

ENGLISH 102: COMPOSITION, RHETORIC, & RESEARCH
WVU - Fall 2016
Sixteen Weeks (08/17/2016-12/06/2016)
Section 021 (CRN 80339)

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Office hours: Mondays 1:30pm-3:30pm or by appointment
Class period/Classroom: MWF 11:30-12:20, STA-D47

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 confidently 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.

Required Textbooks

- English 102 Faculty. **Joining Academic Conversation (JAC)**, 7th edition. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. **Easy Writer (EW)**, 6th Edition. WVU ed. Boston: Bedford. 2016.

Course Materials

A three ring notebook for course calendar/any handouts/in class notes

Folders with pockets for handouts, assignments

File saving device to save daily work

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 (argument, evaluation, proposal, annotated bibliography, research project) as well as portfolio and reflective/exploratory writing.
- Reflective and Exploratory Writing = 20%
Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion (like an outline, a prewrite, or a draft) of a larger project. These writing assignments are typically shorter activities and homework. You will include selections of exploratory writing in your portfolio submissions.
- Participation = 10%
Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, peer review, group activities, and research activities.

For more details, please see *Joining Academic Conversations* pp. xii-xv. 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.

Attendance

Attendance is required for this course: you are expected to be in class, prepared, and on time. Sometimes personal situations and required university events make it impossible for you to be in class, however. In the case of emergency:

- Students may miss one week without penalty (3 classes in a MWF section or 2 classes TTh)
- Students may be penalized up to one letter grade for each additional absence (after the first week--starting on absence 4 MWF or 3 TTh)
- Students who miss more than 3 weeks of class are assigned a grade of F (starting at 10 days MWF or 7 days TTh)

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. For more information about attendance, participation, and late work, please see *Joining Academic Conversations*, pp. xv-xvi.

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 at least *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. Please note that a missed conference counts as an absence. When we are meeting for conferences, you should plan to share 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

Cell Phone and iPod Courtesy

Please switch off your cell phones and iPods before the beginning of the class. If you expect an emergency call, please inform me about it before the class.

The Office of Student Life

The Office of Student Life can assist students who encounter difficulties during the semester and are not able to attend certain classes or complete assignments on time. If any kind of emergency comes up, please contact the Office of Student Life immediately. This office is located in E. Moore Hall, and the phone number is (304) 293-5811). This office will notify your instructors about your emergency/inability to attend classes and provide them with the instructions on how to help you catch up with assignments.

Academic Integrity

According to *Joining Academic Conversations*, “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.

- 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.”

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 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, visit <http://diversity.wvu.edu>.

ResourcesThe 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 look at *Joining Academic Conversations* p. xviii or visit 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 tentative. Minor adjustments may be made as the semester progresses. I will notify you in class and by email if we need to make any changes. Final Portfolios will be returned during or before our course's scheduled final exam time unless otherwise noted.

Week One:

Wednesday, 8/17

- Course Introduction
- Review of Syllabus
- Getting to know one another

Assignments/Readings:

- Purchase textbooks & supplies
- Review of course syllabus and schedule of work

Friday, 8/19

- Discuss Reading/Writing Assignments
- Discuss eCampus

Assignments/Readings:

- Read: *EW* pp. WVU4-WVU8

Monday, 8/22

- Diagnostic Essay

Assignments/Readings:

- Read: *JAC* Preface and Chapter 1: What Is Rhetoric?
- Read: King's "Letter" and Obama's speech on eCampus

Week Two:

Wednesday, 8/24

- Rhetoric and Rhetorical Appeals –ethos, pathos, and logos
- Overview of Rhetorical Terms

Assignments/Readings:

- Read: *EW* pp1-11

Friday, 8/26

- Review of Writing Process
- In class writing

Assignments/Readings:

- Read: *JAC* Chapter 2 "Writing to Persuade"
- Read **Alice Walker** on eCampus

Monday, 8/29

- Discussion readings
- Thinking and Reading Rhetorically

Assignments/Readings:

- Read: *JAC* Chapter 3 "Writing to Evaluate"

Week Three:

Wednesday, 8/31

- In class activity

Assignments/Readings:

- Read: *JAC* “Developing Strong Thesis Statements” page 21

Friday, 9/2

- Assign **Essay #1**
- Thesis and topic sentences
- Discuss sample student essay

Assignments/Readings:

- Read *JAC* “Writing an Introduction” and “How to Structure an Argument in an Essay” pp. 22-23 and 18-20.

Monday, 9/5

Labor Day Recess: No Class

Week Four:

Wednesday, 9/7

- Formatting the MLA Way (see handouts)
- Drafting a Rhetorical Analysis

Assignments/Readings:

- Read: *EW* pp. 211-212 & p.253
- Complete typed double-spaced rough draft essay # 1 and bring two printed hard copies to class for a peer critique session.

Friday, 9/9

- **Rough Draft Essay #1 Due**
- In-class activity (peer review –see handouts for instructions)

Assignments/Readings:

- Read: Review *JAC* pp. 67-69
- Read: *JAC* “Logical Fallacies” pp. 52-56

Monday, 9/12

- Review of sample essay (see handouts)
- Logical fallacies

Assignments/Readings:

- Read: Review *JAC* pp. 60-63
- Complete **Final Draft Essay 1** and have it ready to submit at the start of next class session (including *Final Draft, Rough Draft, Self/peer critique* sheet to receive full credit).

Week Five:

Wednesday, 9/14

- **Final Draft of Essay 1 Due**
- Assign **Essay 2**

Assignments/Readings:

- Read: **Scott Russell Sanders** on eCampus

Friday, 9/16

- In class activity (see handouts)

Assignments/Readings:

- Read: *JAC* Chapter 4
- Complete “Activity for Writer: Reflecting on Your Own Writing Process” (*JAC* p. 75)

Monday, 9/19

- In class workshop

Assignments/Readings:

- Complete typed double-spaced rough draft essay # 2 and bring two printed hard copies to class for a peer critique session.

Week Six:

Wednesday, 9/21

- **Rough Draft Essay 2** Due
- In-class activity (peer review of essay 2)

Assignments/Readings:

- Read: **James Fallows** on eCampus

Friday, 9/23

- In-class activity

Assignments/Readings:

- Read: *JAC* pp.24-29
- Complete **Final Draft Essay 2** and have it ready to submit at the start of next class session (including *Final Draft, Rough Draft, Self/peer critique* sheet to receive full credit).

Monday, 9/26

- **Final Draft of Essay 2** Due
- Types of arguments

Week Seven:

Wednesday, 9/28

- Introduction to Research Project
- **Assign Research Paper**

Assignments/Readings:

- Read: *JAC* Chapter 6 “Writing to Conduct Research” pp. 97-105
- Purchase (or recycle) a pocketed paper folder for your research paper project.

Friday, 9/30

- In class activity (group work)

Assignments/Readings:

- Read: *JAC* Chapter 6 “Writing to Conduct Research” pp. 105-116

Monday, 10/3

- **Midterm Portfolio conference** (*no formal class meeting*)

Week Eight:

Wednesday, 10/5

- Discuss **Research Paper Proposal** (see handouts)
- Discuss Research Project Rubric (see handouts)

Assignments/Readings:

- Read: *JAC* pp. 89-96

- Make a list of five (or more) research paper topics. Bring your list to the next class session.

Friday, 10/7

- **Research Paper preliminary topic due**
- **Library session** (bring laptop and research topics)

Assignments/Readings:

- Read: *EW* pp. WVU8-WVU16
- Complete rough draft research paper proposal and bring one hard copy to next class session for in class activity

Monday, 10/10

- Peer review of Research Paper Proposal

Assignments/Readings:

- Complete final draft research paper proposal with tentative thesis.

Week Nine:

Wednesday, 10/12

- Final draft **Research Paper Proposal due**
- Introduction to **Annotated Bibliography**

Assignments/Readings:

- Read: *JAC* pp. 123-125

Friday, 10/14

- Using sources correctly and effectively for support and evidence: Facts and statistics. Direct quotes, paraphrases, and summaries
- Avoiding plagiarism

Assignments/Readings:

- Read: *JAC* 133-134
- Bring two Sources with notes to class.

Monday, 10/17

- How to create an Annotated Bibliography Entry

Assignments/Readings:

- Complete **Annotated Bibliography Entry #1 and Entry #2.**

Week Ten:

Wednesday, 10/19

- In class workshop/Conferences (*no formal class meeting*)

Assignments/Readings:

- Read: *JAC* pp. 30 & 34 & *EW* pp.198-204
- Keep working on Annotated Bibliography Entry

Friday, 10/21

- Integrating Sources

Assignments/Readings:

- Read: *JAC* pp. 21-22

Monday, 10/24

- Formulating Thesis Statement

- Discuss MLA documentation: In-text documentation

Assignments/Readings:

- Read: *JAC* p.212-218

Week Eleven:

Wednesday, 10/26

- Considering sources (books, journals, magazines, newspapers, databases)

Assignments/Readings:

- TBA

Friday, 10/28

- In-class group work
- Argumentative strategies: reasons, concessions, and refutations

Assignments/Readings:

- Read: **Paula Broadwell** on eCampus and bring a printed hard copy of this article to next class session for in-class activity.

Monday, 10/31

- Discuss **Research Paper Outline (see handouts)**

Assignments/Readings:

- Read: *JAC* pp. 135-139
- Complete **rough draft Research Paper Outline**

Week Twelve:

Wednesday, 11/2

- In class workshop/ conference (*no formal class meeting*)

Assignments/Readings:

- Complete **Research Paper Outline**

Friday, 11/4

- Final Draft **Research Paper Outline due**
- Discuss **Works Cited page**

Assignments/Readings:

- Read: *EW* pp.219-254
- Complete rough draft an MLA list of works cited and bring your works cited page to next class session.

Monday, 11/7

- In class workshop

Week Thirteen:

Wednesday, 11/9

- Persuasive style: Selection of details, sentences, diction, tone
- Writing to test your idea

Assignments/Readings:

- Read: *JAC* pp137-144

Friday, 11/11

- **2nd Library visit** (bring laptop and research project folder)

Assignments/Readings:

- Complete Annotated Bibliography (5 entries)

Monday, 11/14

- **Annotated Bibliography (5 entries)** due
- In class workshop and conferences

Assignments/Readings:

- Complete Rough Draft Research Paper and bring two printed hard copy to the next class session for peer review. Note: This paper must include a typed Works Cited page to receive full credit for the assignment.

Week Fourteen:

Wednesday, 11/16

- **Rough Draft Research Paper** due
- Peer Review of Research Paper

Assignments/Readings:

- Read: *JAC* Chapter 8

Friday, 11/18

- Strategies for giving an oral presentation (see handout given in class)
- Discuss reading notebook contents page

Assignments/Readings:

- Complete Final Draft Research Paper
- Complete Works Cited page

Monday, 11/21

Fall Recess: No Class

Week Fifteen:

Wednesday, 11/23 & Friday 11/25

Fall Recess: No Class

Monday, 11/28

- **Final Draft Research Paper**
- **Works Cited page** due
- Oral Presentation

Assignments/Readings:

- Complete Reading Notebook

Week Sixteen:

Wednesday, 11/30

- **Reading Notebook due**
- Oral Presentation, continued

Assignments/Readings:

- Complete Research Paper Packets - Research Packets must include:
 1. Research Paper Proposal
 2. Research Paper Outline
 3. Annotated Bibliography (5 entries)
 4. Works Cited page

5. Rough Draft
6. Rough Draft peer review sheets
7. Copies of all outside sources used with passages highlighted clearly
8. Final Draft

Please place all research items in a large envelope with clasp -- label exterior of envelope with your name, Rsch Paper English 102, CRN# 80339, Fall 2016

Friday, 12/2

- In class workshop and conferences
- **Research Paper Packets Due**

Assignments/Readings:

- Complete final portfolio

Monday, 12/5

- **Final portfolio due**
- Course conclusion

The final exam schedule can be found here:

http://registrar.wvu.edu/current_students/finals/fall-2016