you're looking at:

**Portfolio 1: Critical Analysis (25%)**

- Analysis (5-6 pages): You will analyze an argumentative text from a pool of essays that I will give you in class. Identify the major parts of the argument—claim, support, warrant—as they have been defined in our class reader. Evaluate whether the author makes a successful or unsuccessful argument. You must find at least one other source (in addition to the primary source provided) that provides insight to, or information about, the author of your primary text. This source should ideally be scholarly and found through WVU's databases, as outlined in the library instruction.

**Portfolio 2: Research and Argument in the form of a Position Paper (35%)**

- Annotated Bibliography (7+ pages, 10 sources): The Annotated Bibliography is an important step in creating your final paper. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, and Lexis-Nexis. Your primary text will not count as a source for the annotated bibliography.
- Position paper (8-10 pages, 8 sources\*): Specifically, you will defend or refute an argument from one of the prompts that I will give you in class. Your position will be that you are in agreement or disagreement with that particular argument. Within the course of the development of your thesis, you will be required to address one counterargument, which may be no less than three sentences and no more than one page. Methods of evidence: major databases; visits to the term paper clinic or reference library; interviews (if applicable), etc.

\*not necessarily all from your annotated bibliography (that would be too ideal)

**Short Write Folder (25%)**

You will need an additional folder for this. Short (“informal”) writing might include reading responses, short analyses, or other smaller assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect 8-16 such informal writing assignments that will be submitted together in the form of a miniature portfolio. The table of contents for this will accompany this syllabus. These assignments are designed to aid you in your critical thinking/reading/writing endeavors for this course and are NOT revisable.

**Participation (15%)**

Participation is assessed not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. In other words, attendance does not equal participation. My *perception* of your commitment and attitude will play a large role in this overall grade. You are welcome to talk to me if you have questions about your progress in the class.

**Additional note regarding all assignments:** *I expect all work to be thoughtful, reasonable, organized, well developed, and professional—essentially, college level material!*

Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks.

**Additional note regarding disability services:** Please be aware of the support services available to you “[i]f you have a documented learning disability...or any other special need that might affect your performance or participation in class” (JAC xiii). For further information, be sure to visit [www.wvu.edu/~socjust/disability/](http://www.wvu.edu/~socjust/disability/).

**Writing Center hours:** (293-5788)

Monday & Wednesday: 10:00 a.m. – 5:00 p.m. @ Main Writing Center in G02 Colson & 7:00 p.m. – 9:00 p.m. in the Library Learning Commons (first floor of Downtown Library)

Tuesday & Thursday: 10:00 a.m. – 7:00 p.m. @ Main Writing Center

Friday: 10:00 a.m. – 3:00 p.m. @ Main Writing Center

## Fall 2011 Class Schedule for English 102

- Subject to change as needed
- Keep up with the schedule in the event of class cancellation or delay due to bad weather

Monday	Wednesday	Friday
<p><i>August</i> 22 <b>PreLiMinAriEs...</b> Class Activities: course introduction and expectations; preliminary freewriting exercise; heart-to-heart regarding email etiquette</p> <p><b>Due Today:</b> --Your personal commitment to this class. --Print off your own copy of this syllabus</p>	<p>24 Class Activities: recognizing rhetoric</p> <p><b>Due Today:</b> --Short Write # 1 (SW for short from now on): translation of Julia Ward Howe’s quote on page 1 of syllabus (a paragraph will suffice)</p> <p><b>Due during class:</b> --SW #2: visual rhetoric introspection (no length stipulation) --initial rhetoric recognition and assessment exercises</p>	<p>26 Class Activities: grammar review &amp; a lesson in revision</p> <p><b>Due Today:</b> --Grammar exercises (from class on Wed). --Read <i>Easy Writer</i> segments on pronouns, comma splices, fused sentences, sentence fragments, and conciseness (pages 76-86 and 94-96). Special note: If this is not a mere review for you, please see me.</p>
<p>29 Class Activities: understanding rhetorical proofs via zombie consideration</p> <p><b>Due Today:</b> --Read JAC introductory section and up through Goal 1 (you may skip the pages marked “Activity” for now)</p> <p><b>Due Today by end of class:</b> --Survival letter</p>	<p>31 Class Activities: critical reading leading to critical thinking &amp; structuring an argument</p> <p><b>Due Today:</b> --Read JAC Goal 2 --Read <i>McGraw-Hill</i> reader excerpts (2-7, 20-24, 106 – 132)</p>	<p><i>September</i> 2 Class Activities: how to outline</p> <p><b>Due during class:</b> --cluster practice exercises</p>
<p>5 <i>Labor Day (no class)</i></p>	<p>7 Class Activities: critical thinking exercises: dissecting rhetoric</p> <p><b>Due Today:</b> --Read JAC Goal 3 --Read “The Graduates” (Menand 177+) and do Short Write #3: Reading Response (<b>all readings are in our McGraw-Hill reader, and questions to consider for this</b></p>	<p>9 Class Activities: the evils of plagiarism</p> <p><b>Due Today:</b> -- Read <i>Joining Academic Conversations</i> (hereafter, lovingly, JAC) p. 140 - 143. --Do pgs 71 - 72 #1 &amp; #2 <i>in your JAC (not on separate paper)</i>.</p>

	<p><b>assignment are listed at the end of the syllabus; response should be one page minimum)</b></p> <p>--Read "I Have a Dream" speech (King 434) &amp; do Short Write #4: Reading Response</p>	
<p>12</p> <p>Class Activities: cont'd discussion regarding narrowing and analyzing claims &amp; support</p> <p><b>Due Today:</b></p> <p>--Read "Love, Internet Style" (Brooks 220+) &amp; do Short Write #5: Reading Response</p> <p>--Read "Our Mutual Joy" (Miller 228+) &amp; do Short Write #6: Reading Response</p>	<p>14</p> <p>Class Activities: establishing criteria for analysis</p> <p><b>Due Today:</b></p> <p>-- A list of movies that you consider "good" with rationale as to why you like them</p>	<p>16</p> <p>Class Activities: analyzing editorials</p> <p><b>Due Today:</b></p> <p>--Bring in two (2) recent editorials of your choice for class discussion. <i>One</i> can be from the DA. (Special note: you will not get class credit if you show up empty-handed.)</p> <p>--SW #7: analysis of a movie of your choice per class criteria for good film (2 pages in length)</p> <p><b>Today (by end of class):</b></p> <p>--cluster outline</p>
<p>19</p> <p>Class Activities: analyzing editorials cont'd...</p> <p><b>Due Today:</b></p> <p>--Familiarize yourself with JAC Goals 4 &amp; 5...paying particular attention to p. 126-127</p> <p><b>Due Today (by the end of class):</b></p> <p>Group analysis of the effectiveness of your chosen editorial (2 pages &amp; attach a works cited entry for the editorial – see Easy Writer for how to do this)</p>	<p>21</p> <p>Class Activities: dissecting larger argumentative texts</p> <p><b>Due Today:</b></p> <p>--Read "Escape from Wonderland" (Ross) &amp; do Short Write #8: Reading Response</p> <p>--Read "The Last Americans" (Diamond) &amp; do Short Write #9: Reading Response</p>	<p>23</p> <p>Class Activities: framing quotes &amp; incorporating sources into your body &amp; strategizing for portfolio 1</p> <p><b>Due Today:</b></p> <p><b>Due Today (by the end of class):</b></p> <p>SW #10: practice body work with stipulated ground (1 page – this must accompany the revision you will do for the short write portfolio)</p>
<p>26</p> <p>Class Activities: rough drafting &amp; heart-to-heart regarding my role in your writing process</p> <p><b>Due Today:</b></p> <p>--Text decision for Portfolio 1;</p> <p>--Cluster outline</p>	<p>28</p> <p>Class Activities: rough drafting and potential optional conferencing regarding your progress</p> <p><b>Due Today:</b></p> <p>--SW #10 revised: body work revision per my comments (1 page— attach original with my comments)</p>	<p>30</p> <p>Class Activities: rough drafting</p> <p><b>Due Today:</b></p> <p>Introductory material for my perusal</p>

<p><i>October</i></p> <p>3 Class Activities: writing workshop</p>	<p>5 Class Activities: peer editing workshop &amp; revision strategizing</p> <p><b>Due Today:</b> <b>Analysis draft (5-6 pages, bring 3 copies of draft &amp; print 2 copies of peer review checklist from ecampus).</b> SIDE NOTE: <i>you will not receive class credit if you do not bring 3 copies of your paper.</i></p>	<p>7 Class Activities: mid-term reflection prompts</p> <p><b>Due Today:</b> <b>Revised Portfolio 1 Analysis (in folder with all relevant work, including approved outline, rough draft material, class work, peer editing sheets, and a works cited page).</b></p>
<p>10 Class Activities: LIBRARY INSTRUCTION (class will meet in EC 130, the electronic classroom, of the main floor of Evansdale Library)</p> <p><b>Due Today:</b> --SW #11: mid-term reflection (no length stipulation as long as you are answering the prompts to the best of your ability)</p>	<p>12 Class Activities: recognizing fallacy</p> <p><b>Due Today:</b> --Review JAC p.49 - 50 <i>.(Be sure to bring with you to class).</i> --<b>Short Write Portfolio, Part I</b> (see syllabus attachment for summary of content and order)</p>	<p>14 <b>POsItioN...</b> Class Activities: critical thinking regarding freedom of speech &amp; of the press</p>
<p>17 Class Activities: gaining perspective &amp; clarity</p>	<p>19 Class Activities: gaining perspective &amp; clarity</p>	<p>21 Class Activities: organizing and proving a position</p> <p><b>Due Today:</b> SW #12: comparison &amp; contrast of your in-class response with your position now, based on additional information, insight, clarity, &amp; possibly empathy. Be sure to refer to details within the film to support your response, even if your initial position does not change. The purpose here is to compare the responses and trace the changes in perspective (2 pages plus original class work which must be attached)</p>
<p>24 Class Activities: proving positions &amp; discussing the strategy of counter-argument</p> <p><b>Due Today (by end of class):</b> --SW 13: free write &amp; prompt responses regarding various assertions (2 pages)</p>	<p>26 Class Activities: understanding the importance of the annotated bibliography</p> <p><b>Due Today:</b> --Review JAC p. 123 – 124 &amp; 144</p> <p><b>Due Today (by the end of class):</b> --SW #14: sample annotated bibliography (no length stipulation – this will accompany your revised version in your short write portfolio) --position decision for portfolio 2</p>	<p>28 Class Activities: strategy &amp; organization ... &amp; potential consultation</p> <p><b>Due Today:</b> Tentative thesis statement reflecting your position for portfolio 2 and cluster outline</p>

<p>31 Class Activities: library day (class time is yours to devote to portfolio 2)</p>	<p><i>November</i> 2 Class Activities: rough drafting <b>Due Today:</b> --Proof of progress regarding your annotated bibliography --Finalized thesis statement &amp; outline &amp;, ideally, an introduction. --SW #14 revised: revision of annotated bib sample per my comments (original work with my comments must be attached)</p>	<p>4 <b>Due Today:</b> <b>--Annotated Bibliography re: Portfolio 2 (10 sources)</b> (the rest of class time is yours to devote to portfolio 2 drafting)</p>
<p>7 Class Activities: rough drafting &amp; conferencing regarding your progress  <b>Due Today:</b> --Finalized cluster outline (if any changes have been made – this is the end all, end all due date for finalization)</p>	<p>9 Class Activities: writing workshop  <b>Due Today:</b> Draft portions &amp; list of obstacles (if any)</p>	<p>11 Class Activities: peer editing workshop  <b>Due Today:</b> <b>Position draft (8-10 pages, bring 3 copies of draft - whatever you have finished thusly - &amp; print 2 copies of peer review checklist from ecampus).</b> SIDE NOTE: <i>you will not receive class credit if you do not bring 3 copies of your paper.</i></p>
<p>14 Class Activities: discussion of final reflective memo regarding portfolio 2, its connection to course goals, and how it fulfills criteria for good argument (2 pages)  <b>Due Today:</b> <b>Revised Portfolio 2 Position paper (in folder with all relevant work, including approved outline, rough draft material, class work, peer editing sheets, &amp; works cited page).</b></p>	<p>16 Class Activities: group conferencing with first half of the alphabet re: portfolio 1 critical analysis &amp; writing workshop for those not in this group</p>	<p>18 Class Activities: group conferencing with second half of the alphabet re: portfolio 1 critical analysis &amp; writing workshop for those not in this group</p>
<p>21 <i>Thanksgiving Break! Be thankful! - --No class</i></p>	<p>23 <i>Thanksgiving Break! Be thankful! - --No class</i></p>	<p>25 <i>Thanksgiving Break! Be thankful! - --No class</i></p>
<p>28 Class Activities: group conferencing with first half of the alphabet re: portfolio 2 position paper &amp; writing workshop for the those not in this group  <b>Due Today:</b> <b>--Portfolio 1 revisions</b> --SW #15: final reflective memo (2 pages)</p>	<p>30 Class Activities: group conferencing with second half of the alphabet re: portfolio 2 position paper &amp; writing workshop for those not in this group</p>	<p><i>December</i> 2 Class Activities: debate workshop  <b>Due Today:</b> <b>Portfolio 2 essay revisions</b></p>

<p>5 Class Activities: debate workshop cont'd</p> <p><b>Due by end of class:</b> --Debate workshop role profiles and responses</p>	<p>7 Class Activities: revision reflection</p> <p><b>Due Today:</b> <b>--Short Write Portfolio, Part II</b> (see syllabus attachment for summary of content and order)</p>	<p>9 Class Activities: sappy good-byes &amp; follow ups &amp; portfolio 2 retrieval sign up sheets</p>
--	--	--

**\*You made it!!!\***

**Week 17: Final Exam Week: Dec 12+**

Portfolio Pick-Up: \_\_\_\_\_

**Reading Responses:**

These responses are partially analytical, partially reflective in nature. Be as detailed as possible in your answers. Demonstrate an understanding of the text you read. In full, you will address these 4 questions:

1. What is the author's thesis (argument)?
2. What means of support does the author use in proving the argument? (Be specific)
3. From a critical viewpoint, is the argument reasonable, or are there flaws in the argument? (If flawed, explain how.)
4. How do you personally feel about the argument?

**Short Write Folder** (summary of content)

**PART I**

**A. Analysis**

- SW 1: translation of Julia Ward Howe's quote (one paragraph)
- SW 2: visual rhetoric introspection (class work) (no length stipulation)
- SW 3: reading response re: "The Graduates" (one page min.)
- SW 4: reading response re: "I Have a Dream" speech (one page min.)
- SW 5: reading response re: "Love, Internet Style" (one page min.)
- SW 6: reading response re: "Our Mutual Joy" (one page min.)
- SW 7: movie review (per class-established criteria) (two pages)
- SW 8: reading response re: "Escape from Wonderland" (one page min.)
- SW 9: reading response re: "The Last Americans" (one page min.)

**B. Practice**

- SW 10: sample body work incorporating source material
- SW 10 *revised*: revision of sample body work per my comments

**C. Reflection**

- SW 11: mid-term reflection

**PART II**

**A. Perspective**

SW 12: freedoms & rights comparison with original free write (3 pages total)  
SW 13: position prompt responses (class work)

### **B. Practice**

SW 14: sample annotated bibliography entry  
SW 14 *revised*: revision of annotated bib entry per my comments

### **C. Reflection**

SW 15: final reflective memo  
SW 16: preliminary freewrite reflection

## **ATTENDANCE POLICY FOR WRITING CLASSES** **Effective Spring Semester 2010**

This course involves you directly in writing, reading, researching, and responding. It is a class that encourages collaborative learning through small and large groups, formal and informal writing activities, and peer response and conference activities. Because the course depends on your active preparation for every class and your active involvement during every class meeting, regular and on time attendance and active participation are critical to your success in this class.

- On a MWF schedule, each student is allowed up to three absences. The fourth absence from a M-W-F class 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, students who miss 6 or more MWF classes will fail the course.
- On a T-Th schedule, each student is allowed up to two absences. A third absence will result in the loss of up to one letter grade for the course. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who miss 5 or more T-Th classes will fail the course.

All absences (excused or unexcused) will count toward the total number, and this policy is in effect from your date of registration. You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency.

Responsibilities When Absent for Illness, Injury, or Personal Emergency. If you have a contagious illness (such as the flu), severe injury, or a critical personal problem, you must, of course, take care of yourself. You do, however, have an obligation to notify your instructor immediately (within 24 hours) and you must arrange to complete any missed work. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track.

Responsibilities When Absent for University Activities or Religious Observance. In the case of university activities and religious observance, you must notify the instructor in writing *two weeks prior* to the date missed and arrange to complete any missed work. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track.



Make-up Assignments. Make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and other activities assigned by your instructor. If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Avoiding Extended Absences. Students anticipating an extended absence of more than three consecutive class meetings or a total of five or more total absences, should take the course in another semester. Multiple absences necessarily limit your academic success in this class. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work.