

<b>English 102: Composition and Rhetoric II, Section 044 CRN: 80413</b>	
<b>Fall Semester, 2013 – Monday/Wednesday/Friday in Woodburn Hall, Room 106 2:30PM–3:20PM</b>	
Instructor: Dominique A. Bruno	
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Office: Downtown Campus–Colson Hall G07	Office Hours: MWF: 1:30PM–2:20PM (and by appointment)

### REQUIRED TEXTS

- Bruno, Dominique A., Ed. *The Norton Mix: Composition and Rhetoric II*. New York: W. W. Norton and Company, 2012. (Referred to as NM in the schedule). ISBN: 978-0-393-12497-2.
- Lunsford, Andrea A. *Easy Writer, (4th ed.)* Boston: Bedford St. Martin's, 2009. (Referred to as EW in the schedule). ISBN: 978-0-312-65031-5.
- Sura Thomas, ed., English Department Faculty. *Joining Academic Conversations: English 102 (6th ed.)*. Plymouth, MI: Hayden–McNeil Publishing, 2012. (Referred to as JAC in the schedule). ISBN: 978-0-7380-5269.

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 for your final paper. The URL is <http://libguides.wvu.edu/english102>. A second library guide is the Editorial/Review Analysis Libguide (For Essay #2).

### INTRODUCTION:

Welcome to English 102! English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) 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.

### 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.

### POLICIES AND PROCEDURES

- **Attendance (including policy on lateness and conference attendance).** You must attend class. 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 a total of three absences this semester. The fourth absence will compromise your grade as much as one full letter. Students who miss six classes will fail the course. For more information on the attendance policy please see pages xii and xiii in *JAC*.

- If you know you must miss more than three or four classes during the semester, I strongly advise you to take the class during another term, since multiple absences will necessarily limit your academic success in this class. If you have a contagious illness, such as the flu, a severe injury, or a critical personal problem, you must, of course, take care of yourself. However, you are obligated to notify me immediately (within twenty four hours) and you must arrange to complete your missed work in a timely fashion. I will provide you with detailed instructions regarding how you can make up the work you have missed. In case of university activities or religious observance, please notify me of your absence at least two weeks in advance. Excused absences are not erased from your total attendance record.
- **Excessive Lateness.** I mark late students every day. If you are late six times, those marks for tardiness will count as one absence, and twelve days late will count as two days absent, etc. Please keep track of your own attendance, and if you notice it is becoming a problem, please visit me during my office hours, or send me an email.
- **Conference Attendance.** As part of this workshop course, you will be required to set up conferences for our main units (i.e. three conferences per semester). Each conference will only last between ten and fifteen minutes in my office, but it will count as a full class day for attendance purposes. I will hand out a schedule for conferences during the conference week and you will get to sign up for a time slot.
- **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 the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is (304)-293-6700, and email is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu). Access the website at <http://accessibilityservices.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>.
- **Social Justice.** I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) are unacceptable and will not be tolerated. I welcome suggestions to help meet this commitment.

**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 the following percentages:

Portfolio (based on major assignments and reflective writing) = 70%  
Short Writing Assignments & Homework = 20%  
Participation = 10%

**Grade Descriptors for English 102.** I will follow the descriptors provided in JAC on pages xvi–xvii. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

**Portfolio Writing (worth 70% of the final grade).** This includes the revised written work from the five major assignments (see above).

**Informal Writing (worth 20% of your final grade).** Informal writing might include reading responses, short analyses, quizzes or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. They may also be assignments that are actually part of the major assignment (such as submitting an introduction, conclusion, works cited page with a partial listing of sources, etc.) This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about 8–10 such informal writing assignments for a total of 20 pages. Included in this grading bracket is an oral presentation that you will give towards the end of the semester. You will receive a midterm informal writing grade and a final semester grade. Please see Informal Writing Grade Descriptors for more information.

**Participation (worth 10% of your final grade).** Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

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.

\*\*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, so don't waste your money if you don't have to.

\*\*\**Nota Bene on a Professorial-Pet-Peeve:* Please come to every class prepared to write informally (i.e. with a pen and loose paper, or a notebook that has paper you can rip out of it). In a college writing course, we use pen. Save your

pencils for your math and science classes, and for filling out the evaluation forms at the end of the semester.

### Schedule of Work

Text Abbreviations: *JAC*=Joining Academic Conversations *EW*=Easy Writer  
*NM*=The Norton Mix

*The Schedule of Work due includes Class Activities, Due Dates, and Homework. The Class Activities may explain what will be covered on any given day, but you should bring your textbooks to all class meetings. The Due Dates identify when something is to be submitted. The Homework information from the day before explains how you are to prepare for each class meeting.*

\*\*I reserve the right to change this schedule at any time to best suit the needs of this class.

<b>August</b>		
Monday	Wednesday	Friday
<p>19  <b>(Late Registration Fee in Effect after 8/19)</b>                      Week 1                      Class Activities:</p> <ul style="list-style-type: none"> <li>• Welcome/Ice Breaker</li> <li>• Go over Syllabus</li> <li>• Onion Article</li> <li>• Begin Introductory</li> </ul> <p>Writing: Memo</p> <p><b>Due Today: SYLLABUS AND TEXTBOOKS</b></p> <p>-----</p> <p>HOMEWORK: Complete Introductory Writing Memo</p>	<p>21                      Class Activities:</p> <ul style="list-style-type: none"> <li>•Collect Introductory Memo</li> <li>•Short-Write: What will your greatest challenge be in ENGL102?</li> <li>•Plagiarism with <i>JAC</i> 136-138</li> <li>•Introduce Advertisement Analysis</li> </ul> <p><b>Due Today: Introductory Writing Memo</b></p> <p>-----</p> <p>HOMEWORK: Read Lamott: "Bird by Bird" due Friday</p>	<p>23  <b>(Last day to register and add new courses is 8/23 - today)</b></p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Short-Write: Control your Language!</li> <li>• Review Lamott</li> <li>• Review Prompt/Sample Print Advertisements with <i>JAC</i> 4-6</li> </ul> <p><b>Due Today: Lamott: "Bird by Bird"</b></p> <p>-----</p> <p>HOMEWORK: Read Student Examples of Ad Analysis (eCampus); Read <i>EW</i> 14-19, 58-59; Choose Three Ads, and Bring in List of Them to Class on Monday</p>

<p>26 Week 2</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Review Student Examples</li> <li>• Review <i>EW</i> 14–19, 58–59</li> <li>• Look at More Examples of Ads</li> <li>• Look at Uses of Rhetoric with Visual Analysis: Vintage Ads</li> </ul> <p><b>Due Today: Student Examples of Ad Analysis (eCampus); <i>EW</i> 14–19, 58–59; Choose Three Ads, and Bring in List of Them to Class on Wednesday</b></p> <p>-----</p> <p>HOMEWORK: Complete Chart with Top Two Ads; Use Visual Analysis Terms to Begin Drafting Ad Analysis; Post The Ads you Want to Use to the eCampus Discussion Board</p>	<p>28</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Visual Analysis and Rhetoric (Continued)</li> <li>• Schedule Conferences</li> <li>• Paper Outlining: <i>JAC</i> 20–21 (Complete on a Separate Sheet of Paper)</li> </ul> <p><b>Due Today: Ad Analysis Chart; Discussion Board Posting</b></p> <p>-----</p> <p>HOMEWORK: Bring Outline of Ad Analysis to Conferences</p>	<p>30</p> <p>Class Activities: CONFERENCES IN COLSON G07</p> <p><b>Due Today: Outline of AD Analysis in Conference</b></p> <p>-----</p> <p>HOMEWORK: Complete Draft of Ad Analysis for Peer Review on Wednesday after the Holiday; Bring a Hard Copy to Class</p>
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September		
Monday	Wednesday	Friday
<p>2 <b>NO CLASS—Labor Day</b> Week 3</p>	<p>4 Class Activities:  <ul style="list-style-type: none"> <li>• PEER REVIEW DAY: Look at <i>JAC</i> 24–25, xviii</li> <li>• Begin Drafting Reflective Cover Memo</li> </ul> <b>Due Today: Final-for-Now of Ad Analysis</b>            -----            HOMEWORK: Complete Final-for-Now of Ad Analysis and Reflective Memo: Due Friday</p>	<p>6 Class Activities:  <ul style="list-style-type: none"> <li>• Turn in Ad Analysis</li> <li>• Introduce Editorial/Review Analysis: Find Editorials in Newspapers</li> <li>• Find Reviews in Newspapers</li> <li>• Political Cartoons Activity</li> </ul> <b>Due Today: FINAL-FOR-NOW OF AD ANALYSIS PAPER</b>            -----            HOMEWORK: Bring An Editorial <i>and</i> a Review to Class (Hard Copies) on Monday</p>
<p>9 Week 4 Class Activities:  <ul style="list-style-type: none"> <li>• Review of Editorial/Reviews: Class Discussion</li> <li>• Political Cartoons Activity (Continue if Needed)</li> <li>• Fun with Fallacies (<i>JAC</i> 49–512)</li> </ul> <b>Due Today: Editorial and Review to Class today</b>            -----            HOMEWORK: Skim Goal 4 of <i>JAC</i>, “Obama/Katrina” article; Settle on an Editorial/Review for F-F-N Draft</p>	<p>11 Class Activities:  <ul style="list-style-type: none"> <li>• Short-Write: A Potential Fallacy in your Editorial/Review?</li> <li>• Review “Obama” article: Class Discussion</li> <li>• Prepare for Fallacies Quiz on Friday</li> </ul> <b>Due Today: “Obama/Katrina” Article; Goal 4 of <i>JAC</i>; Chosen Editorial/Review</b>            -----            HOMEWORK: Study for Fallacies Quiz; <i>NM</i> “How I Came to Love the Veil” (100–104)</p>	<p>13 Class Activities:  <ul style="list-style-type: none"> <li>• Fallacies Quiz</li> <li>• MLA Documentation</li> <li>• <i>NM</i> “How I Came to Love the Veil”: Find the E/P/L</li> </ul> <b>Due Today: Fallacies Quiz; <i>NM</i> “How I Came to Love the Veil” (100–104)</b>            -----            HOMEWORK: Bring Three Questions for Librarian on Monday</p>

<p>16 Week 5 Class Activities: LIBRARY DAY– MEET IN WISE LIBRARY LOBBY (Computer Lab: Best Practices/ Lab work: Finding Secondary Sources for Editorial Analysis Paper)</p> <p><b>Due Today: Questions for the Librarian</b></p> <p>-----</p> <p>HOMEWORK: Find At Least One Secondary Source for Editorial Analysis using a Libguide/ Library Resources</p>	<p>18 Class Activities: • Share Types of Secondary Sources for Editorial/ Review Analysis • Sample Editorial Analysis Activities • JAC (102–112) • Schedule Conferences</p> <p><b>Due Today: At Least One Secondary Source for Editorial Analysis</b></p> <p>-----</p> <p>HOMEWORK: Outline First Three Pages of Editorial/Review Analysis for Conferences on Thursday/Friday (JAC 20–21 if Needed)</p>	<p>20 Class Activities: CONFERENCES IN COLSON G07</p> <p><b>Due Today: First Three Pages of Editorial/Review Analysis Outlined</b></p> <p>-----</p> <p>HOMEWORK: Complete Outline of Editorial/Review Analysis for Monday</p>
<p>23 Week 6 Class Activities: • MLA Citations in Your Second Paper • “The Problem with College” Activity: Drafting Process • Begin Drafting Editorial/Review Analysis Paper in Class</p> <p><b>Due Today: Outline of Editorial/ Review Analysis Activity</b></p> <p>-----</p> <p>HOMEWORK: Complete Draft of Editorial/Review Analysis Paper; Complete “The Problem with College” Activity; NM “Keeping Close to Home” (62–76)</p>	<p>25 Class Activities: • Review: “The Problem with College.” Class Discussion • Begin Personal Editing of Editorial/Review Analysis in Class</p> <p><b>Due Today: Rough Draft of Editorial/Review Analysis (Hard Copy); NM “Keeping Close to Home: Class and Education (62–76)</b></p> <p>-----</p> <p>HOMEWORK: Bring Completed (and Individually Reviewed) Editorial/Review Analysis Paper to Class on Friday for Peer Review</p>	<p>27 Class Activities: • PEER REVIEW DAY! • How to Write a Midterm Memo • Memo Formatting/Samples 📖 Portfolio Preparation</p> <p><b>Due Today: Rough Draft of Editorial/Review Analysis (Hard Copy)</b></p> <p>-----</p> <p>HOMEWORK: Complete FFN of Editorial/Review Analysis; Rough Draft of Midterm Memo</p>

September/October		
Monday	Wednesday	Friday



<p>Sept 30 Week 7</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Memo Peer-Review</li> <li>• Formatting/Samples</li> <li>• Portfolio Preparation</li> </ul> <p><b>Due Today: FFN OF EDITORIAL/REVIEW ANALYSIS DUE TODAY</b></p> <p>-----</p> <p>HOMEWORK: Complete Midterm Portfolio; Final Draft of Midterm Memo Included</p>	<p>Oct 2</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Complete Reflective Cover Memo for Editorial/Review Analysis</li> <li>• Turn in FFN of Editorial/Review Analysis</li> <li>• JAC 83 Activity</li> </ul> <p><b>Due Today: MIDTERM PORTFOLIO</b></p> <p>-----</p> <p>HOMEWORK: Writing/Research with a "Cause" in Mind: NM "Nickel and Dimed" (35-62)</p>	<p><b>4 (Mid-Semester Point)</b></p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Short-Write: If You are Skimming a Newspaper, what do you ALWAYS stop on?</li> <li>• Introduce Research Project: use NM "Nickel..."</li> <li>• Brainstorming through Webbing (JAC 3)</li> <li>• Satires!</li> </ul> <p><b>Due Today: NM "Nickel and Dimed" (35-62)</b></p> <p>-----</p> <p>HOMEWORK: Read Satire Collection, including NM "A Modest Proposal" (21-31)</p>
<p>7 Week 8</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discussion of Satire Readings</li> <li>• Research Proposals: Online Examples</li> <li>• Oliver Sacks: What "Good Research" Looks Like</li> </ul> <p><b>Due Today: Satire Readings and NM (21-31)</b></p> <p>-----</p> <p>HOMEWORK: Read Oliver Sacks "Anthropologist" Pages 244-258; Write Rough Draft of Research Proposal</p>	<p>9</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discuss Oliver Sacks</li> <li>• Peer Review of Research Proposal</li> <li>• Introduce Annotated Bibliography/Uses</li> </ul> <p><b>Due Today: Rough Draft of Research Proposal; "Anthropologist" Pages 244-258</b></p> <p>-----</p> <p>HOMEWORK: "Anthropologist" Pages 259-280; Complete Research Proposal</p>	<p><b>11 (Mid-Semester Grades Due for Faculty)</b></p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Turn in Proposals/ "Anthropologist" Quiz</li> </ul> <p><b>Due Today: RESEARCH PROPOSAL DUE TODAY</b></p> <p>-----</p> <p>HOMEWORK: Find Four Sources on Your Topic Online, Print Them Out for Wednesday</p>
<p><b>14 - NO CLASS: Fall Break</b></p> <p>Week 9</p>	<p>16</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Return Midterm Portfolios</li> <li>• Discuss Annotated Bibliography with JAC Pages 91-93</li> <li>• Begin Research Process for Annotated Bibliography with Four Sources</li> </ul> <p><b>Due Today: Four Sources for Annotated Bibliography; "Anthropologist" Pages 259-280</b></p> <p>-----</p> <p>HOMEWORK: Read "Anthropologist" (Complete) for Friday (281-296); Bring All Four Sources to Class on Friday</p>	<p>18</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discuss "Anthropologist" in Completion</li> <li>• Doing Library Research at WVU: Libguides, etc.</li> <li>• The Formula for a Good Annotation</li> </ul> <p><b>Due Today: "Anthropologist" Pages 281-296 (Completed)</b></p> <p>-----</p> <p>HOMEWORK: Begin Drafting First Four Annotations for Annotated Bibliography</p>

<p>21 Week 10 Class Activities:  <ul style="list-style-type: none"> <li>• Short-Write: What is the Most Surprising Thing Your Research Has Showed You?</li> <li>• Beginning to Think About Thesis Statements – Toulmin</li> </ul> <b>Due Today: Four Annotations Drafted</b>  -----  HOMEWORK: Complete Rough Draft of Annotated Bibliography: Bring 1 Hard Copy to Class with Three Different Colored Pens</p>	<p>23 Class Activities:  <ul style="list-style-type: none"> <li>• Annotated Bibliography- PEER REVIEW DAY!!!!</li> <li>• Why we avoid Wikipedia...</li> </ul> <b>Due Today: Rough Draft of Annotated Bibliography</b>  -----  HOMEWORK: Complete Final of Annotated Bibliography: Due Friday</p>	<p>25 (Last Day to Drop a Class If Needed)   Class Activities:  <ul style="list-style-type: none"> <li>• Write Reflective Cover Memo for Annotated Bibliographies</li> <li>• Turn in Annotated Bibliographies</li> <li>• Schedule Conferences</li> <li>• Introduce Research Paper Assignment</li> </ul> <b>Due Today: FINAL OF ANNOTATED BIBLIOGRAPHY DUE TODAY</b>  -----  HOMEWORK: Complete First Draft of First Two Paragraphs of Research Paper, Email to Me Before Conferences on Monday</p>
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<b>October/November</b>		
Monday	Wednesday	Friday
<p>Oct 28 Week 11 Class Activities:  CONFERENCE: Introductory Paragraphs   <b>Due Today: Email Me Before Conference: Introductory Paragraphs for Final Paper</b>  -----  HOMEWORK: Write Three Pages of Research Paper for Wednesday</p>	<p>Oct 30 Class Activities:  <ul style="list-style-type: none"> <li>• Thesis Workshop</li> <li>• Thesis Samplings</li> <li>• JAC 57: Use for First Three Pages of Research Paper</li> </ul> <b>Due Today: Three Pages of Research Paper Completed (Hard Copy)</b>  -----  HOMEWORK: Expand Essay to Four or Five Pages by Friday</p>	<p>Nov 1 Class Activities:  <ul style="list-style-type: none"> <li>• Short-Write: Map Out First Five Pages of Essay in EXACTLY FIVE SENTENCES</li> <li>• MLA Citations</li> <li>• Using Library References</li> <li>• Plagiarism Review</li> <li>• The Works Cited Page</li> </ul> <b>Due Today: Four to Five Pages of Essay in Class Monday (Hard Copy)</b>  -----  HOMEWORK: Study for Works Cited Quiz Monday, Write Conclusion to Research Paper</p>

<p>4 Week 12 Class Activities: • Works Cited Quiz • Effective Conclusions: <i>JAC</i> 14-19 • Edit/Revise Conclusion to Research Paper</p> <p><b>Due Today: Conclusion to Research Paper</b></p> <p>-----</p> <p>HOMEWORK: Complete Rough Draft of Research Paper for Class on Wednesday: Peer Review Day</p>	<p>6 Class Activities: • PEER REVIEW DAY!!!!!!!</p> <p><b>Due Today: Rough Draft of Research Paper (Hard Copy)</b></p> <p>-----</p> <p>HOMEWORK: Complete Final-for-Now of Research Paper</p>	<p>8 Class Activities: • Write Reflective Memo • Turn in Final-for-Now of Research Paper • Discuss Next Two Weeks of Class/Finals • Introduce Class Presentations/Public Speaking</p> <p><b>Due Today: FINAL-FOR-NOW OF RESEARCH PAPER DUE</b></p> <p>-----</p> <p>HOMEWORK: <i>NM</i> "Letter from Birmingham Jail"(1-21); "Why Don't We Complain?"(76-83); Begin Preparing Presentations with Rubric</p>
<p>11 Week 13 Class Activities: • Sign-Ups for Presentations/Responses • Review <i>NM</i> Reading(s) • More thoughts on Debate/Spoken Presentations</p> <p><b>Due Today: <i>NM</i>: "Birmingham..." (1-21) and "Why..." (76-83)</b></p> <p>-----</p> <p>HOMEWORK: Complete Presentations/Draft Q&amp;A's for Presentations on Wednesday and after</p>	<p>13 Class Activities: • PRESENTATION DAY 1</p> <p><b>Due Today: Either Completed Presentation(s) or Q&amp;A for Non-Presenters</b></p> <p>-----</p> <p>HOMEWORK: Completed Presentations and Q&amp;A for Friday</p>	<p>15 Class Activities: • PRESENTATION DAY 2</p> <p><b>Due Today: Either Completed Presentation(s) or Q&amp;A for Non-Presenters</b></p> <p>-----</p> <p>HOMEWORK: Completed Presentations and Q&amp;A for Monday; Bring All Final-For-Now Papers to Class</p>

<p>18 Week 14 Class Activities:  <ul style="list-style-type: none"> <li>• <b>PRESENTATION DAY 3</b></li> <li>• Short-Write: Outline the Last Two Weeks for Yourself</li> <li>• Final Portfolio: Grading and Rubrics</li> <li>• Review: EPL</li> <li>• Outlining and Diagramming an Argument using a “Reverse Outline” for Ad Analysis</li> <li>• Portfolio Checklist</li> </ul> <p><b>Due Today: All “Final for Now” Papers Due in Class Today; Final Presentations and Q&amp;A</b></p> <p>-----</p> <p>HOMEWORK: Bring Editorial/Review Analysis and Research Papers to Class on Wednesday; <i>NM</i> “Sex Is Not A Spectator Sport”; “You Are What You Say”(104-End)</p> </p>	<p>20 Class Activities: (Portfolios)  <ul style="list-style-type: none"> <li>• Review Toulmin Argument</li> <li>• How To Organize a Paper with 1-Sentence Outlines</li> <li>• Says-Does Paragraphs with Editorial Analysis</li> </ul> <p><b>Due Today: Bring Editorial Analysis and Research Papers to Class; “Sex...” “You Are...” (104-End)</b></p> <p>-----</p> <p>HOMEWORK: Complete Portfolio Plans/Management Handout; Bring Editorial Analysis and Research Papers to Class on Friday</p> </p>	<p>22 Class Activities:  <ul style="list-style-type: none"> <li>• Introduce Final Memo</li> <li>• Lower-Order Concerns: Grammar</li> <li>• Flow Charts for the Research Paper</li> <li>• Discussion of Final Memo</li> <li>• “Pick a Card” Revisions</li> </ul> <p><b>Due Today: Bring Editorial Analysis and Research Papers to Class</b></p> <p>-----</p> <p>HOMEWORK: Draft Final Memo for Peer Review Monday after the Break (Happy Thanksgiving!)</p> </p>
<p>25 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>27 <b>NO CLASS - Thanksgiving Break!</b></p>	<p>29 <b>NO CLASS - Thanksgiving Break!</b></p>

December		
Monday	Wednesday	Friday
<p>2 Week 15 Class Activities:  <ul style="list-style-type: none"> <li>• Short Write: The Ideal Reader and the Mean Reader</li> <li>• Final Memo-Peer Review</li> <li>• MLA Formatting: AGAIN!</li> </ul> <p><b>Due Today: Draft of Final Memo (Hard Copy) for Peer Review</b></p> <p>-----</p> <p>HOMEWORK: Begin Assembling all Portfolio Materials</p> </p>	<p>4 Class Activities:  <ul style="list-style-type: none"> <li>• Peer Review of Final Memos</li> <li>• Reverse Outlines</li> </ul> <p><b>Due Today: Bring Back Draft of Final Reflective Memo</b></p> <p>-----</p> <p>HOMEWORK: Work on Assembling Final Portfolio</p> </p>	<p>6 Class Activities:  <ul style="list-style-type: none"> <li>• The One Syllable Paragraph</li> <li>• Share Paragraphs</li> <li>• Playing with Titles</li> <li>• Final Questions/Concerns before Portfolio Collection?</li> <li>• SEI’s</li> </ul> <p><b>Due Today: Portfolio Materials You Have Not Completed Yet</b></p> <p>-----</p> <p>Homework: Complete Final Portfolio-due Monday</p> </p>

<p>9 (Today is the Last Day to Withdraw from the University, 12/10 (tomorrow) is the Last Day of Classes)</p> <p>Week 16</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Your Best Paragraph</li> <li>• Celebrate!</li> </ul> <p><b>Due Today: FINAL PORTFOLIO*</b></p> <p>-----</p> <p>Have a wonderful break!</p>		
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\*Portfolios Are Returned By Final Exam Time Slot: For ENGL102.044, You will get your portfolio returned to you on Monday, December 16, 2013 at 8AM in my office in Colson G07.

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STUDENT AGREEMENT:

Please Read Carefully and Return the Following Agreement to Your Instructor:

I have read the syllabus and the introduction to *Joining Academic Conversations* and I understand the policies and expectations of this course, including the attendance policy, the academic integrity policy, the social justice policy, the late paper policy, grading criteria, and the instructor's policy towards cell phone use in class.

Student Name (print): \_\_\_\_\_ Email: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_