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English 102: Composition and Rhetoric



Introduction

Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in every field of study, work, and life. As a student, 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 so you can **explore, understand, and evaluate ideas; as a way to analyze and resolve questions or problems; and as a way to argue effectively and persuasively in a variety of contexts.**

Course Goals/Outcomes

The aim of this course is for you to eventually meet five important goals:

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas
- integrate research effectively

- know the rules of genre conventions, editing, and source documentation.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, as well as help you beyond your life in the university. How can these five goals be translated into outcomes? By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Texts and Materials

Please purchase these required texts:

- *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2013. [JAC]

- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Boston: Bedford/St. Martin's, 2010. Print. [EW]

* In addition to these two required texts, **you will also need to access your MIX account and the class WVU ecampus page regularly.** You will use the English 102 LibGuide to begin your research process. The URL is <http://libguides.wvu.edu/english102>. A second library guide is the **Editorial Analysis LibGuide (for Essay 2)**.

- **2-pocket folder or large envelope** in which to submit your writing when major essays are due, as well as twice during the semester for portfolio reviews
- **Thumb/Jump Drive**
- **Printer or Mounty Bounty for library printing (Be prepared to print and make copies, and regularly email your work to yourself)**
- **Notebook (bring to class daily)** You will need a soft-cover binder or large envelope in which to submit your writing when major assignments are due, as well as twice during the semester for portfolio review. A re-cycled folder is fine.

Creating a Respectful Environment

This course relies heavily on workshop and discussion. As a result, it is important that you be respectful of your classmates. As a class, it is our responsibility to create a safe and open environment where everyone feels welcome to share opinions and ideas. **Part of what we are learning is the art of personal expression and effective argument; a supportive classroom environment is essential to this endeavor.** Remember: everyone comes into class with different backgrounds and perspectives and these differences enrich our classroom experience. **Disrespect and discrimination will not be tolerated.**

Social Justice

I take my responsibilities as an English 102 instructor very seriously and **I am committed to providing a classroom space dedicated to open communication and mutual respect.** I welcome suggestions to help meet this commitment.

Standard of Work

English 102 builds on the skills acquired in English 101 and, as a result, you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. **The Writing Center is a resource available to you—peer tutors are equipped to assist you with the development of basic grammar and style skills as well as to support you at all stages of the writing process.** If you find yourself struggling with any assignment or convention, please make an appointment with me and/or a writing center tutor. Call **304-293-5788** to schedule an appointment or stop by (**@ Colson G02**) to see if a tutor is available.

Web address: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Disability Accommodations

If you have a documented learning disability or other special need that may impact your classroom performance or participation, please talk to me as soon as possible. **Also be aware that support services are available through Disability Services.**

West Virginia University Office of Disability Services, G-30 Mountainlair

Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Attendance

This is a workshop-based course, so prompt attendance is crucial not only to your success, but to that of your classmates. If you are necessarily absent for illness, injury, personal emergency, required university activities, or religious observances, please notify me before the class period, if possible. Note that it is official English Department policy that if you miss more than three class periods **for whatever reason,** your overall grade will be lowered by one letter grade for each subsequent absence. **Students with six or more absences will automatically fail the course.**

Please note: All absences will count toward the total number of absences, and this policy starts from the moment you register for the course. There are no excused/unexcused absences, and as such it is advisable that you save your absences for illnesses or emergencies.

Arriving late is stressful for you and for the class; please make every attempt to arrive promptly. Lateness will compromise your participation grade. Excessive tardiness can count as an absence if you miss a significant portion of class. I take attendance at the **beginning** of every class period. If you arrive after attendance has been taken, it is your responsibility to talk to me after class else you might be marked absent.

Participation

Participation is an essential part of this class **which includes being actively involved in class discussions, group activities, peer review, in-class writings, etc.** Being disruptive, impolite to your classmates, or unengaged in class/group discussion are easy ways to lose your participation points.

Note on Cell Phones: Cell phones, tablets and other communication devices may **never** be used during this class. If you use your cell phone or other device in class, the first offence will be met with zero participation for the day. A second offense will result in an absence. Continuous violation of the cell phone policy will result in additional absences. If, however, you use your device to take notes, please let me know about it.

Peer Review: Participation in peer review is an essential component of your participation grade. **You are required to complete drafts by peer review dates and to provide thoughtful and constructive feedback to your peers.** If you do not bring a draft to peer review days, you will be unable to participate in the day's lesson and will be counted as absent.

Conferences: During each unit, there will be a conference day. On these days, you will meet with me one-on-one to discuss paper ideas and drafting. **Because class will be canceled on these days, missing a conference will count as a class absence.**

E-mail and eCampus

You are responsible for checking your mix email every day. **I may use email to notify you of any changes to assignments or class meetings.** You are also encouraged to use your email to contact me.

In addition, we will use eCampus for readings and research at different times in the semester. You are responsible for knowing where to access assignment prompts, readings, discussion posts, databases, etc. If you have questions, please ask.

Academic Dishonesty

Each and every one of you already possesses unique insights and writing skills that will be developed and strengthened throughout the semester. **Academic dishonesty of any kind (whether intentional or unintentional) will not be tolerated and is taken extremely seriously by the English Department and by WVU.** Trust yourself and your ideas and, when in doubt, come talk to me. Please see *Joining Academic Conversations* pp. xxiii for a more detailed explanation of the university's policies.

Note: Self-plagiarism is still plagiarism. **Turning in a paper that you have previously submitted for another class is not permitted.** As always, if you have any questions, feel free to stop by my office or speak to me after class.

Response and Evaluations

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| Final Portfolio | 60% |
| Short Writing Assignments and Homework | 20% |
| Conference Presentation | 10% |
| Participation | 10% |

Final Portfolio (60%):

The majority of your grade depends on the final portfolio. As the semester progresses, you will receive more detailed information about what this entails, but it is essentially drafts and revisions of the writing you engage in throughout the semester. **As a result, your major papers will not receive traditional grades, but my comments (and those of your peers) will encourage you to revise and re-imagine them for the final portfolio.** You are required to keep copies (**both paper and electronic**) of ALL drafts of every paper. If at any point you are concerned about your grade in the class, feel free to talk to me and I will give you an idea where you stand. This portfolio includes:

- **Ad analysis (4+ pages):** Write an essay in which you compare two advertisements to consider the effectiveness of visual rhetoric. Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement.
- **Editorial analysis (4-5+ pages):** Select an editorial (or a single in-depth news column) on a controversial issue that interests you. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument.
- **Reflective Writing (4-5 pages):** English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer.
- **Research proposal (2+ pages).** Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the library; interviews, etc. Be sure to access libguide for 102 on the Libraries web page: <http://libguides.wvu.edu/english102>
- **Annotated bibliography (5+ pages).** The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. 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, Lexis-Nexis. You can check out the libguide for 102: <http://libguides.wvu.edu/english102>
- **Research essay (6+ pages).** This is the culmination of the work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Again, use the libguide for 102: <http://libguides.wvu.edu/english102>

Short Writing Assignments and Homework (20%):

This portion of your grade encompasses informal writing assignments, such as short writes, homework, outlines, presentations, and other out-of-class responses. They will be graded on timeliness, completion, and

level of engagement with the assignment. **Remember that each reading and writing assignment is beneficial to your development as a writer during the semester, so completing every assignment is helpful to you and to your grade.**

Conference Presentations (10%):

Towards the end of the semester there will be individual oral presentations where each student will be required to talk about the research essay that resulted in the final project. This presentation will be concise and can be done with or without multimedia.

Participation (10%):

Participation involves coming to class on time and being prepared. It also requires active engagement in discussions, peer reviews, and activities. It is an easy way to earn points and is essential to our classroom experience.

Note: Falling behind in this class is detrimental to your writing process and, as a result, **late work will NOT be accepted.** The due dates for major assignments are listed on the syllabus so that you have time to plan ahead. If for any reason you are unable to complete an assignment on-time due to an emergency or other extraordinary circumstance, it is your responsibility to talk to me before the assignment is due.

Please keep all the writing you do in this class until the end of the semester. You will use most of it to compile your Final Portfolio.

Office Hours

My office hours run from 3:30-4:30pm on Mondays and Wednesdays in Colson Hall Room 330. Office hours present you and me with a good opportunity to talk one-on-one; I therefore encourage you to make use of them for any questions or comments you may have about assignments and/or your progress in the course. **You may drop in during these times or make an appointment with me to meet at another time.** I'd be happy to talk with you via email as well, and you can expect that I will respond to you (in email or in class) **within 48 hours Monday through Friday.**

Schedule of Work

**** PLEASE NOTE:** This schedule is subject to change according to class progress and performance. Work may be added or deleted as determined by assessment throughout the semester with prior notice.

| Date: | Activities | Homework: |
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| Monday August 20 | (Late Registration Fee in Effect after Aug 20) Introductions; Skim the syllabus; JAC pp. x-xix (Introductory memo – for memo conventions, JAC pp. 32-33); 6 Word Memoir | Read <i>JAC</i> pg. 39-43 |
| Wednesday August 22 | Assign Advertisement Analysis Paper Discuss JAC pg. 39-40 What is rhetoric?; Rhetorical Triangle; Preliminary joint analysis of advert | Read <i>EW</i> pg. 25-35 (3a-3h); Bring a Print Advert to Class on Friday |
| Friday August 24 | (Last day to register and add new courses) Discuss <i>EW</i> pg. 25-35 (3a-3h) Critical Thinking and Argument; Rhetorical Triangle Review; Group and Individual Analyses | What is a thesis statement? Short-Write on print advert |
| Monday August 27 | Analyzing Video Adverts; Thesis Statement | Short-Write on video advert; Read “The Language of Advertising Claims” |
| Wednesday August 29 | Comparison Techniques; Discuss “The Language of Advertising Claims”; Citations | Read <i>JAC</i> 29 |
| Friday August 31 | Thesis Statement Workshop; Individual Ad Analyses; Titles (<i>JAC</i> 29) | Find 2 advertisements for the Ad Analysis (email links or bring print copies to conference) |
| Monday September 3 | NO CLASS—Labor Day | Work on Thesis Statement |
| Wednesday September 5 | Class Canceled: Conferences (in Colson 330) | |
| Friday September 7 | Compare vs. contrast; Introductions and Conclusions | Read “Peer Response Workshop” (<i>JAC</i> 26); PR Draft of Ad Analysis |
| September 10 | Reflective Memo; Peer Review | Finish Ad Analysis Paper |
| September 12 | Due Today: “Final for Now” Ad Analysis due today; Assign Editorial Analysis; Ad Analysis vs. Ed Analysis; Political Cartoons | |
| September 14 | Visit to Downtown Library, Room 136 | Read <i>JAC</i> 44-46 |
| September 17 | The Toulmin Model of Argument | Listen to “Logical Fallacies” (a WVU Writing Center Podcast, link available on ecampus); Read <i>JAC</i> 49-52 |
| September 19 | Common Fallacies of Argument (<i>JAC</i> 49-52) | |
| September 21 | Rhetorical strategies for textual analysis | |
| September 24 | Thesis Work; Structure | |
| September 26 | Assign Midterm Portfolio | |
| September 28 | No Class: Conferences (in Colson 330) | Read <i>JAC</i> pg. 54-57 |
| October 1 | Ideas for Final Research Paper | PR Draft of Ed Analysis Paper |
| October 3 | Peer Review; Ed Analysis Reflective Memo | Finish Ed Analysis Final for Now Draft |

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| October 5 | (Mid-Semester) Due Today: Midterm Portfolio & “Final for Now” Editorial Analysis; Assign Research proposal, Annotated Bibliography and Final Research Paper | Read <i>JAC</i> 3-7 |
| October 8 | Discuss <i>JAC</i> pg.3-5 Invention: Finding Ideas for Argument & <i>JAC</i> pg. 6-7 Invention Questions | Work on Proposals |
| October 10 | No Class: Conferences (in Colson 330) | Read <i>JAC</i> 61-67; <i>JAC</i> 14-15 and <i>EW</i> 30-38; <i>JAC</i> 17-19 |
| October 12 | Proposal Due Features of Proposals; Summary vs. Analysis; | Read <i>EW</i> pg. 176-184; Find and read at least 1 source for Annotated Bibliography |
| October 15 | Evaluating Resources; Discuss Oral Presentations | Read <i>JAC</i> pg. 81-82 |
| October 17 | 1st Oral Presentation Practice Run | |
| October 19 | Annotating sources for peer review | |
| October 22 | Taking notes on research (<i>JAC</i> 61-67); Designing the structure of your essay (<i>JAC</i> , 14-15 and <i>EW</i> , 30-38); outlining the essay (<i>JAC</i> , 17-19); Workshop | Research & annotations; Read <i>EW</i> pg.12-24; Review 102 Libguides |
| October 24 | Proposal and Annotated Bibliography due today <i>EW</i> pg.12-24 Academic Writing; 102 Libguide | |
| October 26 | Last Day to Drop No Class: Conferences (in Colson 330) | Read “Devastating Beauty” |
| October 29 | Paraphrase and Summary Exercises; Integrating sources into writing; Discuss ‘Devastating Beauty’ | |
| October 31 | Critical Reading & Research | Research |
| November 2 | 2 nd Oral Presentation Test Run | |
| November 5 | Thesis Driven Research Arguments | |
| November 7 | Peer Review Workshop | |
| November 9 | Presentation Discussion | Draft Final Memo |
| November 12 | No Class: Conferences (in Colson 330) | |
| November 14 | Plagiarism | |
| November 16 | “Final for Now” Research Paper Due | |
| November 19-23 Thanksgiving Break – No Class! | | |
| November 26 | Peer Review on Ad and Ed Analyses Papers | |
| November 28 | Presentations & Revision | |
| November 30 | Presentations & Revision | |
| December 3 | Presentations & Revision | |
| December 5 | (Last Day to Withdraw from the University) Presentations & Revision | |
| December 7 | (Last Day of Classes) Read Around | |
| Finals Week | Portfolio Pick-Up | Have a Great Break!!! |

