

**English 102: Composition and Rhetoric II**  
**Spring 2012: Section 406 (CRN: 17196)**  
**January 9, 2012-April 27, 2012**

**Location:** Evansdale Campus      **Percival Hall:** Room 314A  
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**Overview.** Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in *every* field of study and work. All of you should have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics. English 102 builds on these writing abilities and then expands them 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. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

**Course Goals/Outcomes.** As you begin to read your textbook *Joining Academic Conversations*, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101 while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:

- 1) Understanding 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 of genre conventions, editing, and source documentation.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English and know how to use it in

writing.

- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

**Texts and Materials.** Please purchase the following two required texts, all of which are available at the WVU Bookstore:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (5th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2012. (JAC)
- Lunsford, Andrea A. *Easy Writer*, 3rd Ed. Bedford: Boston, 2006. (EW)
- In addition to these two 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. **The URL is <http://libguides.wvu.edu/english102>.** A second library guide is the Editorial Analysis Libguide (For Essay #2).
- 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.
- *Nota Bene: 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.*

**Course Policies and Procedures.** Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address **attendance**, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have.

**Attendance.** Because this is a workshop class, **attendance is mandatory and rarely open to negotiation.** On a Monday/Wednesday/Friday schedule, each student is allowed up to three absences. Each subsequent absence will result in the further loss of up to one letter grade (i.e., an “A” will become a “B”). Thus, students who miss six or more Monday/Wednesday/Friday classes will fail the course with a “D.” *All absences (excused or unexcused) will count towards the total number, and this policy is in effect from your date of registration.* You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency.

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. four 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.

**Computer Classrooms and Cell Phones.** Though Percival 314A is not a computer classroom, we will be using technology at intermittent points in the semester to enhance our workshops and informal writing activities, by visiting the Evansdale Library or switching out our classroom with the lab next door: room 315. If I find that students are spending the class time on un-academic websites, or checking their email, I will count that student as absent for the day. Since peer reviewing papers and workshops depend mostly on oral participation, the constant ringing and beeping of cell phones is not only unprofessional, it is also highly disrespectful towards your fellow students. Please turn off your cell phone before coming into the classroom. Notify me before class if you must leave your phone on for any reason.

**Cheating/Plagiarism:** The ENGL102 community assumes your honesty. The following definitions of terms are from the West Virginia University Undergraduate Catalogue. Please see the section on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

*Plagiarism:* material that has been knowingly obtained or copied in a whole or in part, from the work of others... including (but not limited to) another individual's academic composition.

*Cheating:* doing academic work for another student, or providing one's own work for another student to copy or submit as his/her own.

Academic dishonesty involves representing as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all instructors concerned; depriving another student of necessary course materials; interfering with another's work. Plagiarism and cheating are serious offences. Clear cases will result in an "F" for the course and appropriate academic discipline. Students are expected to be familiar with the sections on Academic Honesty in the **University Student Conduct Code, Policy Bulletin 31**, which is online at:

<http://studentlife.wvu.edu/studentconductcode.html>. If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please come and talk to me. Your textbook *Joining Academic Conversations* has a more detailed description of the University's policies concerning academic integrity, so be sure to double-check there, and ask me if you find any of the jargon confusing.

**The WVU Writing Center.** If you are struggling with your drafting, or even generating ideas for your papers, please feel free to schedule an appointment at the West Virginia University Writing Center. Staffed with WVU Writing Instructors, the tutors at the writing center are familiar with all of the prompts that I will be assigning in ENGL102 this semester. The Writing Center will be open starting the second week of classes (i.e. January 16th). Spring hours are:

-Monday-Thursday 10-5

-Friday 10-3

You may also want to check out their webpage, which contains podcasts that may be useful for your studies. These podcasts can be found here:

[http://english.wvu.edu/centers/centers/writing\\_center/podcasts](http://english.wvu.edu/centers/centers/writing_center/podcasts)

**Special Needs.** If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience. I will work with this resource and you personally, should you require assistance.

**Office of Student Life.** This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall on the Downtown campus. Their main telephone number is 293-5611.

**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.

**English 102's Portfolio Approach.** Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in first year composition. On the schedule of work due, you will see

several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing. You will also see Portfolio deadlines at Week 7 and Week 15. On those days, you must submit a completed portfolio for credit.

**Assignment Overview.** The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry. I will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

### **Midterm Portfolio (for evaluation and revision)**

- Advertisement analysis (4+ pages): Write an essay in which you examine the rhetoric and effectiveness of two or three CURRENT print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.) Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement.
- Researched analysis (4-5+ pages): Select a CURRENT editorial or an in-depth news column on a controversial issue that interests you as found in a regional publication. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.
- Reflective Writing (1-2 pages). English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

### **Final Portfolio (worth 70% of your final grade).**

- Revised Copies of your Advertisement Analysis and Editorial Analysis. Like in ENGL101, you will have a chance to revise the first two formal assignments for credit in your final portfolio.
- Research proposal (2+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access the Libguide for 102 on our WVU eCampus webpage. *This assignment is not available for revision.*
- Annotated bibliography (5+ pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. 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. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use the Libguide for 102. *This assignment is not available for revision.*

- Argumentative essay (5+ pages). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Reflective Writing (2+ pages). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

**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. 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.

**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: revised, written work from 5 major assignments  
70%
- Short Writing Assignments and Homework 20%
- Participation 10%

**ENGL 102 SCHEDULE OF WORK DUE**

Text Abbreviations: *JAC=Joining Academic Conversations EW=Easy Writer*

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.

**Schedule of Work:**

*(I reserve the right to change the syllabus at any point in the semester to suit the needs of our class)*

JANUARY		
Monday	Wednesday	Friday
<p>WEEK 1 9 (<i>Late Registration Fee in effect after today: January 9th</i>) 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 Writing: Memo</li> </ul> <p><b>Due Today: SYLLABUS AND TEXTBOOKS</b></p> <hr/> <p>Homework: Complete Introductory Writing Memo</p>	<p>11 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: Rutgers Module and <i>JAC</i> 136-138</li> <li>• Introduce Advertisement Analysis</li> </ul> <p><b>Due Today: Introductory Writing Memo</b></p> <hr/> <p>Homework: Read Lamott: "Bird by Bird"</p>	<p>13 (<i>Last day to register and add new courses</i>) Class Activities:</p> <ul style="list-style-type: none"> <li>• Short-Write: Control your Language!</li> <li>• Review Lamott</li> <li>• Review Prompt/Sample Advertisements: <i>JAC</i> 4-6</li> </ul> <p><b>Due Today: Lamott: "Bird by Bird"</b></p> <hr/> <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 Wednesday</p>
<p>WEEK 2 16 <i>Martin Luther King Junior Day Recess: No Class</i></p>	<p>18 Class Activities:</p> <ul style="list-style-type: none"> <li>• Review Student Examples</li> <li>• Review <i>EW</i> 14-19, 58-59</li> </ul>	<p>20 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></li> </ul>

	<ul style="list-style-type: none"> <li>• Look at More Examples of Ads</li> <li>• Look at Uses of Rhetoric with Visual Analysis</li> </ul> <p><b>Due Today: Student Examples of Ad Analysis (eCampus); EW 14-19, 58-59; Choose Three Ads, and Bring in List of Them to Class on Wednesday</b></p> <hr/> <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>20-21 (Complete on a Separate Sheet of Paper)</p> <p><b>Due Today: Ad Analysis Chart</b></p> <hr/> <p>Homework: Bring Outline of Ad Analysis to Conferences</p>
<p>WEEK 3 23 Class Activities: CONFERENCES DOWNTOWN IN COLSON 244</p> <p><b>Due Today: Outline of Ad Analysis</b></p> <hr/> <p>Homework: Complete Draft of Ad Analysis for Peer Review on Wednesday; Bring a Hard Copy to Class</p>	<p>25 Class Activities:</p> <ul style="list-style-type: none"> <li>• PEER REVIEW DAY: Look at JAC 24-25, xviii</li> <li>• Begin Drafting Reflective Cover Memo</li> </ul> <p><b>Due Today: First Draft of Ad Analysis</b></p> <hr/> <p>Homework: Complete Final-for-Now of Ad Analysis and Reflective Memo: Due Friday</p>	<p>27 Class Activities:</p> <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> <p><b>Due Today: FINAL FOR NOW OF AD ANALYSIS PAPER</b></p> <hr/> <p>Homework: Bring An Editorial and a Review to Class (Hard Copies) on Monday;</p>
<b>FEBRUARY/MARCH</b>		
Monday	Wednesday	Friday



<p>WEEK 4 30</p> <p>Class Activities:</p> <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> 49-51,) Online</li> </ul> <p><b>Due Today: Editorial and Review to Class today</b></p> <hr/> <p>Homework: Skim Goal 4 of <i>JAC</i>, “Obama/Katrina” article; Settle on an Editorial/Review for FFN Draft</p>	<p>1</p> <p>Class Activities:</p> <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</li> </ul> <p><b>Due Today: “Obama/ Katrina” Article, Goal 4 of <i>JAC</i></b></p> <hr/> <p>Homework: Study for Fallacies Quiz</p>	<p>3</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Fallacies Quiz</li> <li>• MLA Documentation</li> <li>• “Coal Country:” Find the E/P/L</li> </ul> <p><b>Due Today: Study for Fallacies Quiz</b></p> <hr/> <p>Homework: Bring 3 Three Questions for Librarian on Monday</p>
<p>WEEK 5 6</p> <p>Class Activities: LIBRARY DAY</p> <ul style="list-style-type: none"> <li>• Computer Lab: Best Practices</li> <li>• Lab work: Finding Secondary Sources for Editorial Analysis Paper</li> </ul> <p><b>Due Today: Any Questions for Librarian</b></p> <hr/> <p>Homework: Find At Least One Secondary Source for Editorial Analysis using Libguide/ Library Resources</p>	<p>8</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Share Types of Secondary Sources for Editorial/Review Analysis</li> <li>• Sample Editorial Analysis Activities</li> <li>• <i>JAC</i> 103-112</li> <li>• Schedule Conferences</li> </ul> <p><b>Due Today: At Least One Secondary Source for Editorial Analysis</b></p> <hr/> <p>Homework: Outline First Three Pages of Editorial/Review Analysis for Conferences on Friday (<i>JAC</i> 20-21 if Needed)</p>	<p>10</p> <p>Class Activities: CONFERENCES</p> <p><b>Due Today: First Three Pages of Editorial/Review Analysis Outlined</b></p> <hr/> <p>Homework: Complete Outline of Editorial/Review Analysis</p>
<p>WEEK 6 13</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• MLA Citations in Your Second Paper</li> <li>• “The Problem with</li> </ul>	<p>15</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Review: “The Problem with College:” Class Discussion</li> </ul>	<p>17</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• PEER REVIEW DAY!</li> <li>• How to Write a Midterm Memo</li> </ul>

<p>College” Activity: Drafting Process</p> <ul style="list-style-type: none"> <li>• Begin Drafting Editorial/Review Analysis Paper in Class</li> </ul> <p><b>Due Today: Outline of Editorial/ Review Analysis Activity</b></p> <hr/> <p>Homework: Complete Draft of Editorial/Review Analysis Paper; Complete “The Problem with College” Activity</p>	<ul style="list-style-type: none"> <li>• Begin Personal Editing of Editorial/Review Analysis in Class</li> </ul> <p><b>Due Today: Rough Draft of Editorial/Review Analysis (Hard Copy)</b></p> <hr/> <p>Homework: Bring Completed and Individually Reviewed Editorial/Review Analysis to Class for Peer Review Friday</p>	<ul style="list-style-type: none"> <li>• Memo Formatting/Samples</li> </ul> <p><b>Due Today: Rough Draft of Editorial/Review Analysis (Hard Copy)</b></p> <hr/> <p>Homework: Complete FFN of Editorial/Review Analysis; Draft a Midterm Memo for Peer Review</p>
<p>WEEK 7 20</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 82</li> <li>• Peer Review: Midterm Memo</li> <li>• Review Portfolio</li> </ul> <p>Requirements: Checklist</p> <p><b>Due Today: FINAL-FOR-NOW OF EDITORIAL/REVIEW ANALYSIS; A Draft of the Midterm Memo</b></p> <hr/> <p>Homework: Complete Midterm Memo, Assemble Midterm Portfolio</p>	<p>22</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Turn in Midterm Portfolios</li> <li>• Short-Write: If You are Skimming a Newspaper, what do you ALWAYS stop on?</li> <li>• Introduce Research Project</li> <li>• Brainstorming through Webbing (JAC 3)</li> <li>• Satires!</li> </ul> <p><b>Due Today: MIDTERM PORTFOLIOS</b></p> <hr/> <p>Homework: Read Satire Collection</p>	<p>24 (<i>Mid-Semester is Today, February 24th</i>)</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Video Examples of Satire</li> <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</b></p> <hr/> <p>Homework: Read Oliver Sacks “Anthropologist” Pages 244-258; Write Rough Draft of Research Proposal</p>
<p>WEEK 8 27</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discuss Oliver Sacks</li> </ul>	<p>29 (<i>Thursday, March 1<sup>st</sup>: Mid-Semester Reports Due</i>)</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Turn in Proposals</li> <li>• Schedule</li> </ul>	<p>2</p> <p>Class Activities: CONFERENCES; Return Portfolio, Begin Research Process for Annotated Bibliography with Four</p>

<ul style="list-style-type: none"> <li>• Peer Review of Research Proposal</li> <li>• Activity/Discussion: What Type of Argument Are You Making?</li> </ul> <p><b>Due Today: Rough Draft of Research Proposal; “Anthropologist” Pages 244-258</b></p> <hr/> <p>Homework: “Anthropologist” Pages 259-280; Complete Research Proposal</p>	<p>Conferences</p> <ul style="list-style-type: none"> <li>• Discuss “Anthropologist”</li> <li>• Introduce Annotated Bibliography, JAC 93</li> <li>• Examples and Uses of Bibliographies</li> </ul> <p><b>Due Today: RESEARCH PROPOSAL DUE TODAY; “Anthropologist” Pages 259-280</b></p> <hr/> <p>Homework: Find Four Sources on Your Topic Online, Print them Out for Conferences</p>	<p>Sources</p> <p><b>Due Today: Four Sources for Annotated Bibliography</b></p> <hr/> <p>Homework: Read “Anthropologist” (Complete)for Monday 281-296; Bring All Four Sources to Class on Monday</p>
<p>WEEK 9 5</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>• Formula for a Good Annotation</li> <li>• Independent Drafting</li> </ul> <p><b>Due Today: “Anthropologist” Pages 281-296”</b></p> <hr/> <p>Homework: Begin Drafting First Four Annotations for Annotated Bibliography</p>	<p>7</p> <p>Class Activities:</p> <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> <p><b>Due Today: Four Annotations Drafted</b></p> <hr/> <p>Homework: Complete Rough Draft of Annotated Bibliography: Bring 1 Hard Copy to Class with Three Different Colored Pens</p>	<p>9</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• PEER REVIEW DAY!!!!</li> <li>• Why we avoid Wikipedia...</li> </ul> <p><b>Due Today: Rough Draft of Annotated Bibliography</b></p> <hr/> <p>Homework: Complete Final of Annotated Bibliography: Due Monday</p>

<p>WEEK 10 12 Class Activities:</p> <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> <p><b>Due Today: FINAL OF ANNOTATED BIBLIOGRAPHY</b></p> <hr/> <p>Homework: Complete First Draft of First Two Paragraphs of Research Paper, Email to Me Before Conferences on Friday</p>	<p>14 <i>Class Canceled: I will be attending a conference</i></p>	<p>16 (<i>Today is Last Day to Drop a class with a "W"</i>) Class Activities: CONFERENCES</p> <p><b>Due Today: Email Me Before Conference: Introductory Paragraphs for Final Paper</b></p> <hr/> <p>Homework: Write Three Pages of Research Paper for Monday</p>
<p>WEEK 11 19 Class Activities:</p> <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> <p><b>Due Today: Three Pages of Research Paper Completed (Hard Copy)</b></p> <hr/> <p>Homework: Expand Essay to Four or Five Pages by Wednesday</p>	<p>21 Class Activities:</p> <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> <p><b>Due Today: Four to Five Pages of Essay in Class (Hard Copy)</b></p> <hr/> <p>Homework: Study for Works Cited Quiz Friday, Write Conclusion to Research Paper</p>	<p>23 Class Activities:</p> <ul style="list-style-type: none"> <li>• Works Cited Quiz</li> <li>• Effective Conclusions: JAC 14-19</li> <li>• Edit/Revise Conclusion to Research Paper</li> </ul> <p><b>Due Today: Conclusion to Research Paper</b></p> <hr/> <p>Homework: Complete Rough Draft of Research Paper for Class on April 2<sup>nd</sup> After Spring Break: Peer Review Day</p>

MARCH/APRIL

Monday	Wednesday	Friday
26 <i>Spring Break—No Class</i>	28 <i>Spring Break—No Class</i>	30 <i>Spring Break—No Class</i>
<p>WEEK 12</p> <p>2</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• PEER REVIEW DAY!!!!!!</li> </ul> <p><b>Due Today: Rough Draft of Research Paper (Hard Copy)</b></p> <hr/> <p>Homework: Complete Final-for-Now of Research Paper</p>	<p>4</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Write Reflective Memo</li> <li>• Turn in Final-for-Now of Research Paper</li> <li>• Discuss Next Two Weeks of Class/Finals</li> </ul> <p><b>Due Today: FINAL-FOR-NOW OF RESEARCH PAPER DUE</b></p> <hr/> <p>Homework: Bring Ad and Editorial/Review Analysis Assignments back from Easter Break on Monday</p>	<p>6</p> <p><i>WVU Easter Holiday: No Class</i></p>
<p>WEEK 13</p> <p>9</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Review: EPL</li> <li>• Outlining and Diagramming an Argument using a “Reverse Outline” for Ad Analysis</li> <li>• Discussion of Ad Analysis: Review of Visual Rhetorics on eCampus</li> </ul> <p><b>Due Today: Bring in Ad and Editorial/Review Analysis to Class</b></p> <hr/> <p>Homework: Revise and Edit Ad Analysis for the Final Portfolio; Bring to Class Three Different Colored Pens or Pencils</p>	<p>11</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discuss Final Portfolios</li> <li>• Advertisement Analysis: Map the Ethos/Pathos/ Logos from Paper</li> <li>• Review Toulmin Argument</li> </ul> <p><b>Due Today: 3 Different Colored Pens or Pencils</b></p> <hr/> <p>Homework: Bring Ad Analysis to Class Friday</p>	<p>13</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Discuss Reviewing and Revising Weeks</li> </ul> <p><b>Due Today: Ad Analysis in Class</b></p> <hr/> <p>Homework: Bring ALL “Final-For-Now” Papers to Class Monday</p>
<b>APRIL</b>		
Monday	Wednesday	Friday

<p>WEEK 14 16</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Short-Write: Outline the Last Two Weeks for Yourself</li> <li>• Final Portfolio: Grading and Rubrics</li> <li>• Portfolio Checklist</li> <li>• Editorial Analysis: “Pick a Card” to Revise</li> </ul> <p><b>Due Today: All “Final for Now” Papers Due in Class Today</b></p> <hr/> <p>Homework: Bring Editorial Analysis and Research Papers to Class</p>	<p>18</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• How To Organize a Paper with 1-Sentence Outlines</li> <li>• W.I.R.M.S. Group Activity/ Says-Does Paragraphs</li> </ul> <p><b>Due Today: Bring Editorial Analysis and Research Papers to Class</b></p> <hr/> <p>Homework: Complete Portfolio Plans/Management Handout; Bring Editorial Analysis and Research Papers to Class</p>	<p>20</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• Lower-Order Concerns: Grammar</li> <li>• Flow Charts for the Research Paper</li> <li>• Discussion of Final Memo</li> </ul> <p><b>Due Today: Bring Editorial Analysis and Research Papers to Class</b></p> <hr/> <p>Homework: Draft Final Memo for Peer Review Monday</p>
<p>WEEK 15 23</p> <p>Class Activities:</p> <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> <hr/> <p>Homework: Begin Assembling all Portfolio Materials</p>	<p>25 (<i>Last Day to withdraw from the University</i>)</p> <p>Class Activities:</p> <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> </ul> <p><b>Due Today: Draft of Final Reflective Memo</b></p> <hr/> <p>Homework: Complete Final Portfolio</p>	<p>27 (<i>Today is the Last Day of Classes</i>)</p> <p>Class Activities:</p> <ul style="list-style-type: none"> <li>• SEI’s</li> <li>• Your Best Paragraph</li> <li>• Celebrate!</li> </ul> <p><b>Due Today: Final Portfolio (To be Returned During Final Exam Slot: May 3<sup>rd</sup> 2012: 8AM-10AM) Colson G07</b></p> <hr/> <p>Homework: HAVE A GREAT SUMMER!</p>

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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: \_\_\_\_\_