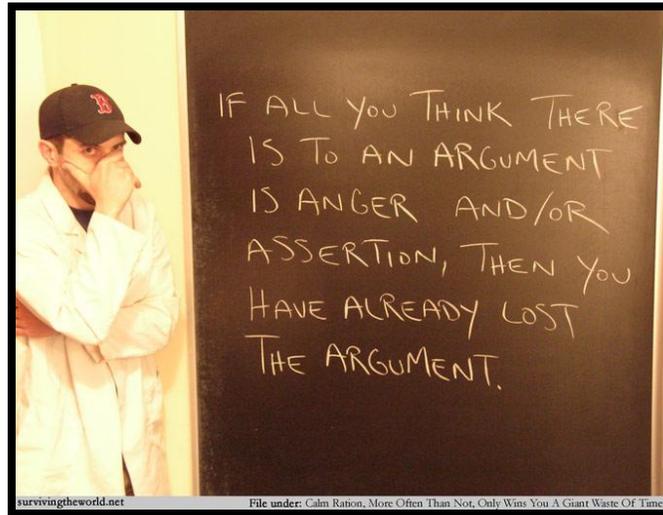


ENGLISH 102: COMPOSITION & RHETORIC

Fall 2012

Sections 37 (MWF 1:30-2:20 PM) and 46 (MWF 2:30-3:20 PM)
407 Armstrong Hall



Instructor: Jillian Swisher

E-mail: jillianswisher512@gmail.com

Office: Colson Hall G25 (down the stairs and to the left)

Office Hours: Mondays @ 3:45-4:45 PM, Wednesdays @ 12:15-1:15 PM

English 102 builds on the skills of generating ideas, stating opinions clearly, developing and organizing cogent essays, thinking about audience (who will read your writing and why), and revising work to improve writing style and mechanics and then expands them by emphasizing **research and argument**. This course, like English 101, continues to emphasize *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; and as a way to argue effectively and persuasively in a variety of contexts.

COURSE GOALS: Our class has five foundational goals that will inform and be reinforced by all of this semester's activities and assignments:

- Understand 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

COURSE OUTCOMES: These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. 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 using standardized written English (the English of school and business)
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

REQUIRED TEXTS & MATERIALS:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102*. 5th ed. Plymouth, MI: Hayden-McNeil Publishing, 2012. Print.
- Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's an Argument*. 5th Ed. Boston: Bedford/St. Martin, 2010. Print.
- Lunsford, Andrea. *Easy Writer*. 4th ed, WVU ed. Boston: Bedford, 2010.
- a folder for handouts
- a spiral notebook for note-taking and free writes
- regular access to the Internet, the library, and a printer
- a two -pocket folder for your final portfolio materials

TYPES OF ESSAYS/PORTFOLIO APPROACH:

Throughout this semester, you will be writing two types of essays: static essays and dynamic essays.

Static essays are those for which you'll submit a final version on a given due date. You will receive a grade on a static essay after submitting it on the due date; these essays cannot be revised after the deadline.

Dynamic essays are those for which you'll submit a "Final for Now" draft on an assigned deadline. Instead of giving you a grade on the "Final for Now" draft of a dynamic essay, I will instead only give you feedback on it. Based on that feedback, you will revise/edit your essay throughout the semester. You will only receive a grade on these essays when you submit final versions of them in your final portfolio.

I want you to come away from this course understanding that writing is a process. In order to emphasize that idea, you will submit a final portfolio to me for evaluation at the end of the semester. This portfolio stresses the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker. More specific information about the final portfolio will be discussed at an appropriate point in the semester.

COURSE REQUIREMENTS:

- **Final Portfolio (70%):**
 - Advertisement Analysis (dynamic)
 - Editorial Analysis (dynamic)
 - Research Proposal (static)
 - Annotated Bibliography (static)
 - Researched Argument Essay (dynamic)
 - various reflective writing assignments (static)
- **Informal Writing (20%):** This may include but is not limited to reading responses, short analyses, handouts, outlines, rough drafts, and free writes. These writings, which are typically no more than 2 pages in length and may be assigned as in-class work or homework, let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. Most homework assignments will be submitted via eCampus. Other free writes, which will be in-class work, will be recorded in your notebook; I will collect your notebook at two random times during the semester.

- **Participation (10%):** Participation is assessed based not only on attendance but also on your investment in class activities and discussion and your ability to respect and work well with others. Bring your verbal courage and your confidence to class every day.

POLICIES AND PROCEDURES

Please see your *Joining Academic Conversations* workbook for an extensive description of departmental policies and procedures for English 102.

Attendance: The English Department states that each student is allowed up to **THREE ABSENCES** from a Monday/Wednesday/Friday class without a drop in the final grade. A fourth absence will compromise your grade as much as one full letter. Each additional absence will lower your final grade. Additionally, six or more absences necessarily results in a failing grade for this course. Please note that all absences (excused or unexcused) will count toward the total number. Notify me immediately via email if you know you will be unable to attend a class session for any reason.

Excessive Tardiness: I mark late students every day, and excessive tardiness will compromise your participation grade.

Late Assignments: Late work is unacceptable, and points will be deducted for assignments submitted late. Using the excuse that your printer broke will not exempt you from turning in assignments when they are due. Also, I will not give feedback or revision suggestions on “Final For Now” drafts of essays that are submitted late. Missed in-class activities or informal writing assignments cannot be made up and will also receive a zero (except under very special circumstances for which we will develop an extension agreement).

Conference Attendance: As part of this workshop course, you will be required to attend several one-on-one conferences with me throughout the semester. These conferences are one of the most valuable tools for developing solid essays because they provide time for us to thoroughly discuss your papers’ progress. We will not have class on the days I will be holding conferences, therefore, each conference will count as a full class day for attendance purposes. Failure to sign up for or attend a conference will result in an absence for that day.

Technology Policy: I will take note of any inappropriate use of technology during class (use of non-academic websites, listening to iPods, texting, etc) and reserve the right to deduct participation points for such.

eCampus: We will use eCampus for various course materials, assignments, submissions, discussions, and collaborations. eCampus works better with Firefox and Safari and to a lesser extent with Chrome. Please make sure you can access the English 102 page on eCampus from the very beginning of the semester.

File Naming: Throughout the semester, you will be submitting several major essays to me through the “Assignments” tab of eCampus as attached documents. In order to facilitate the submission and feedback process, please save and submit any attached Word documents with the following name:

Last Name, First Name - Section# - Name of Assignment
example: Smith, Mary - 37 - Advertisement Analysis

Office Hours: I have scheduled three hours per week during which I will always be available to you in my office. You may drop in to Colson G25 during my office hours with any questions or comments you have about your progress. I can confer with you via e-mail as well, and you can expect that I will respond to you (in e-mail or in class) within 24 hours Monday through Friday.

Standard of Work: My goal in this class is to help you to improve your writing, whatever that means to you, and from whatever writing background you have had. We will work together as a class to take all the raw materials that you bring in your draft and to improve on them. All great writers learn the power of restraint and flexibility by sharing their work in this way. Be mindful that all of your work, formal and informal, personal and academic, might be read by your classmates as well as by me, so choose your subject matters carefully. If you have any questions or concerns about my academic standards for you, please e-mail me, or visit me during my office hours.

Response and Evaluation: Success in this class depends upon meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, and to take risks. I will comment on your written work as you progress to your final drafts, and our class peer reviews will help you to make your writing even better. Midterm and final requirements will be addressed in class at the appropriate time. If you have any questions regarding your grade, please let me know.

Social Justice Policy: In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. At this University, students and faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) are unacceptable and will not be tolerated.

Academic Integrity: Plagiarism is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), you will receive an unforgivable F for the course and appropriate disciplinary actions will be taken. Students are expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31, which is online at: <http://studentlife.wvu.edu/studentconductcode.html>. Your workbook *Joining Academic Conversations* has a more detailed description of the University's policies concerning academic integrity, so be sure to double-check there, and ask me if you have additional questions.

Writing Center: The WVU Writing Center is a resource that can not only help you to brush up on your basic writing skills but also help to support you in all aspects of the writing process. It is located in G02 Colson Hall (the lower level). You can meet with a tutor there to go over the goals of any assignment or just to get help brainstorming the best topic. Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available. Check them out online at: http://english.wvu.edu/centers_and_projects/wcenter.

Disability Accommodations: West Virginia University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or if you have questions about physical access, please speak with me as soon as possible.

Office of Disability Services
G30 Mountainlair
Phone: (304)-294-6700
Email: access2@mail.wvu.edu

University Counseling Services: If things seem tough for you, or if you'd like someone to talk to (about being homesick, feeling depressed, or overwhelmed) be sure to check out the Carruth Center for Counseling and Psychological Services on the third floor of the Student Services Building, right next door to the Mountainlair. Services are free in your first year here at WVU. Its hours are Monday-Friday: 8:15AM-4:45PM. Or you can call its emergency hotline after hours at (304)-293-4431. Its website is: <http://wvu.edu/ccpp>

Fall 2012 Schedule of Work

(This schedule is subject to change according to progress.)

EEA=Everything's an Argument. **JAC**=Joining Academic Conversations. **EW**=Easy Writer.
You should bring your textbooks to **all** class meetings.

Monday	Wednesday	Friday
<p>8/20</p> <p>FIRST DAY OF CLASS! WELCOME ☺</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ icebreaker ▪ course introduction ▪ syllabus introduction <p>Homework: syllabus quiz on Wednesday; personal credo due Wednesday</p>	<p>8/22</p> <p>UNIT 1: Advertisement Analysis</p> <p>Due Today: personal credo on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ discuss syllabus ▪ introduction to Unit One ▪ basics of argument/rhetoric <p>Homework: read JAC pgs 39-43 and EEA chapter 1; post response to EEA pg 36 #1 OR #4 to eCampus</p>	<p>8/24</p> <p><i>Last day to add classes.</i></p> <p>Due Today: JAC pgs 39-43 and EEA chapter 1; eCampus response to EEA pg 36 #1 OR #4</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ discuss homework responses ▪ discuss EEA chapter 1 ▪ proofs of classical rhetoric <p>Homework: read EEA chapter 5; post response to EEA pg 130 #1 to eCampus; bring 3 advertisements to class on Monday</p>
<p>8/27</p> <p>Due Today: EEA chapter 5; eCampus response to EEA pg 130 #1; 3 advertisements</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ visual arguments (group project) ▪ rhetoric in advertisements <p>Homework: read EEA chapter 14; post response to EEA pg 463-65 #1 OR #4 to eCampus; bring completed worksheet to your conference (responses due on Friday)</p>	<p>8/29</p> <p>Due Today: bring your completed worksheet to your conference</p> <p>NO CLASS!! Conferences in my office (G25 Colson Hall).</p> <p>Homework: read EEA chapter 14; post response to EEA pgs 463-65 #1 OR #4 to eCampus; bring completed worksheet to your conference</p>	<p>8/31</p> <p>Due Today: EEA chapter 14; eCampus response to EEA pgs 463-65 #1 OR #4</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ argument structure ▪ thesis statement instruction <p>Homework: working outline worksheet due Wednesday; bring hard copy of student sample essay (or your laptop) to class on Wednesday</p>
<p>9/3</p> <p>NO CLASS!! Labor Day.</p>	<p>9/5</p> <p>Due Today: working outline of advertisement analysis; hard copy of student essay</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ MLA documentation ▪ instruction on giving feedback to peers ▪ critique of student essay <p>Homework: bring hard copy of rough draft of Advertisement Analysis to class on Friday</p>	<p>9/7</p> <p>Due Today: rough draft of Advertisement Analysis</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ peer review of Advertisement Analysis <p>Homework: "Final for Now" draft of Advertisement Analysis due on eCampus before 1:30 PM on Monday</p>

<p>9/10</p> <p>UNIT 2: EDITORIAL ANALYSIS</p> <p>Due Today: “Final for Now” draft of Advertisement Analysis due on eCampus today before 1:30 PM</p> <p>Class Activities:</p> <ul style="list-style-type: none"> introduction to Unit Two What is an editorial? 	<p>9/12</p> <p>Class Activities:</p> <ul style="list-style-type: none"> Toulmin argument <p>Homework: read EEA pgs 182-206; post reading response on eCampus; bring 3 editorials from 3 different sources to class on Friday</p>	<p>9/14</p> <p>Due Today: EEA pgs 182-206; reading response posted on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> Toulmin argument analyzing editorials <p>Homework: bring completed worksheet to your conference</p>
<p>9/17</p> <p>Due Today: bring completed worksheet to your conference</p> <p>NO CLASS!! Conferences in my office (G25 Colson Hall).</p>	<p>9/19</p> <p>Class Activities:</p> <ul style="list-style-type: none"> logical fallacies <p>Homework: read EEA chapter 17; post response to EEA pg 534 #1 OR #2 to eCampus</p>	<p>9/21</p> <p>Due Today: read EEA chapter 17; post response to EEA pg 534 #1 OR #2 to eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> logical fallacies JAC pg 49-51 <p>Homework: post a short essay about the logical fallacies found in a YouTube video of your choosing on eCampus</p>
<p>9/24</p> <p>Due Today: post a short essay about the logical fallacies found in a YouTube video of your choosing on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> synthesizing information (group project) <p>Homework: post your group’s argument essay on eCampus</p>	<p>9/26</p> <p>Due Today: post your group’s argument essay on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> critique of student essay discuss presenting arguments (EEA chapter 15) <p>Homework: rough draft of Editorial Analysis</p>	<p>9/28</p> <p>Due Today: rough draft of Editorial Analysis</p> <p>Class Activities:</p> <ul style="list-style-type: none"> peer review of Editorial Analysis <p>Homework: “Final for Now” draft of Editorial Analysis due on eCampus before 1:30 PM on Monday</p>
<p>10/1</p> <p>Due Today: “Final for Now” draft of Editorial Analysis due on eCampus today before 1:30 PM</p> <p>Class Activities:</p> <ul style="list-style-type: none"> presenting arguments discussion and activity (EEA chapter 15) <p>Homework: post response to EEA pg 489 #3 (instead of attending a lecture, find a video of a speech or lecture online) on eCampus</p>	<p>10/3</p> <p>UNIT 3: Researched Arguments</p> <p>Due Today: post response to EEA pg 489 #3 (instead of attending a lecture, find a video of a speech or lecture online) on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> CA presentation introduce Unit Three topic invention activities 	<p>10/5</p> <p><i>Mid-semester.</i></p> <p>MEET IN LIBRARY FOR RESEARCH PRESENTATION & LESSON</p> <p>Homework: bring completed worksheet to your conference</p>

<p>10/8</p> <p>NO CLASS!! Conferences in my office (G25 Colson Hall).</p> <p>Due Today: bring completed worksheet to your conference</p>	<p>10/10</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ invention activities ▪ structuring a research proposal ▪ MLA documentation review <p>Homework: bring one print source and one online source for your proposal to class on Friday; read EEA chapter 19</p>	<p>10/12</p> <p>Due Today: invention worksheet</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ structuring a research proposal ▪ evaluating sources activity ▪ critique student proposal <p>Homework: rough draft of Project Proposal</p>
<p>10/15</p> <p>Due Today: rough draft of Project Proposal</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ peer review of Project Proposal <p>Homework: Final version of Project Proposal+ due on eCampus before 1:30 PM on Wednesday</p>	<p>10/17</p> <p>Due Today: Final version of Project Proposal+ due on eCampus before 1:30 PM</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ plagiarism instruction and activity (JAC pgs 131-38) <p>Homework: read EEA chapter 6; post response to EEA pgs 147-49 #2 OR #3 on eCampus</p>	<p>10/19</p> <p>Due Today: read EEA chapter 6; post response to EEA pgs 147-49 #2 OR #3 on eCampus</p> <p>MEET IN BASEMENT OF LIBRARY FOR A GUIDED RESEARCH SESSION</p> <p>Homework: bring at least one source you found during our research session to class on Monday</p>
<p>10/22</p> <p>Due Today: bring at least one source you found during our research session to class</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ annotated bibliography instruction <p>Homework: post annotated bibliography entries for 2 sources on eCampus</p>	<p>10/24</p> <p>Due Today: post annotated bibliography entries for 2 sources on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ online research/internet searching instruction <p>Homework: post annotated bibliography entries for 2 sources on eCampus</p>	<p>10/26</p> <p><i>Last day to drop classes.</i></p> <p>Due Today: post annotated bibliography entries for 2 sources on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation <p>Homework: post annotated bibliography entries for the remainder of your sources on eCampus</p>
<p>10/29</p> <p>Due Today: post annotated bibliography entries for the remainder of your sources on eCampus</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ integrating sources into writing <p>Homework: rough draft of Annotated Bibliography</p>	<p>10/31</p> <p>Due Today: rough draft of Annotated Bibliography</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ peer review of Annotated Bibliography <p>Homework: Final version of Annotated Bibliography+ due on eCampus before 1:30 PM on Friday</p>	<p>11/2</p> <p>Due Today Final version of Annotated Bibliography+ due on eCampus before 1:30 PM</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ organizing sources - synthesis mapping (JAC pg 70) <p>Homework: completed source map due on Monday</p>

+ Keep in mind that this essay is a **static essay** which means that you will not have the chance to revise it after submitting it. You will receive a grade on the version of the essay that you submit on the due date. See page 2 of the syllabus for a most in-depth description of static versus dynamic essays.

<p>11/5</p> <p>Due Today: completed source map</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ organizing an academic essay / form and content instruction ▪ thesis statement and opening sentence activity <p>Homework: bring working outline of Researched Argument to class on Wednesday</p>	<p>11/7</p> <p>Due Today: working outline of Researched Argument essay</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ critique of student sample essays <p>Homework: bring working outline of Researched Argument essay to class on Friday</p>	<p>11/9</p> <p>Due Today: working outline of Researched Argument essay</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentations ▪ identifying and addressing counterarguments (group project) <p>Homework: rough draft of Researched Argument Essay</p>
<p>11/12</p> <p>Due Today: rough draft of Researched Argument Essay</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ peer review of Researched Argument Essay <p>Homework: “Final for Now” draft of Researched Argument Essay due on eCampus before 1:30 PM on Wednesday</p>	<p>11/14</p> <p>Due Today: “Final for Now” draft of Researched Argument Essay due on eCampus before 1:30 PM</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ CA presentation ▪ final portfolio requirements ▪ strategies for editing and proofreading (JAC pg 151) <p>Homework: bring completed worksheet to your conference</p>	<p>11/16</p> <p>NO CLASS! Conferences in my office (G25 Colson Hall).</p> <p>Due Today: bring completed worksheet to your conference</p>
<p>11/19</p> <p>NO CLASS! Thanksgiving break.</p>	<p>11/21</p> <p>NO CLASS! Thanksgiving break.</p>	<p>11/23</p> <p>NO CLASS! Thanksgiving break.</p>
<p>11/26</p> <p>Revision workshop + researched argument presentations</p>	<p>11/28</p> <p>Revision workshop + researched argument presentations</p>	<p>11/30</p> <p>Revision workshop + researched argument presentations</p>
<p>12/3</p> <p>Revision workshop + researched argument presentations</p>	<p>12/5</p> <p>Revision workshop + researched argument presentations</p>	<p>12/7</p> <p>HARD COPIES OF FINAL PORTFOLIOS DUE IN CLASS!*</p> <p>Class Activities:</p> <ul style="list-style-type: none"> ▪ course evaluations ▪ submit final portfolios

*You will pick up your graded final portfolio from my office during your section’s final exam time slot:

- Section 37: Thursday, December 13th @ 3:00-5:00 PM
- Section 46: Monday, December 10th @ 8:00-10:00 AM