GENERAL COURSE INFORMATION

Instructor: David Beach | **Office:** 116 Colson | **Phone**: 304-293-9711
E-Mail & AIM: david.beach@mail.wvu.edu
Office Hours: Tue & Thurs, 2pm to 3pm or by appointment.
LibGuide: http://libguides.wvu.edu/beachenglish102
Required Texts:
  ▪ Barnet & Bedau, *From Critical Thinking to Argument: A Portable Guide* (FCTA) 4e (2014) – ISBN 978-1-4576-4995-0
  ▪ Beach (Ed.), *The Norton MIX: Argumentation in Society* (AIS) (2013) – ISBN 978-0-393-51996-9
  ▪ Lunsford, *Easy Writer (EW)*, WVU 4e (2010) – ISBN 978-0-312-63821-4

INTRODUCTION
English 102 is designed to build on the writing abilities your learned in English 101 (or the equivalent) 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.

COURSE GOALS
This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific goals:
  1. Understand writing as a process
  2. Argue effectively and persuasively in a variety of contexts
  3. Explore and evaluate ideas
  4. Integrate research effectively
  5. Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations.

COURSE POLICIES
eCampus & Other Technology Tools
We will use eCampus for course materials, assignments, submissions, discussions and collaboration. To access eCampus, follow these directions:

  • Open a browser.
  • Go to http://ecampus.wvu.edu
  • Enter your MyID username and password.
  • Click on ENGL-102-7D1 (course material will be available on January 8th)

E-Mail
You should use your MIX e-mail account for class-related correspondence. I will only send material to MIX accounts to ensure confidentiality. If you use an e-mail account other than your MIX account, you can have your WVU e-mail forwarded to that account. Your other account should identify you by name, and if possible, you should change the settings on a class-related e-mail to have responses sent to your MIX account.

Submission of Assignments
Formal assignments will be uploaded under Coursework: Assignments. Submissions must be uploaded either in Word (.doc, .docx) or Rich Text (.rtf) format. Files should be named with your userid and assignment (e.g., drbeach_definition). All assignments should be posted by 11:59pm on the due date. Informal writing (online discussions, journals, etc.) will be typed directly into the web editor in eCampus.

Document Format

Presentation is an evaluation factor. It is important to remember that one way to "invite" reading of your work is to make it attractive. Review the English Composition Style Guide on pp 1-35 in *Argumentation in Society*.

Social Justice

West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

Cheating/Plagiarism

The WVU community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. WVU's Academic Integrity Policy states:

> Faculty, students, and administrators share the responsibility to maintain the University's academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University's catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to be fully familiar with the Student Conduct Code which can be found at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. If you are at all confused about what is or is not plagiarism, ask!

Attendance

Because this course depends on your preparation and your involvement, active participation is critical to your success. You are expected to conduct yourself professionally and be an active, dedicated participant and colleague. This means participating in online discussions, meeting with group members either face-to-face or via a variety of media, attending conferences with me at mutually agreeable times, and posting assignments on time. This also means notifying me of any issues which would impede attendance or completion of work. Things happen in life (loss of job, illness, illness or death of loved ones), and when these things occur, I am empathetic and flexible *if I know about them*. For example, if one has a family emergency, one does not disappear from work without notice; the same thing applies to school (not just this class, but all classes). Maintain contact, and we can work around issues.

Enrollment

Students are responsible for verifying their enrollment in this class.
- Last Day to Add: Jan 14th
- Last Day to Drop: Feb 21st
- Last Day to Withdraw from the University: Apr 24th

Late Assignment Policy

Late work is unacceptable. If you miss either a draft or a final deadline listed on the schedule of work due, that work will reduce your final grades. Missed activities or informal writing assignments cannot be made up and will receive a zero.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately, and we may be able to negotiate a special arrangement. Such arrangements are, however, exceedingly rare and require a formal, written request to me that must include

an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that the request will be granted.

Students with Disabilities
If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me and provide me with documentation from The Office of Accessibility Services for accommodations. Also, please be aware of the support services available to you through Accessibility Services in Suite 250 at 1085 Van Voorhis Rd. The phone number is 304-293-6700, email is access2@mail.wvu.edu, and web site is http://accessbilityservices.wvu.edu/.

Writing Center
The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall.

University Counseling Services
The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about its hours, services, and location, see its web site at http://well.wvu.edu/ccpps.

Using Sources
A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time to understanding how sources are used, how to locate sources and how to evaluate sources.

Keep in mind that ***Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any submitted college paper***. With that said, Wikipedia can be a good place to start your research since it does list original sources and links from contributors. (Note: You may, of course, cite Wikipedia in a paper in which you are discussing Wikipedia itself.)

Extra Credit
I am fundamentally opposed to the concept of extra credit since if I offer extra credit to one person, I have to offer it to all.

ENGL102 GRADING POLICY
Our Undergraduate Writing Program uses a portfolio approach for evaluation. Since writing is recursive, and stronger writing results from both application of feedback and revision, we evaluate your progress in this class holistically based on a formal portfolio. Many studies have indicated that the portfolio approach, in which revision is a key component, helps writers develop stronger, overall skills. Studies also show that students earn higher-than-average grades with consistently and diligently using the portfolio approach; the average final grade is in the mid-B range for students in our Undergraduate Writing Program courses.

 Your course grade will be based on the following:

> **Mid-Term Portfolio:**
> Reflective Memo plus drafts and revisions of Definition, Visual Argument and Data Analysis assignments. Also, the Mid-Term Portfolio should include some examples of the informal writing which has been used in the discovery and drafting process.

> **Portfolio: (70%)**
> Reflective Memo plus revisions of the following assignments: Definition, Visual Argument, Data Analysis, Research Proposal, Annotated Bibliography, Researched Argument

Portfolio (70%)
A: Superior portfolios will demonstrate originality and initiative and rhetorical sophistication that go <u>well beyond</u> the course requirements. A portfolio at this level is composed of well-edited texts of different genres; all consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise/rewrite accordingly. The writer takes risks that work. The work is uniformly excellent.
B: Strong portfolios succeed in meeting the rhetorical goals in terms of audience, purpose and genre conventions without need for further *major* revisions (although some fine-tuning would still be in order). The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.
C: Satisfactory portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, development, audience or writing style/mechanics (or some combination), and a stronger understanding of rhetorical decision-making. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.
D: Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding. Texts generally require extensive revisions to address problems with purpose, development, audience and/or writing style and mechanics.
F: Unacceptable portfolios exhibit pervasive problems with purpose, development, audience or writing style/mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's own original work.

Informal Writing: (20%)
Online Discussions/Responses, Reflections

Informal Writing (20%)
A: The writing is well-developed, original, and succeeds in mastering new techniques and knowledge. The writing shows risks that work.
B: The writing is done with considerable care and attention. It is developed and detailed.
C: The writing is all done on time and is always satisfactory. The writer needs to spend more time or thought on the assignment.
D: The writing is missing or unacceptable. It may be unfinished, late, or inappropriate to the assignment.
F: No writing turned in.

Participation: (10%)
Peer review, class engagement, good class citizenship

Participation (10%)
A: Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic and written contributions. Reading and writing assignments were always completed with attention to detail. In workshop or conferences, suggestions to group members were tactful thorough, specific and often provided other student writers with a new perspective or insight.
B: Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments were completed with attention to detail with only an occasional need for further development. In workshop or conference, suggestions to group members are tactful, specific and helpful.
C: Satisfactory participation demonstrates consistent written and verbal work that meets basic requirements. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.
D: Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.
F: Unacceptable anticipation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, too brief and general to be of help, disrespectful or disruptive.

OVERVIEW OF REQUIRED WORK
Essays, informal writing and participation together comprise the work for English 102. Each of these components is described below:

Four Major Essays. You will write four major essays in this class (totaling about 20+ polished pages of writing), and this work will represent the bulk of your grade. You will be given ample opportunity to revise all of your essays.

1. *Definition*. (2-3 pages) This assignment explores the various definitions of abstract concepts within particular contexts. You will choose one context and define the abstract concept within that context. You will learn how to use argument as a way of responding to and shaping knowledge.

2. *Visual Argument*. (3-4 pages) This assignment asks you to include a visual argument in your paper and interpret it, explaining it within a particular context. You will analyze how you as a writer make choices about genre, layout, arrangement, organization and style, and you'll practice research and argumentation as a way to analyze and resolve problems.

3. *Data Analysis*. (5-6 pages) This assignment requires you to make a summary claim about data and support the claim with tables, graphs or charts. In completing this assignment, you will know how to use argument as a way of responding to and shaping knowledge, find and interpret resource material appropriately so you can make choices about which sources are the most authoritative and most useful, and know strategies for entering into and participating in academic and public conversations.

4. *Researched Argument*. (10-15 pages) This culminating assignment builds on the other assignments in that you will develop a research question and find a variety of print and electronic resources to argue a claim. Through this assignments, you will learn how to use argument as a way of responding to and shaping knowledge, find and interpret resource material appropriately so you can make choices about which sources are the most authoritative and most useful, know strategies for entering into and participating in academic and public conversations, practice research and argumentation as a way to analyze and resolve problems, and understand how language conveys and constructs knowledge and establishes or disrupts credibility and authority. In addition, you will learn how evaluate resources in terms of authority, currency, accuracy and objectivity and use a variety of research strategies (primary and secondary sources) to explore, develop and support arguments.

Informal Writing. Periodically, you will write papers based on readings or activities, and contribute to online discussions.

Reflective Writing. In addition to these four major projects and informal writing, English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class. Your end-of-semester reflection (about 3 pages) will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

Participation is assessed based 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.

GRADING
You will receive an "in-progress" midterm grade and commentary, which will describe your work. You are welcome to talk to me if you have questions about your progress in the class.

COURSE SCHEDULE

The schedule is subject to slight alteration based on the progress of the class. A schedule of readings in *FCTA, AIS* and *EW* can be found below. All major assignments are due by 11:59pm on the date specified.

DATE	DISCUSSION/ACTIVITES	READ (for homework)	WRITE (for homework)
Jan 8	DISCUSSION: Introductions, Objectives	FCTA: Ch 1-2 AIS: pp 1-35	
Jan 13	DISCUSSION: Language/Linguistics, Citation & Documentation	EW: Ch 1-6, 14-18 AIS: Elbow & Fish	Online discussion
Jan 15	DISCUSSION: Defining/articulating need for information. Using Google, Wikipedia and other information literacy resources	FCTA: Ch 3 EW: Ch 29-32, 38-40 AIS: Didion, Goldberg & Hood	Draft of Definition Online discussion
Jan 20	**Martin Luther King, Jr. Day – NO CLASS**		
Jan 22	**DUE: Draft of Definition for peer review** DISCUSSION: Argumentation, Rhetorical Devices, Reason v Rationalization	FCTA: Ch 4	
Jan 27	DISCUSSION: Visual rhetoric	AIS: Orwell & Lutz	Online discussion
Jan 29	DISCUSSION: Writing strategies	FCTA: Ch 5	Draft of Visual Argument
Feb 3	**DUE: Draft of Visual Argument** DISCUSSION: Research methodologies, statistical analyses and writing;	AIS: Baron & Shipley/Schwalbe	Online discussion
Feb 5	DISCUSSION: Selecting and Analyzing Data	FCTA: Ch 6-7	
Feb 10	DISCUSSION: Analyzing and Writing about Data, Looking at data for *logos* and *ethos*	AIS: Zinsser & Friedman	Online discussion
Feb 12	DISCUSSION: Argument as Inquiry	FCTA: Ch 8	Draft of Analysis
Feb 17	**DUE: Draft of Data Analysis** DISCUSSION: Putting together the portfolio, Reflective writing	AIS: Goodman & Bacon	Online discussion
Feb 19	DISCUSSION: Mid-term assessment	AIS: Barszcz & Gelernter	Mid-term portfolio
Feb 24	**DUE: Mid-Term Portfolio with revisions of the three major papers** DISCUSSION: The Second Half		Online discussion
Feb 26	**Individual Conferences**		
Mar 3	**Individual Conferences**		
Mar 5	DISCUSSION: Starting research, Developing a research question	FCTA: Ch 9-11 AIS: Bennett, Gibson, Gabriel & Sullivan	
Mar 10-12	**SPRING BREAK: NO CLASS**		
Mar 17	DISCUSSION: Polemic, Toulmin & Rogerian arguments	AIS: Naylor & Lakoff	Draft of Proposal Online discussion
Mar 19	DUE: Draft of Proposal DISCUSSION: Synthesizing information	AIS: Wollstonecraft, Stanton, Belenky et al.	
Mar 24	DISCUSSION: Writing annotations	AIS: Trebay & Theroux	Online discussion
Mar 26	**DUE: Annotated Bibliography** DISCUSSION: Writing researched arguments	AIS: Darwin & Newell	Annotated Bibliography
Mar 31	DISCUSSION: Writing researched arguments	AIS: Rauch & Santorum	Online discussion

Apr 2	**DUE: Outline/Draft for Peer Review** DISCUSSION: Collaborative research		
Apr 7-11	**Individual Conferences – no class meetings**	AIS: Pollan, Will, Spurlock & Gladwell	
Apr 14	DISCUSSION: Editing for correctness and concision		
Apr 16	DISCUSSION: More metacognitive writing		
Apr 21	Discussion: Review of Course Goals, Preparing the Final Portfolio		Final portfolio
Apr 23	**Due: Final Portfolio**		
May 5	**Portfolio evaluations available**		