

<b>English 102: Composition and Rhetoric II, Section 067</b>	
<b>Spring Semester, 2013 – Monday/Wednesday/Friday 10:30-11:20 in STA-D 240</b>	
Instructor: Rebecca Doverspike	
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### REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*, 6<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010. Print.
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say I Say with Readings (TSIS)*. 2<sup>nd</sup> ed. New York, NY: W. W. Norton & Company. 2012. Print.

### INTRODUCTION:

Welcome to English 102. This course will build on the skills you practiced in English 101 (or equivalent), preparing you even more for the writing you'll do in advanced college courses and the workplace. In this course, you'll reexamine your own ideas and assumptions, looking for deeper reasons behind what you and others believe. You will also spend time seeing how to express your ideas articulately so that your voice can contribute insightfully in the context of the larger conversation. Like English 101, this course focuses on writing as a process, so you'll write multiple drafts, improving your work based on your own ideas as well as feedback from me and your peers. A major difference from English 101 is that this course focuses more heavily on research, argument, and academic essay structure (thesis statements, paragraph structure, etc). I'm excited about getting to know you and watching you develop as writers, researchers, and thinkers throughout the semester. No matter your level of writing proficiency, this course has the potential to help you improve—in that sense, it is a self-directed learning experience, though your classmates and I form a community to help.

### 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.

See p. X-XII in *JAC* for a detailed description of these goals.

### POLICIES AND PROCEDURES:

Attendance (including policy on lateness and conference attendance): Much of this course involves the process of understanding how your ideas and articulations contribute to the larger conversation surrounding your topic—classroom discussion is essential, and thus, so is your presence and active participation. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. If you miss a conference, it counts as an absence. Lateness can also add up to an absence, so please be on time. For more information on the attendance policy please see pages xii and xiii in *JAC*.

Late Work—I will not accept late work. Late work leads to stress for both me and for you, since you really need to move on to the next assignment. I will drop your lowest informal writing grade, so you can miss one without penalty. Major assignments will be docked a permanent letter grade (lasting into the final portfolio) if they are late. Because I know things happen—PRT, printers breaking, etc.—I will count a major assignment as on time *once* if you put it in my mailbox by 4 pm the day it is due. If you need to put a paper in my box, still come to class without the paper so you don't get behind.

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. For more information about academic honesty and the student code of conduct at West Virginia University refer to page xiii in *JAC*.

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 due to 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. Their phone number is 304-293-6700, their email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Their website 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 their hours, services, and location, see <http://well.wvu.edu/ccpps>.

**OVERVIEW OF REQUIRED WORK:** This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on:

Short Writing Assignments (including all HW & reading responses) = 20%

Participation = 10%

Revised Final Portfolio (based on major assignments and reflective writing) = 70%

**Portfolio (70%):**

By the end of the semester, everyone will have over twenty pages of polished, formal writing. Please note that all formal writing should be in MLA format (double-spaced, Times New Roman, 12 point font, one-inch margins, name and page number on each page). These are the formal papers assigned for this class

- This I Believe Essay (4+ pages) (25%): This essay is designed to help you practice the conventions of standard academic writing—a strong thesis, clear topic sentences,

supporting evidence, and a professional voice—while writing about a topic you enjoy and have personal experience with.

- Editorial analysis (4+ pages) (25%): You will write an essay in which you examine the rhetoric and effectiveness of an editorial, paying particular attention to the Toulmin model. Goals: a clear, well-established thesis statement and demonstration of understanding of rhetorical analysis.
- Research proposal (2+ pages) (12.5%). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. You must have at least 2 credible sources with a works cited page. The proposal helps you to articulate the direction of and purpose for your research. This assignment is not available for revision.
- Annotated bibliography (6+ pages) (12.5%). 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. You will need at least ten sources (6 scholarly, 1 video, and at least 1 text). You will also write a preface with a working thesis. This assignment is not available for revision.
- Researched Argument (6+ pages) (25%). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research will allow you to have authority on a topic so that you can present a cogent, well-supported argument. Goals: well-established thesis statement, coordination and appropriate use of sources, and an effective argument.

#### **Informal Writing (20%):**

- Your informal writing grade is comprised of homework assignments. For each unit, you will typically have at least one homework assignment that addresses your formal paper. The majority of your homework assignments will be responses to the readings. On these assignments, you'll get a check plus (3 pts.), a check (2 pts), a check minus (1pt.) or no credit.

#### **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 others (this includes, but is not limited to, avoiding disruptions caused by coming late or engaging in non-class related activities during class time).

Please refer to *Joining Academic Conversations* for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

### Schedule of Work

\*\*Subject to change according to progress.

January		
Monday	Wednesday	Friday
<p>14 <b>(Late Registration Fee in Effect after Jan 14)</b></p> <p>Class Activities: Introductions</p> <p>Homework: Get all required books</p>	<p>16 UNIT ONE: THIS I BELIEVE</p> <p>Class Activities: In-class TIB reading (Beatles), ethos, pathos, logos discussion</p> <p><b>Due Today: All materials acquired</b></p> <p>Homework: Find a This I Believe essay (links to NPR site on ecampus) that resonates with you, &amp; answer response questions</p>	<p>18 <b>(Last day to register and add new courses is Jan 18)</b></p> <p>Class Activities: Assignment prompt, topic brainstorming, thesis creator</p> <p><b>Due Today: TIB Response Questions</b></p> <p>Homework: Reading on ecampus and Response Questions</p>
<p>21 <b>NO CLASS—Martin Luther King, Jr. Day</b></p>	<p>23</p> <p>Class Activities: Belief activity (p. 59-60 in JAC &amp; handout), outline, in-class writing based on p.3-8 in TSIS</p> <p><b>Due Today: Reading Response Questions</b></p> <p>Homework: Sample TIB essays on ecampus &amp; Response (Choose one to print &amp; bring to class)</p>	<p>25</p> <p>Class Activities: Reverse outline of sample essay, intro. activity, hamburger method &amp; personal evidence</p> <p><b>Due Today: Response to sample essays</b></p> <p>Homework: write a catchy intro. with a thesis statement for a quick peer review on M.</p>
<p>28</p> <p>Class Activities: peer review intros, review hamburger method &amp; paragraph work, review assignment prompt</p> <p><b>Due Today: catchy intro &amp; thesis</b></p> <p>Homework: Work on TIB essay</p>	<p>30 UNIT TWO: EDITORIAL ANALYSIS</p> <p>Class Activities: Final Q &amp; A for TIB essay, P.39-46 IN JAC in class reading, look at several editorials with the Toulmin model in mind</p> <p><b>Due Today: Continued work on TIB</b></p> <p>Homework: Finish TIB essay</p>	<p>Feb 1</p> <p>Class Activities: reflective writing, common ground &amp; rebuttal, finding an editorial</p> <p><b>Due Today: TIB “Final for Now”</b></p> <p>Homework: Read p. 54-58 in JAQ, Reading from TSIS to be announced &amp; response questions.</p>

<b>February</b>		
Monday	Wednesday	Friday
<p>4</p> <p>Class Activities: Reading discussion, Intrinsic vs. extrinsic ethos, EA assignment sheet, discussion of editorial analysis HW</p> <p><b>Due Today: assigned reading questions</b></p> <p>Homework: Bring the <i>DA</i> to class, read one sample editorial analysis on ecampus &amp; response</p>	<p>6</p> <p>Class Activities: editorial analysis practice with short readings from <i>TSIS &amp; DA</i>, qualifiers</p> <p><b>Due Today: <i>DA</i> and ecampus response</b></p> <p>Homework: Read p. 49-60 in JAC</p>	<p>8</p> <p>Class Activities: Fallacies, Fallacy activities in JAQ</p> <p><b>Due Today: Read p. 49-50 in JAC</b></p> <p>Homework: Find an editorial and bring it to class on Monday.</p>
<p>11</p> <p>Class Activities: Quotes, paraphrase, summary activities, intros, thesis work</p> <p><b>Due Today: A printed editorial to bring to class.</b></p> <p>Homework: Read another student example &amp; respond to Q's</p>	<p>13</p> <p>Class Activities: reverse outline, hamburger method, libguides, research tips in JAQ.</p> <p><b>Due Today: Student example Q's</b></p> <p>Homework: Using online databases, find two outside sources about your topic—bring editorial &amp; sources to class</p>	<p>15</p> <p>Class Activities: outlining, MLA, thesis creator</p> <p><b>Due Today: Two outside sources &amp; editorial to class</b></p> <p>Homework: Write intro. (2 paragraphs) to paper and a full Works Cited page</p>
<p>18</p> <p>Class Activities: peer review of intros, write a paragraph, conclusions, conference sign-up</p> <p><b>Due Today: Intro &amp; Works Cited page</b></p> <p>Homework: Prepare for conferences: have at least 3 pages</p>	<p>20</p> <p>Class cancelled for conferences</p>	<p>22</p> <p>Class Activities: TBD as needed (probably a fuller peer review of EA using JAQ).</p> <p><b>Due Today: continued work on EA</b></p> <p>Homework: Finish EA "Final for Now"</p>

<p>25</p> <p>Class Activities: In-class reading from TSIS, reflective writing</p> <p><b>Due Today: Editorial Analysis “Final for Now”</b></p> <p>Homework: Read P.31-34 in JAQ. Begin taking notes in response to the Q’s on p. 34</p>	<p>27</p> <p>UNIT 3: RESEARCHED ARGUMENT PAPER</p> <p>Class Activities: Midterm reflection discussion &amp; memo prompt, brainstorming, feedback</p> <p><b>Due Today: P. 31-34 in JAQ, notes</b></p> <p>Homework: Midterm memo and folder of work completed so far.</p>	<p>Mar 1 (Mid-Semester point)</p> <p>Class Activities: Research proposal prompt, in-class reading using TSIS, topic brainstorming (p.83-86 in JAQ)</p> <p><b>Due Today: MIDTERM PORTFOLIO</b></p> <p>Homework: Enjoy the weekend and refresh for the second half of the semester.</p>
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March		
Monday	Wednesday	Friday
<p>4</p> <p>Class Activities: Topic narrowing exercises, JAQ in class reading, research suggestions (bring a laptop if you have one).</p> <p><b>Due Today: Newly rested and alert thinkers</b></p> <p>Homework: Read sample research proposal in ecampus &amp; response</p>	<p>6 (Mid-Semester Grades Due)</p> <p>Class Activities: Potential library visit. Work on proposal in class.</p> <p><b>Due Today: sample proposal &amp; response</b></p> <p>Homework: Read another sample proposal &amp; respond</p>	<p>8</p> <p>Class cancelled: Work Day. Finish your Research proposal for Monday.</p>
<p>11</p> <p>Class Activities: Intro. annotated bib &amp; Rogerian argument with activities</p> <p><b>Due Today: Research Proposal (FINAL: not revisable), response to proposal sample reading</b></p> <p>Homework: p.88-89 &amp; 105-106 in JAQ</p>	<p>13</p> <p>Class Activities: Rogerian activity applied to TSIS Reading, look at sample annotated bibs.</p> <p><b>Due Today: P. 88-90 &amp; 105-106 in JAQ</b></p> <p>Homework: Google worksheet, p. 87 in JAQ. Bring one source that represents the rebuttal side of your issue</p>	<p>15</p> <p>Class Activities: review of summary and paraphrase, HW discussion, activities in JAQ (p.93—research Q’s).</p> <p><b>Due Today: Google worksheet, rebuttal source</b></p> <p>Homework: 2-page Rogerian argument using information from at least one source and citations</p>

<p>18 Class Activities: work on annotated bib, review MLA</p> <p><b>Due Today: Rogerian argument</b></p> <p>Homework: Draft of first four sources for peer review. Bring EW and any sources you haven't yet annotated.</p>	<p>20 Class Activities: Peer review of first four sources, continued work on annotated bib.</p> <p><b>Due Today: first four annotations for peer review</b></p> <p>Homework: Finish Annotated Bibliography</p>	<p>22 (<b>Last Day to Drop</b>) Class Activities: Reflective writing, framing sources (p. 126 in JAQ), working in quotes</p> <p><b>Due Today: Annotated Bibliography Final (not revisable)</b></p> <p>Homework: Have a great break!</p>
<p>25 NO CLASS - Spring Break!</p>	<p>27 NO CLASS - Spring Break!</p>	<p>29 NO CLASS - Spring Break!</p>

<b>April</b>		
Monday	Wednesday	Friday
<p>1 Class Activities: Argument essay assignment sheet, P. 70-78 in JAQ</p> <p><b>Due Today: Welcome back!</b></p> <p>Homework: TSIS reading &amp; Response</p>	<p>3 Class Activities: introduce proposal argument, proposal activity, discuss reading</p> <p><b>Due Today: Reading response</b></p> <p>Homework: TSIS reading &amp; response</p>	<p>5 Class Activities: Proposal argument template, discuss reading</p> <p><b>Due Today: Reading response</b></p> <p>Homework: write a 2 page proposal argument based on your topic. Use info. from at least one source and citations.</p>
<p>8 Class Activities: hamburger method, paragraph work using readings</p> <p><b>Due Today: 2 page proposal argument</b></p> <p>Homework: Read student example analysis paper &amp; response</p>	<p>10 Class Activities: background info. worksheet, group work</p> <p><b>Due Today: student sample &amp; response</b></p> <p>Homework: Write the background section for your paper (about 1p.) using in-text citations</p>	<p>12 Class Activities: peer review background sections, intro. work</p> <p><b>Due Today: background section with in-text citations for peer review</b></p> <p>Homework: Bring complete intros. for peer review. Bring sources to class to work on outlining.</p>
<p>15 Class Activities: Peer review intros &amp; background, outlining,</p> <p><b>Due Today: Complete background &amp; intro. sections</b></p> <p>Homework: Bring first 4 pages for peer review</p>	<p>17 Class Activities: Peer review, conference sign-up</p> <p><b>Due Today: First 4 pages for peer review</b></p> <p>HW: Bring any final Q's for the Researched Argument paper (and relevant material)</p>	<p>19 Class Cancelled for conferences</p> <p>HW: Researched Argument Paper "Final for Now"</p>

<p>22 Class Activities: Reflective writing, read from parts of papers</p> <p><b>Due Today: Research Argument Paper “Final for Now”</b></p> <p>Homework: Bring TIB essay “Final for Now” &amp; print a fresh copy to work on for revision</p>	<p>24 Class Activities: TIB revision, Final Reflection prompt</p> <p><b>Due Today: TIB “Final for Now” &amp; Fresh copy to class</b></p> <p>Homework: Bring Editorial Analysis &amp; Fresh copy for revision</p>	<p>26 Class Activities: Editorial Analysis revision</p> <p><b>Due Today: Editorial Analysis &amp; Fresh copy to class</b></p> <p>Homework: Bring Researched Argument Paper &amp; Fresh copy for revision</p>
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April/May		
Monday	Wednesday	Friday
<p>Apr 29 Class Activities: Researched Argument Paper revisions, SEI’s</p> <p><b>Due Today: Researched Argument Paper “Final for Now” &amp; Fresh copy to class</b></p> <p>Homework: Bring any questions and relevant drafts to conferences.</p>	<p>May 1 (<b>May 2 is the Last Day to Withdraw from the University</b>)</p> <p>Class cancelled for conferences &amp; work on Final Reflection: Bring questions and relevant drafts.</p> <p>HW: Final Portfolio due Friday.</p>	<p>3 (<b>Last Day of Classes for Fall semester</b>)</p> <p>Class Activities: End of semester fun!</p> <p><b>Due Today: <u>FINAL PORTFOLIO</u></b></p> <p><b>Have a wonderful summer!</b></p>

**\*Portfolios Returned By Final Exam Time Slot**