

ENGL 102, Section 034

Kwabena Opoku-Agyemang

Spring 2013

Email: [kopokuag@mix.wvu.edu](mailto:kopokuag@mix.wvu.edu)

MWF 2:30-3:20pm

Mailbox: 120 Colson Hall

Woodburn Hall G10

Office: 330 Colson Hall

Office Hours: Mon. 3:30-5:00pm, or by appointment

## 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:

- 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.

### 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:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (5th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2011.
- Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's an Argument*. 6th edition. Boston and New York: Bedford/St. Martin's Press, 2013
- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Boston: Bedford/St. Martin's, 2010. Print.

\* In addition to these three 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 (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**
- **Be prepared to print and make copies**
- **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](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](mailto: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 an 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.**

Arriving late is stressful for you and for the class; please make every attempt to arrive promptly. Excessive tardiness **will** compromise your participation grade. 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.

## 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 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.

Computer Lab Policies: For some lessons, we might meet in a computer lab in the basement of Colson. On computer lab days, it is your responsibility to arrive at the computer lab on-time and prepared. **Bring a flash drive with all your current work to each computer lab session, or email your work to yourself so you can access it in the Computer Room.** Use of these computers will be beneficial to your writing process, but they should only be used for assigned activities. **Any unauthorized use of the computers will negatively impact your participation grade and may result in you being asked to leave class (in which case, you will receive an absence for the day).**

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

Final Portfolio	60%
Short Writing Assignments and Homework	20%
Participation	10%
Conference Presentation	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:** English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer.
- **Research proposal (3+ 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.**

### **Participation (10%):**

Participation involves coming to class on time and 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.

### **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.

**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 3:30pm-4:30pm on Wednesdays.** Office hours present you and me with an opportunity to talk one-on-one and I 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\*****Subject to changes**

<b>Date</b>	<b>Activities</b>	<b>Homework</b>
<b>Monday January 14</b>	<b>(Late Registration Fee in Effect After Jan 20)</b> Introductions; JAC pp. x-xix; Introductory memo – for memo conventions ( <i>JAC</i> pp. 32-33)	Read JAC pg. 39-43; EAA 3-29; Write Intro Memo
<b>Wednesday January 16</b>	<b>Assign Advertisement Analysis Paper</b> Chapter 1 "Everything Is an Argument" in <i>Everything's an Argument</i> (3-29)	
<b>Friday January 18</b>	<b>Last Day to Register</b> Joint Analysis of Advert (Print) Chapter 2 "Arguments Based on Emotion: Pathos" in <i>Everything's an Argument</i> (30-41)	
<b>Monday January 21</b>	Group Analyses of Adverts (Print) Chapter 3 "Arguments Based on Character: Ethos" in <i>Everything's an Argument</i> (42-54)	Analysis Short Write
<b>Wednesday January 23</b>	Joint Analysis of Advert (Video); Chapter 4 "Arguments Based on Facts and Reason: Logos" in <i>Everything's an Argument</i> (55-73)	
<b>Friday January 25</b>	Group Analyses of Adverts (Video)	Analysis Short Write
<b>Monday January 28</b>	"Developing Strong Thesis Statements" in <i>Joining Academic Conversations</i> (13) Introductions and Conclusions	
<b>Wednesday January 30</b>	Conference in Colson 330 – No Class	
<b>Friday February 1</b>	Peer Review	
<b>Monday February 4</b>	<b>Due Today: "Final for Now" Ad Analysis due today;</b> <b>Assign Editorial Analysis;</b> Political Cartoon Exercise	Analysis Short Write
<b>Wednesday February 6</b>	Visit to Downtown Library, Room 136	
<b>Friday February 8</b>	The Toulmin Model of Argument	"Fallacies of Argument" in <i>Everything's an Argument</i> (74-89)
<b>Monday February 11</b>	Common Fallacies of Argument (JAC 49-52) Chapter 5 "Fallacies of Argument" in <i>Everything's an</i>	

	<i>Argument</i> (74-89)	
<b>Wednesday February 13</b>	Joint Analysis of Editorial	
<b>Friday February 15</b>	Group Analyses of Editorials	Analysis Short Write
<b>Monday February 18</b>	Draft of Editorial Analysis	
<b>Wednesday February 20</b>	Assign Midterm Portfolio Sample Paper	
<b>Friday February 22</b>	Conference in Colson 330 – No Class	
<b>Monday February 25</b>	Peer Review	
<b>Wednesday February 27</b>	Reflective Memo	
<b>Friday March 1</b>	<b>(Mid-Semester) Due Today: Midterm Portfolio &amp; "Final for Now" Editorial Analysis; Assign Research proposal, Annotated Bibliography and Final Research Paper</b>	
<b>Monday March 4</b>	Discuss JAC pg.3-5 Invention: Finding Ideas for Argument & JAC pg. 6-7 Invention Questions Chapter 12 "Proposals" in <i>Everything's an Argument</i> (273-306)	
<b>Wednesday March 6</b>	Conference in Colson 330 – No Class	
<b>Friday March 8</b>	First Practice Run (Oral Presentations)	
<b>Monday March 11</b>	Proposal Peer Review	
<b>Wednesday March 13</b>	<b>Proposal Due</b> Features of Proposals; Summary vs. Analysis; Chapter 7 "Structuring Arguments" in <i>Everything's an Argument</i> (123-151)	Review sources From Cornell University Library and From the OWL (annotated bibliographies)
<b>Friday March 15</b>	2 <sup>nd</sup> Practice (Comparison of Sources)	
<b>Monday March 18</b>	Chapter 19 "using Sources" in <i>Everything's an Argument</i> (418-435)	
<b>Wednesday March 20</b>	Goal 4 "Integrate Research Effectively" in <i>Joining Academic Conversations</i> (79-127)	

<b>Friday March 22</b>	<b>Last day to drop a class with a "W" for Spring 2013</b> <b>Annotated Bibliography Due</b>	
<b>SPRING BREAK!</b>		
<b>Monday April 1</b>	<b>"Final for Now" Research Paper Due</b> Chapter 18 "Plagiarism and Academic Integrity" in <i>Everything's an Argument</i> (436-445)	
<b>Wednesday April 3</b>	"Goal 5: Know the Rules" in <i>Joining Academic Conversations</i> (129-157)	
<b>Friday April 5</b>	Peer Review of Ad Analysis	
<b>Monday April 8</b>	Peer Review of Ed Analysis	
<b>Wednesday April 10</b>	"How to Structure Argument in an Essay" (17-18) and "Strategies for Organizing Your Argument" (19-22) in <i>Joining Academic Conversations</i>	
<b>Friday April 12</b>	Conference in Colson 330 – No Class	
<b>Monday April 15</b>	"Strategies for Editing and Proofreading" in <i>Joining Academic Conversations</i> (151)	
<b>Wednesday April 17</b>	"Expert Strategies for Writing, Response, and Revision" (27) and "Revising for a Specific Purpose" in <i>Joining Academic Conversations</i> (28)	
<b>Friday April 19</b>	"Memo Conventions" in <i>Joining Academic Conversations</i> (32-33)	
<b>Monday April 22</b>	Conference Presentations	
<b>Wednesday April 24</b>	Conference Presentations	
<b>Friday April 26</b>	Conference Presentations	
<b>Monday April 29</b>	Conference Presentations	
<b>Wednesday May 1</b>	Conference Presentations	
<b>Friday May 3</b>	<b>Last Day to Withdraw from the University (May 2)</b> <b>Final Portfolio Due</b>	
<b>Portfolio Pick Up in Colson 330</b>		
<b>Have a Great Break!</b>		