REQUIRED TEXTS


INTRODUCTION

English 102 is designed to build on the writing abilities you learned in English 101 by emphasizing research and argument and giving greater attention to revision and organization strategies to meet the specific needs of an audience and purpose. You will learn about the research process, argumentation, and critical inquiry. As you polish your abilities to develop academic arguments, you will also become more articulate about your own knowledge of writing—which will help you build connections across areas of knowledge so that you can extend your ideas beyond the University.

To aid this extension of knowledge this section of English 102 will incorporate the theme “social justice” throughout the semester. Through writing activities and reading assignments we will examine this theme and how it applies to everyday life. In the beginning we will focus on defining social justice and understanding different philosophies associated with the term. Next we will examine several social issues and connect them to our definitions and philosophies about social justice. Finally, we will shift the focus to media and social justice to develop a richer understanding of how digital writing—twitter, blogs, smart phones—affect social justice issues.

COURSE GOALS

Our class has five major goals. Each student can expect to

- Develop a personal learning process for effective writing
- Argue effectively in a variety of contexts
- Explore and evaluate Ideas
- Integrate Research Effectively
- 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

POLICIES AND PROCEDURES

Attendance

You must attend class. I 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 two absences (one week of class), including Days of Special Concern listed on the WVU academic calendar. Each absence after the initial two will compromise your grade as much as one full letter. Students who miss 6 classes (three weeks of class) will fail the course.
If you will miss class because of a Day of Special Concern, academic field trip, or military service, please notify me within the first two weeks of the course. Exceptions to the attendance policy are at my discretion and will not normally be allowed except under extreme circumstances. For more information on the attendance policy please see page xii in Joining Academic Conversations.

**Lateness**
You must be on time for class. Being on time for class will be a large factor in your participation grade for the course (see page xvi in JAC). I know that personal situations or unexpected events (like a PRT outage) can result in you being late for class. Therefore, I will excuse two late arrivals during the semester. Any late arrivals beyond do will reduce your overall participation grade for the course. If you are late more than five times, I will record the pattern of lateness as an absence (see page xii in JAC).

**Preparedness**
You must be prepared for class. This means that you must complete reading and writing assignments on time. It also means that you must bring your textbooks and other materials to class each day. We will often use these books for in-class activities. Any online reading assignments should be printed for class or accessible on a mobile computer. Being unprepared for class can reduce your overall participation grade.

**Attending Conferences**
We will meet for conferences regularly during the semester. These may be small-group or individual meetings where we discuss your current projects. Missing conferences can reduce your overall participation grade.

**Academic Integrity**
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

**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. The office phone number is 304-293-6700, their email is access2@mail.wvu.edu. The office website is http://socialjustice.wvu.edu/office_of_disability_services.
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 visit its website (http://well.wvu.edu/ccpps).

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 or missed class periods via email. You must come to office hours for that.

RESPONSE AND EVALUATION
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:

Portfolio (based on major assignments and reflective writing) = 70%
  Evaluation (3 pages)
  Commentary (4 pages)
  Research Proposal (2 pages)
  Annotated Bibliography (3 pages)
  Report (8 pages)

Short Writing Assignments & Homework = 20%
  Short writing includes reading responses, notes pages, brief analyses. The writing is typically no longer than two pages in length.

Participation = 10%
  Participation includes your engagement in the classroom including contributions to discussions and preparedness. Participation also includes completing homework on time and peer response.

See pages xvi through xvii in JAC for information about 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.

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.

SCHEDULE OF WORK
This schedule of work is subject to minor changes according to progress.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activities</th>
<th>Assignments and Readings</th>
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| **Week 1** | **WHAT IS SOCIAL JUSTICE?**  
(Late Registration Fee in Effect after 1/9; Last Day to register and add new courses is 1/13) | Course Introduction  
Diagnostic Essay  
Social Justice  
Writing Process  
Rhetoric  
Readings: JAC pp. ix–xx; 39–42; WVU’s social justice website (socialjustice.wvu.edu) including the home page, about us page, and the strategic plan; Masci |
| **Week 2** | Student Activism  
Writing an Evaluation  
Responding to the Writing of Others | Readings:  
Due:  
Writing Exercise #1  
Writing Exercise #2 |
| **Week 3** | Small–Group Conferences  
Revising, Editing and Proofreading | Readings:  
Due:  
Peer Response Letters  
FFN of Evaluation Assignment |
| **Week 4** | **SOCIAL JUSTICE IN PUBLIC DISCOURSE**  
Invention  
Discourse  
Academic Freedom  
Writing a Commentary  
Logos | Readings: Clemmitt, “Academic Freedom”  
Due:  
Writing Exercise #3 |
| **Week 5** | Small–Group Conferences  
Logical Fallacies  
Bullying  
Drafting | Readings: Billitteri  
Due:  
Writing Exercise #4 |
| **Week 6** | Education  
Revising, Editing and Proofreading | Readings: Jost, “Revising No Child Left Behind”  
Due:  
Peer Response Letters  
FFN of Commentary Assignment |
| **Week 7** | Reflection  
Assessing Sources | Readings:  
Due:  
Mid–Semester Portfolio |
| **Week 8** | **SOCIAL JUSTICE AND (NEW) MEDIA**  
Developing a Research Question  
Writing a Proposal  
Student Rights | Readings: Jost, “Student Rights”  
Due:  
Writing Exercise #6  
Research Proposal |
| **Week 9** | Small–Group Conferences  
Occupy Wall Street  
Pathos | Readings: Katel  
Due:  
Writing Exercise #7 |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Topics and Activities</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(March 16 is the last day to drop)</td>
<td>Writing an Annotated Bibliography Media Bias Ethos</td>
<td>Readings: Greenblatt Due: Writing Exercise #8</td>
</tr>
<tr>
<td>Week 11</td>
<td>Writing a Research Report Information Visualization Social Media</td>
<td>Readings: Jost and Hipolit Due: Annotated Bibliography</td>
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<td>Week 12</td>
<td>Spring Break – No Course Meetings</td>
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<td>Week 13</td>
<td>Small–Group Conferences Arrangement Synthesis</td>
<td>Readings: Clemmitt, &quot;Social Networking&quot;</td>
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<td>Week 14</td>
<td>Style Ethics in Reporting</td>
<td>Readings: Price Due: FFN of Research Report</td>
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<td>Week 15</td>
<td>Portfolios Self–Assessment</td>
<td>Due: Writing Exercise #10</td>
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<tr>
<td>My Best Work</td>
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</tr>
<tr>
<td>Week 16</td>
<td>Revision, Editing, and Proofreading</td>
<td>Readings: Final Portfolio</td>
</tr>
</tbody>
</table>

**Final Portfolios will be returned during the final exam period on Thursday, May 3 between 3pm and 5 pm. You can pick up your portfolios in my office, Colson 114.**
Bibliography


