



Instructor: Dr. Nancy Caronia

Office: Colson Hall 333

Office Hours: Mondays: 1:30 PM–2:15 PM; 3:30

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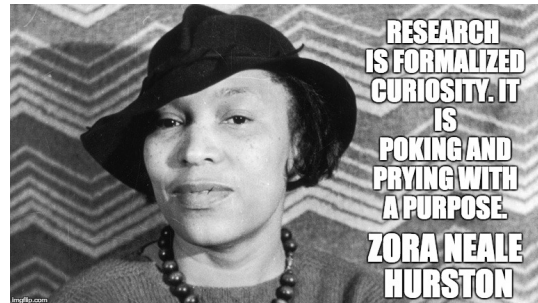
PM–4:45 PM, and by appt.

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

INTRODUCTION

Welcome to English 102. This course focuses on developing your knowledge of writing in several areas beyond what you learned in English 101. In “Claiming an Education,” the poet Adrienne Rich has suggested that “the experience of *taking responsibility toward [our] selves*” is central to any educational pursuit.¹ This course will allow you to have the opportunity to take responsibility for and challenge your knowledge and practice of writing while honing your understanding of yourself as a writer. In this course, we will examine how arguments are made through a variety of writing purposes including writing to persuade, evaluating, proposing ideas, sharing research, and testing ideas. This course will also place a specific emphasis on conducting research and understanding and assessing information in the digital age. Finally, we will develop a richer sense of how your own research can give your writing power and purpose so that you can confidently apply what you know in your personal, professional, academic, and civic lives.



English 102 and WVU’s General Education Foundations

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 102 addresses several of the learning outcomes described in WVU’s GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 102, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.

¹Rich, Adrienne. “Claiming an Education.” *Women’s Voices/Feminist Visions: Classic and Contemporary Readings*. 5th Ed. Susan M. Shaw and Janet Lee. New York: McGraw Hill, 2012. 24. Print.

- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle.

ATTENDANCE

Attendance is required for this course. Sometimes personal situations and required university events make it impossible for you to be in class, which is why a few absences are allowed. BUT make sure you use these absences for emergencies.

- Students in all sections may miss three days of class without penalty.
- Students who miss more than three days of class may be penalized up to one letter grade for each additional absence.
- Students who miss more than three weeks of class will be assigned a failing grade for the course.

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

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. Special arrangements like this require a formal, written request that includes 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 I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments, please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 102 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences. You are expected to schedule a conference ahead of time and to attend your conference during the time you schedule. Please note that a missed conference is considered an absence and will factor into your total absences for the semester.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

FEEDBACK AND GRADES



This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial 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 the following percentages:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (editorial/opinion persuasive paper, evaluation, annotated bibliography, research proposal, and research project) as well as connected reflective writing. For more about the formal writing grade, see *grade descriptions in Joining Academic Conversations*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Joining Academic Conversations*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class, and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Joining Academic Conversations*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

- Submitting someone else’s paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.
- Copying paragraphs or other passages of someone else’s writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

RESOURCES

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall and will open on Wednesday, August 24. Hours are: Monday through Thursday from 10:00 AM to 5:00 PM and Friday from 10:00 AM to 3:00 PM. For more information about the Eberly Writing Studio, see *JAC*, p. xviii, or visit <http://speakwrite.wvu.edu/writing-studio>.

WellWVU: The Students’ Center of Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information, go to <http://www.well.wvu.edu/>.

SCHEDULE OF WORK

This course will meet regularly in Clark-D 111. The schedule of work below is subject to changes based on our progress. **NOTA BENE: 1. Unless otherwise noted, bring the relevant text(s) to class. 2. All readings are to be completed before class begins. 3. All working drafts must be available during class time for workshop.**

Weeks	Topics and Activities	Assignments and Readings
#1 W8/17	Introductions Ground Rules: A Collaborative List SpeakWrite/PACT Academic Integrity Approaching Different Audiences	
F8/19	Syllabus Quiz Jigsaw! <ul style="list-style-type: none"> • King, Stephen. “On Writing.” <i>On Writing: A Memoir of the Craft</i>. • Lamott, Anne. “Shitty First Drafts.” <i>Bird by Bird</i>. • Murray, Donald. “What I Had to Unlearn.” <i>Unlearning to Write</i> 	READ: <i>EW</i> , p. WVU-5—WVU-8; and Corrigan and McNabb’s “P.S.: Your recent email to your professor”: https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay DUE: Introduction/Reflection #1 (attach on ecampus Forum and bring hard copy to class) and Course Agreement (print, sign and bring to class)

Weeks	Topics and Activities	Assignments and Readings
<p>#2 M8/22</p> <p>W8/24</p> <p>F8/24</p>	<p>FYI: 8/23 last day to register Course Goals Rhetoric: Strategies and Conventions Small Group Discussion: Excerpt from <i>Just Mercy</i>.</p> <p>Further discussion on Rhetorical Strategies and Conventions Citation and Documentation: A First Look</p> <p>Writing to Persuade Structuring an Argument</p>	<p>READ: <i>JAC</i> Preface and Ch. 1 DUE: Personal Course/Grammar Goals/Reflection #2 (1-pg. in-class)</p> <p>READ: <i>EW</i>, 41a-b, pp. 208-212; Jackson’s “Scientists say giant asteroid could hit earth next week, causing mass destruction”: https://www.exposingtruth.com/scientists-say-giant-asteroid-hit-earth-next-week-causing-mass-destruction/ DUE: Bring in one article that focuses predominantly on pathos, logos, or ethos.</p> <p>READ: <i>JAC</i> Ch. 2; Louise DeSalvo’s “Learning How to Learn”; Marcelo Gleiser’s “Globalization: Two Visions of the Future of Humanity”; Jeffrey N. Wasserstrom’s “A Mickey Mouse Approach to Globalization” (on ecampus); and Valerie Boyd’s “Morrison Explores Many Brutal Shades of Slavery” at http://static1.1.sqspcdn.com/static/f/425139/4611411/1256941882403/AMercyReview.pdf?token=ZayVmLPIYIPEQz2Kdb6XlqgTjuc= DUE: Brainstorm: Ideas for persuasive piece</p>
<p>#3 M8/29</p> <p>W8/31 F9/2</p>	<p>Drafting and Working Thesis Mini-Grammar Moment #1: Word Choice, or You Need More than Spellcheck Sign up for Mini-Grammar Moments</p> <p>Persuasive piece conferences (meet in Colson 333)</p>	<p>READ: Paul Jun’s “The Art of Feedback”: http://lifehacker.com/the-art-of-feedback-striking-a-balance-between-guidanc-1703905740 and <i>Portfolio Keeping</i>’s “Keeping Company and Working with Others” (34-37) (on ecampus) DUE: Opinion Draft</p> <p>DUE: Bring questions and draft</p>

Weeks	Topics and Activities	Assignments and Readings
<p>#4 M9/5</p> <p>W9/7</p> <p>F9/9</p>	<p>No class, Labor Day</p> <p>Peer Review Remembering your Audience</p> <p>Process Reflection Note Evaluation: The how, why, and when</p>	<p>READ: Revision handout: http://speakwrite.wvu.edu/files/d/c26e5371-751f-4e8d-adfe-18c5b2293178/Revision_Strategies.pdf and Beth Macy’s “RIP Harvey Wilbourne (1920-2015), war hero and extraordinary ordinary man” at https://intrepidpapergirl.com/2015/03/03/rip-harvey-wilbourne-1920-2015-war-hero-and-extraordinary-ordinary-man/</p> <p>DUE: Letter to Peer Reviewer on ecampus</p> <p>READ: <i>JAC</i> Ch. 3 DUE: Persuasive Piece and Response to Peer Reviewer (by 11:59 PM on ecampus)</p>
<p>#5 M9/12</p> <p>W9/14</p> <p>F9/16</p>	<p>Mini-Grammar Moment #2 Discussion of evaluation pieces</p> <p>Transitions and Titles Group discussion on criteria for an effective evaluation Voice/audience</p> <p>Documentation: Going deeper Plagiarism: Staying true</p>	<p>DUE: Bring a print advertisement, tweet with image, or magazine cover READ: Henderson’s “Straight Outta Culture: Sexism in Black and White”— http://www.rogerebert.com/balder-and-dash/nwa-straight-outta-compton-sexism-misogny-dee-barnes; “Newspaper Covers Simone Manuel’s Historic Gold in Olympically Offensive Way”: http://www.huffingtonpost.com/entry/san-jose-mercury-news-rio-olympics-story_us_57ad7acbe4b007c36e4e2184; and “Hillary Clinton’s husband wore a fetching pantsuit to honor her nomination for US president”: http://qz.com/743526/hillary-clintons-husband-wore-a-fetching-pantsuit-to-honor-her-nomination-for-us-president/</p> <p>DUE: Bring an effective evaluation (of a place, a film, a book, a text, music, an event, or anything else you think appropriate) Brainstorm: Ideas for evaluation piece</p> <p>DUE: <i>EW</i>, 41c and 41d; Draft of evaluation piece</p>

Weeks	Topics and Activities	Assignments and Readings
#6 M9/19 W9/21 F9/23	Evaluation Piece Small Group Conferences (meet in Colson 333) Peer Review Mini-Grammar Moment #3	DUE: Bring questions and evaluation draft to small group meeting. READ: Revision handout: http://writingcenter.unc.edu/handouts/revising-drafts/ DUE: Letter to Peer Reviewer (on ecampus)
#7 M9/26 W9/28 F9/30	Process Reflection Note Mini-Grammar Moment #4 Self-reflectivity: The bigger picture Setting Goals and Moving Forward Midterm Portfolio Guidelines and Rubrics Self-Assessment/Self-Reflection Research Across Disciplines and Conventions	READ: <i>JAC</i> Ch. 4 DUE: Evaluation Project and response to Peer Reviewer (by 11:59 PM in ecampus) DUE: Informal reflection on questions, <i>JAC</i> , 74 DUE: Midterm Evaluation Reflection: <i>JAC</i> , 79
#8 M10/3 W10/5 F10/7	FYI: 10/5 is the midterm point. Midterm Portfolio individual conferences (Meet in Colson 333, not classroom) Library session: Bring Laptop, research topics, and meet in library	READ: <i>JAC</i> , Ch. 5 and “Responding to Problems: A Facilitative Approach”: http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/staff/responding-problems-facilitative DUE: Midterm Portfolio DUE: <i>EW</i> , 37a-37e, pp. 178-185; <i>JAC</i> , Generating a Research Topic/Focus, pp. 83-85—prepare two or three research topics
#9 M10/10 W10/12 F10/14	Mini-Grammar Moment #5 Developing a Proposal EC: Valerie Boyd: Robinson Reading Room, 7:30PM, Downtown Library Working through research question. Entering the conversation Annotated bibliography	READ: <i>EW</i> , 38a-38d, pp. 186-197; Sample Proposals (on ecampus) DUE: <i>JAC</i> , Shaping and Drafting, p.91 and brainstorm of proposal for research project Write 1-page review DUE: Draft of proposal READ: <i>JAC</i> , Ch. 6

Weeks	Topics and Activities	Assignments and Readings
#10 M10/17	Mini-Grammar Moment #6 Source Validity Reading to Research Searching for sources Narrowing topics Letting the research speak	READ: <i>JAC</i> , pp. 110-116 DUE: Keywords for searches of databases and search engines and <i>JAC</i> , 110-111 and 115
W10/19	Quoting, Paraphrasing, Summarizing Sources Another Style Source to Consider	READ: <i>EW</i> , 39a-39d, pp. 198-203, and 42a-42e, pp.255-287
F10/21	Mini-lesson: Passive and Active Voice Moving reading into research: Making an argument out of ideas	READ: <i>JAC</i> , p. 143; Jon Wu’s “A Generic College Paper”: https://www.mcsweeneys.net/articles/a-generic-college-paper ; and Brogan’s “Why Scientists Need to Stop Reading in the Passive Voice”: http://www.slate.com/blogs/future_tense/2015/04/01/scientists_should_stop_writing_in_the_passive_voice.html
#11 M10/24	FYI: 10/26 is last day to drop a class. Mini-Grammar Moment #7 Integrating Quotations Remembering Purpose and noticing if you’ve changed Which Documentation Style Will You Use? EC: Beth Macy Robinson Reading Room, 7:30PM, Downtown Library	READ: <i>JAC</i> Ch.7, <i>EW</i> pp. 198-205 DUE: Rough Draft of Annotated Bibliography Write short op-ed
W10/26 F10/28	Group Conferences: Proposal and Annotated Bibliographies	DUE: Bring questions and proposal draft to small group meeting.
#12 M10/31	Mini-Grammar Moment #8 Peer Review	DUE: Letter to Peer Reviewer (on ecampus)
W11/2	Using the Annotated Bibliography Research Writing as Academic Conversation in College Classes/Your Field	DUE: Proposal, Annotated Bibliography, and response to peer reviewer (by 11:59pm in ecampus)
F11/4	Caronia attends Italian American Studies Association Conference	DUE: On ecampus, post samples of effective research in your potential field of study

Weeks	Topics and Activities	Assignments and Readings
#13 M11/7	Mini-Grammar Moment #9 Strategies for Designing Research Writing	DUE: Bring to class samples of effective research in your potential field of study and Descriptive Outline, see <i>JAC</i> , pp. 135
	EC: Bryan Stevenson, author of <i>Just Mercy</i>, 7:00PM, Mountain Lair Ballroom	Write short op-ed
W11/9	Framing Quotations and rethinking Plagiarism	DUE: <i>JAC</i> , p. 139-140
F11/11	Guidelines for Final Portfolios	READ: <i>JAC</i> , Ch. 8
#14 M11/14	Mini-Grammar Moment #10 Peer review	DUE: Letter to Peer Reviewer and Draft of Annotated Bibliography
W11/16 F11/18	Group Conferences: Research Project (Meet in Colson 333)	DUE: Research Project (by 11:59 PM on ecampus)
#15	11/19-11/27 Fall Recess: No Class Meetings	
#16 M11/28	Mini-Grammar Moment #11 Further Guidelines for Final Portfolios Strategies for Revision	DUE: Share drafts of polished work/reflections for feedback
W11/30	Working on a revision	DUE: Bring one piece you want to revise
F12/2	Final portfolio mini-presentations	DUE: Five-minute presentations
#17 M12/5	FYI: 12/5 is last day to withdraw from the university and 12/7 is the last day of classes. Final portfolio mini-presentations Evaluations Final Reflections	DUE: Final Portfolio (by 11:59 PM on Friday, 12/9 on ecampus) Mini-Presentation of Learning

* Final grades are due in STAR by noon on Monday, December 19.

FALL 2015: 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: _____