

**Spring 2016—COMPOSITION & RHETORIC II**  
**201601 ENGL102-069, T-Th 4:00-5:15p, Woodburn 110**

**INSTRUCTOR**

Joel Barrett, Instructor

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Office: Colson Hall Rm 317 Office hours: T 5:15-6:15, and by appointment

**REQUIRED TEXTS**

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5<sup>th</sup> 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 this course, we will examine how arguments are made through a variety of writing purposes including writing to persuade, evaluate, propose ideas, share research, and test 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 confidentially 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.
- 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. You must schedule an appointment for that.

### ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed but make sure you use them for emergencies.

- Students in all sections may miss one week of class without penalty. (That means you can miss 2 class meetings for this section because we meet on T/Th.)
- Students who miss more than one week 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, you should 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 serviceperson** 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.

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 (persuasion, evaluation, proposal, annotated bibliography, research report) as well as reflective writing. For more about the formal writing grade, see *grade descriptions in Joining Academic Conversations*.

### **Informal Writing = 20%**

Informal 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 Informal 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

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. For more information about the Eberly Writing Studio see [Joining Academic Conversations](http://speakwrite.wvu.edu/writing-studio) or visit <http://speakwrite.wvu.edu/writing-studio>.

### WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

## SCHEDULE OF WORK

The schedule of work below is subject to minor changes based on our progress. Final Portfolios will be returned during our course's scheduled final exam time unless otherwise noted.

Weeks	Topics and Activities	Assignments and Readings
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<b>Weeks</b>	<b>Topics and Activities</b>	<b>Assignments and Readings</b>
<b>Week 1</b> Jan 12-14	Introductions, Achieving mastery in research and writing, Information literacy, Genres, Rhetorical situations, Genre Conventions	<u>Readings:</u> JAC x-xviii; Chapter 1 pgs. 1-14  <u>Due:</u> Reflection #1 and Course Agreement page
<b>Week 2</b> Jan 19-21	Persuasive writing, Peer review, Documentation and citation	<u>Readings:</u> JAC Chapter 2 pgs. 15-42  <u>Due:</u> Reflection #2 (Ch 2)
<b>Week 3</b> Jan 26-28	Visual rhetoric, Argument models	<u>Readings:</u>  <b><u>Due:</u> Persuasion Project (Editorial)</b>
<b>Week 4</b> Feb 2-4	Argument as inquiry, Finding and using sources, Synthesizing information	<u>Readings:</u>  <u>Due:</u> Reflection #3 (Ch 3)
<b>Week 5</b> Feb 9-11	Writing to evaluate, Reflective writing	<u>Readings:</u>  <u>Due:</u> Reflection #4 (Ch 4)
<b>Week 6</b> Feb 16-18  Mid Term	Peer review, Compiling a portfolio	<u>Readings:</u>  <b><u>Due:</u> Evaluation Project</b>
<b>Week 7</b> Feb 23-25  *Mid-Semester Reports due	The second half, Research methodologies, Statistical analyses and writing	<u>Readings:</u> TBA  <b><u>Due:</u> Midterm Portfolio</b>
<b>Week 8</b> Mar 1-3	Conferences, Crafting research questions, statistical v interpretive data	<u>Readings:</u>  <u>Due:</u> Reflection #5 (Ch 5)
<b>Week 9</b> Mar 8-10	Synthesizing information, Writing to conduct research	<u>Readings:</u>  <u>Due:</u> Proposal Project

<b>Weeks</b>	<b>Topics and Activities</b>	<b>Assignments and Readings</b>
<b>Week 10</b> Mar 15-17  Mar 21-25 Spring Break	Writing annotations, Writing researched arguments	<u>Readings:</u>  <u>Due:</u> Reflection #6 (Ch 6)
<b>Week 11</b> Mar 29-31	Conducting research, Writing to test ideas	<u>Readings:</u>  <u>Due:</u> Annotated Bibliography Project
<b>Week 12</b> April 5-7	More writing to test ideas	<u>Readings:</u>  <u>Due:</u> Reflection #7 (Ch 7)
<b>Week 13</b> Apr 12-14	Peer review	<u>Readings:</u>  <u>Due:</u> Reflection #8 (Ch 8)
<b>Week 14</b> Apr 19-21	Conferences on research report	<u>Readings:</u>  <u>Due:</u> Research Project
<b>Week 15</b> Apr 26-28	Revising, Editing, Reflecting	<u>Due:</u> Final Portfolio
<b>Week 16</b> May 3-5	Finals Week	<b>Return Portfolios</b>

**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: \_\_\_\_\_

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(\*\*\* 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.

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I hereby give permission to have my work copied and/or distributed for anonymous, academic use.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

MIX Email: \_\_\_\_\_