

**SPRING 2013 | ENGLISH 102 – COMPOSITION & RHETORIC II – SECTION 047, CRN 12170  
TUESDAYS & THURSDAYS, 10:00AM TO 11:15AM | WOODBURN 110**

## **GENERAL COURSE INFORMATION**

**Instructor:** David Beach | **Office:** 116 Colson | **Phone:** 304-293-9711

**E-Mail & AIM:** david.beach@mail.wvu.edu

**Office Hours:** Mon and Wed, 3pm to 4:30pm or by appointment.

**LibGuide:** <http://libguides.wvu.edu/beachenglish102>

### **Required Texts:**

- *English 102 Joining Academic Conversations (JAC)*, 6e (2013) – ISBN 978-0-738-05269-4
- *Arguments in Society: A Reader for English 102 (AIS)* – ISBN 978-0-393-12457-6
- Lunsford, Andrea. *Easy Writer (EW)*, WVU 4e (2010) – ISBN 978-0-312-63821-4
- Two pocket folders
- Set aside approximately \$6 for portfolio binding

## **INTRODUCTION**

English 102 is designed to build on the writing abilities you 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**

### **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 nondiscrimination. 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 English 102 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](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 for every class and your involvement during every class meeting, regular and on-time attendance and active participation are critical to your success. On a T-Th schedule, **each student is allowed up to two absences without penalty**. 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 classes *can* fail the course. Arriving late will also impede your success in class. **Four late arrivals will be counted as an absence.**

You are expected to conduct yourself professionally and be an active, dedicated participant and colleague. This means participating in classroom and 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 18<sup>th</sup>
- Last Day to Drop: Mar 22<sup>nd</sup>
- Last Day to Withdraw from the University: May 2<sup>nd</sup>

### **Late Assignment Policy**

Late Work is unacceptable and has serious consequences. If you miss either a draft or a final deadline listed on the schedule of work due, that work will have reduced credit in your final portfolio and can result in a zero for that portion of the final portfolio grade. Missed in-class activities or informal writing assignments cannot be made up and will also receive a zero.

Since all assignments are given weeks in advance, there is no need to wait until the last minute to save or print your work. As deadlines approach, please plan ahead to avoid problems with failing or broken equipment and to be sure you have access to a computer or printer since these are not acceptable excuses for not turning in an assignment.

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.

### **Computers and Cell Phones**

You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away. All mobile phones should be turned off or set to a silent mode. If you must take a phone call because of an emergency, please quietly excuse yourself from the room.

### **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. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. Its phone number is 304-293-6700, its email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu), and its web site is <http://disabilityservices.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. For more information about the Writing Center refer to page xix in *JAC*.

### **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>.

### **eCampus & Other Technology Tools**

We will use eCampus for course materials, assignments, submissions, discussions and collaboration. eCampus works better with Firefox and Safari, and to a lesser extent with Chrome.

**Note:** IE9 is not supported and will not function properly. To access eCampus, follow these directions:

- Open a browser.
- Go to <https://ecampus.wvu.edu/>
- Allow pop-ups to be accepted from this site
- NOTE: Recent versions of Java are not compatible with eCampus.
- Click on WVU Main Campus icon (on right side)
- Enter your MyID username and password.
- Click on ENGL-102 (course material will be available on or before Jan 14<sup>th</sup>)

### **E-Mail**

You should use your WVU e-mail account for class-related correspondence. I will only send material to WVU e-mail accounts to ensure confidentiality. If you use an e-mail account other than the WVU e-mail 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 WVU e-mail account.

### **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 of *AIS* for more information.

### Submission of Mid-Term and Final Portfolios

The Mid-Term Portfolio will be submitted in person in class on its due date. This portfolio will be a ring-bound document with a clear cover and a solid back. More details will be on the assignment sheet as to the contents. Set aside approximately \$3 for binding which can be done at the Copy Center in the Mountainlair (to the left of the post office).

### 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

Your course grade will be based on the following:

#### Portfolio: (700 points)

Assignment	Peer Review Draft	Reviewed Draft	Mid-Term Portfolio	Final Portfolio	Total Points
#1 Definition	10	20	30	40	100
#2 Visual Argument	10	20	30	40	100
#3 Data Analysis	25		50	75	150
Mid-Term Reflection			50		
#4a - Research Question and Search Terms		25			25
#4b - Annotated Bibliography		25			25
#4c - Researched Argument Draft for Peer Review	25				25
#4d - Researched Argument for Review		25			25
#4e - Research Argument Final				150	150
2 Polished Reflections				50	50
Reflective Memo				50	50

### Informal Writing: (200 points)

Reflections & Quizzes

Assignment	Total Points
Reflections 1-6 @ 20	120
8 Quizzes on AIS and/or InfoLit @ 5	40
2 Information Literacy Surveys @ 20	40

### Participation: (100 points)

After two absences, each additional absence reduces participation points by 10 points; thus, it is possible to have negative participation points which will reduce the overall grade.

Participation Element	Total Points
Peer Review @ 10 points per peer review	40
Conference #1	10
Class Discussion/Activities @ 2 points per class day	50

### OVERVIEW OF REQUIRED WORK

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

**Four Essays and Reflective Writing.** 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 reflections or have quizzes based on readings or activities. You will also take an information literacy survey at the beginning of the semester and at the end. (For this survey, there are no right or wrong answers—this is a way to measure the information literacy instruction.)

**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**

Please review *JAC* pp xvi-xvii for general grade descriptors of how your grade will be determined for the three major components of the course—participation, informal writing and portfolio writing.

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 *JAC* and *AIS* can be found below.

DATE	DISCUSSION/ACTIVITES	HOMEWORK
JAN 15	<ul style="list-style-type: none"><li>Review Syllabus</li><li>Introductions</li><li>Course Expectations</li><li>InfoLit Research Project</li></ul>	<ul style="list-style-type: none"><li>Pre-test on InfoLit Research Surveys</li><li>Diagnostic Writing (in eCampus)</li><li>Review Assignment #1</li><li>JAC: pp ix-xix</li><li>AIS: pp 1-35</li></ul>
JAN 17	<ul style="list-style-type: none"><li>Quiz #1 on AIS</li><li>Intro to InfoLit</li><li>Language/Linguistics</li><li>Citation &amp; Documentation</li><li>Assignment #1: Definition</li></ul>	<ul style="list-style-type: none"><li>Bring 4 sources which provide definitions for Assignment #1 concept</li><li>JAC: pp 1-8, 37-52, 129-157</li><li>AIS: pp 36-45 / Reflection #1</li></ul>
JAN 22	<b>MEET IN LIBRARY ROOM 136</b>  <b>DUE: AIS Reflection #1</b> <ul style="list-style-type: none"><li>Discuss sources used for concept definition</li><li>Defining/articulating need for information</li><li>Using Google &amp; Wikipedia for pre-research</li><li>Research process mirroring writing process</li></ul>	<ul style="list-style-type: none"><li>Schedule 15m conference with instructor between Jan 23 and Feb 1</li><li>AIS: pp 46-75 (read for what is the argument and how it is made)</li></ul>
JAN 24	<ul style="list-style-type: none"><li>Quiz #2 on AIS &amp; InfoLit</li><li>Intro to argumentation (classical &amp; modern argument styles)</li></ul>	<ul style="list-style-type: none"><li>JAC: pp 23-29</li><li>AIS: pp 76-97</li><li>Bring 4 copies of definition paper to class for peer review</li></ul>
JAN 29	<b>DUE: Assignment #1 Draft for Peer Review: Definition</b> <ul style="list-style-type: none"><li>Quiz #3 on AIS</li><li>Peer Review Instructions</li><li>Peer review of Definition Paper</li><li>Accessing needed information effectively &amp; efficiently</li></ul>	<ul style="list-style-type: none"><li>Assignment #1: Definition (in portfolio)</li></ul>
JAN 31	<b>DUE: Assignment #1: Definition</b> <ul style="list-style-type: none"><li>Argumentation</li><li>Rhetorical devices</li><li>Assignment #2: Visual Argument</li></ul>	<ul style="list-style-type: none"><li>Bring 3 interesting cartoons to next class to discuss</li><li>JAC: pp 30</li><li>AIS: 98-121 Reflection #2</li></ul>
FEB 5	<b>DUE: AIS Reflection #2</b> <ul style="list-style-type: none"><li>Quiz #4 on AIS &amp; InfoLit</li><li>Review cartoons to determine the argument</li></ul>	<ul style="list-style-type: none"><li>Bring 4 copies of selected cartoon with at least two paragraphs of text for peer review</li><li>AIS: pp 122-130</li></ul>

<b>FEB 7</b>	<b>DUE: Assignment #2 Draft: Visual Argument for Peer Review</b>	<ul style="list-style-type: none"> <li>• Assignment #2: Visual Argument (in portfolio)</li> <li>• Review Assignment #3: Data Analysis</li> <li>• Review LibGuide</li> </ul>
<b>FEB 12</b>	<b>MEET IN LIBRARY 136</b> <b>DUE: Assignment #2: Visual Argument</b>	<ul style="list-style-type: none"> <li>• Select two sets of data to analyze</li> <li>• AIS: pp 131-169</li> </ul>
<b>FEB 14</b>	<ul style="list-style-type: none"> <li>• Quiz #5 on AIS</li> <li>• Analyzing and writing about data</li> <li>• Looking at data for <i>logos</i> and <i>ethos</i></li> </ul>	<ul style="list-style-type: none"> <li>• JAC: pp 53-78</li> <li>• AIS: pp 170-187 – Focus on how data are presented in the readings</li> </ul>
<b>FEB 19</b>	<b>DUE: AIS Reflection #3</b> <ul style="list-style-type: none"> <li>• Data in the readings</li> <li>• Writing about data</li> <li>• Incorporating selected information into knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>• JAC: pp 31-34</li> <li>• AIS: pp 188-221</li> </ul>
<b>FEB 21</b>	<ul style="list-style-type: none"> <li>• Quiz #6 on AIS &amp; InfoLit</li> <li>• Objective/subjective and quantitative/qualitative data</li> <li>• Putting together the Mid-Term Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 4 copies of data analysis for peer review</li> <li>• Review Assignment #4: Researched Argument</li> </ul>
<b>FEB 26</b>	<b>DUE: Assignment #3 Draft for Peer Review: Data Analysis</b> <ul style="list-style-type: none"> <li>• Reflective memo</li> <li>• Starting research</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Term Portfolio to include revised versions of Assignments #1 &amp; 2 and a draft of Assignment 3 <i>plus</i> the three reflections</li> <li>• Bring general topic for research to class</li> </ul>
<b>FEB 28</b>	<b>DUE: Mid-Term Portfolio</b> <ul style="list-style-type: none"> <li>• Developing a research question</li> <li>• Defining search terms</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule conference with professor for following week to review portfolio and discuss research goals</li> <li>• Do homework for Library Session</li> </ul>
<b>MAR 5</b>	<b>NO CLASS - INDIVIDUAL CONFERENCES</b>	
<b>MAR 7</b>	<b>MEET IN LIBRARY ROOM 136</b>	<ul style="list-style-type: none"> <li>• AIS: pp 222-245</li> <li>• Assignment #4a: Research Question and Search Terms</li> </ul>
<b>MAR 12</b>	<b>DUE: Assignment #4a: Research Question and Search Terms</b> <ul style="list-style-type: none"> <li>• Quiz #7 on AIS &amp; InfoLit</li> <li>• Research question Q&amp;A</li> <li>• Writing annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 6 annotations to class with properly formatted bibliographical information. Focus on <i>logos</i> and <i>ethos</i> of sources.</li> <li>• AIS: pp 246-265 / Reflection #4</li> </ul>
<b>MAR 14</b>	<b>DUE: AIS Reflection #4</b> <ul style="list-style-type: none"> <li>• How the authors of the readings use evidence to make their arguments</li> <li>• Annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 6 new annotations to class (same as above).</li> <li>• AIS: pp 266-306</li> </ul>



<b>MAR 19</b>	<ul style="list-style-type: none"> <li>• How do Pollan and Will make their arguments?</li> <li>• Arguments about the food crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment #4b: Annotated Bibliography (minimum 20 sources)</li> </ul>
<b>MAR 21</b>	<b>DUE: Assignment #4b: Annotated Bibliography</b> <ul style="list-style-type: none"> <li>• Quiz #8 on InfoLit</li> </ul>	<ul style="list-style-type: none"> <li>• AIS: pp 307-326 / Reflection #5</li> </ul>
<b>MAR 26</b>	<b>NO CLASS: SPRING BREAK</b>	
<b>MAR 28</b>	<b>NO CLASS: SPRING BREAK</b>	
<b>APR 2</b>	<b>DUE: AIS Reflection #5</b> <ul style="list-style-type: none"> <li>• Parse Ridley's article</li> <li>• Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on project draft</li> </ul>
<b>APR 4</b>	<ul style="list-style-type: none"> <li>• Parse Wilson's article</li> <li>• Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work on project draft</li> </ul>
<b>APR 9</b>	<ul style="list-style-type: none"> <li>• Polishing the draft</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 3 copies of Assignment #4C, Draft of Researched Argument for Peer Review</li> </ul>
<b>APR 11</b>	<b>DUE: Assignment #4C: Draft of Researched Argument for Peer Review</b>	<ul style="list-style-type: none"> <li>• Schedule individual conference</li> <li>• Polish paper based on peer review comments</li> </ul>
<b>APR 15-19</b>	<b>NO CLASS - INDIVIDUAL CONFERENCES</b>  <b>DUE: Assignment #4D: Polished Draft of Researched Argument</b>	
<b>APR 23</b>	<ul style="list-style-type: none"> <li>• Review of course goals</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Final Portfolio</li> </ul>
<b>APR 25</b>	<b>Reflection #6: In-class Writing Assignment</b>	<ul style="list-style-type: none"> <li>• Work on Final Portfolio</li> </ul>
<b>APR 30</b>	<ul style="list-style-type: none"> <li>• Synthesis of course goals and objectives</li> <li>• Informal evaluation</li> <li>• Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Final Portfolio to include final versions of Definition, Visual Argument, Data Analysis, Annotated Bibliography &amp; Researched Argument <i>plus</i> all reflections and quizzes</li> </ul>
<b>MAY 2</b>	<b>DUE: Final Portfolio</b> <ul style="list-style-type: none"> <li>• Post-test research surveys</li> </ul>	
<b>MAY 9</b>	<b>PORTFOLIOS AVAILABLE DURING FINAL EXAM TIME</b>	

**SPRING 2013: COURSE AGREEMENT**

Please sign and return to the instructor

Course # and section: \_\_\_\_\_

Name (printed legibly): \_\_\_\_\_

Phone: \_\_\_\_\_

MIX E-mail address: \_\_\_\_\_

List any specific personal cognitive or physical challenges you choose to inform the instructor about:

**I HAVE READ AND UNDERSTOOD THE SYLLABUS FOR THIS COURSE, AND I AGREE TO ABIDE BY THE POLICIES.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\*\*\*\*\*  
**(\*\*\* OPTIONAL \*\*\*)**

**Permission to Copy Student Work**

Permission to copy your work is requested for use in academic purposes (e.g., models for other students, examples of genre, samples for classroom activities, inclusion in teaching portfolios, teaching assessment and research, etc.). Your anonymity is assured. All copies of work will have your name and any references to you removed.

\*\*\*\*\*

I hereby give permission to have my work copied and/or distributed for anonymous, academic use.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

MIX Email: \_\_\_\_\_