

English 102: Composition and Rhetoric, Section 054	
Spring Semester, 2012 — Tuesday / Thursday 1:00 – 2:15 in Armstrong 119	
Instructor: Professor Thomas Sura	
Email: tsura@mix.wvu.edu	Phone: 304-293-9712
Office: Colson 114	Office Hours: Tu & Th 2:30 to 4:45 and by appt.

REQUIRED TEXTS

English 102 Faculty. *Joining Academic Conversations (JAC)*. 5th ed. Plymouth, MI: Hayden-McNeil, 2012. Print.

Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

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 absences 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.

	Topics and Activities	Assignments and Readings
Week 1 <i>WHAT IS SOCIAL JUSTICE?</i> <i>(Late Registration Fee in Effect after 1/9; Last Day to register and add new courses is 1/13)</i>	Course Introduction Diagnostic Essay Social Justice Writing Process Rhetoric	Readings: <i>JAC</i> 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 <i>SOCIAL JUSTICE IN PUBLIC DISCOURSE</i>	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 <i>(2/4 is Mid Semester point)</i>	Reflection Assessing Sources	Readings: Due: Mid-Semester Portfolio
Week 8 <i>SOCIAL JUSTICE AND (NEW) MEDIA</i>	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

	Topics and Activities	Assignments and Readings
Week 10 <i>(March 16 is the last day to drop)</i>	Writing an Annotated Bibliography Media Bias Ethos	<u>Readings</u> : Greenblatt <u>Due</u> : Writing Exercise #8
Week 11	Writing a Research Report Information Visualization Social Media	<u>Readings</u> : Jost and Hipolit <u>Due</u> : Annotated Bibliography
Week 12	<i>Spring Break - No Course Meetings</i>	
Week 13	Small-Group Conferences Arrangement Synthesis	<u>Readings</u> : Clemmitt, "Social Networking" <u>Due</u> : Writing Exercise #9
Week 14	Style Ethics in Reporting	<u>Readings</u> : Price <u>Due</u> : FFN of Research Report
Week 15 My Best Work	Portfolios Self-Assessment	<u>Due</u> : Writing Exercise #10
Week 16 <i>(4/26 is the Last Day to Withdraw from the University)</i>	Revision, Editing, and Proofreading	<u>Readings</u> : <u>Due</u> : Final Portfolio

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

- Billitteri, Thomas J. "Preventing Bullying." *CQ Researcher* 10 Dec. 2010: 1013–36. Web. 6 Jan. 2012.
- Clemmitt, Marcia. "Academic Freedom." *CQ Researcher* 7 Oct. 2005: 833–56. Web. 6 Jan. 2012.
- . "Social Networking." *CQ Researcher* 17 Sept. 2010: 749–72. Web. 6 Jan. 2012.
- Greenblatt, Alan. "Media Bias." *CQ Researcher* 15 Oct. 2004: 853–76. Web. 6 Jan. 2012.
- Jost, Kenneth. "Revising No Child Left Behind." *CQ Researcher* 16 Apr. 2010: 337–60. Web. 6 Jan. 2012.
- . "Student Rights." *CQ Researcher* 5 June 2009: 501–24. Web. 6 Jan. 2012.
- Jost, Kenneth, and Melissa J. Hipolit. "Blog Explosion." *CQ Researcher* 9 June 2006: 505–28. Web. 6 Jan. 2012.
- Katel, Peter. "'Occupy Wall Street' Movement." *CQ Researcher* 13 January 2012: ????. Web. 13 Jan. 2012.
- Masci, David. "Student Activism." *CQ Researcher* 28 Aug. 1998: 745–60. Web. 5 Jan. 2012.
- Price, Tom. "Journalism Standards in the Internet Age." *CQ Researcher* 8 Oct. 2010: 821–44. Web. 6 Jan. 2012.