

English 102: Community and Rhetoric

Spring 2013

Instructor: Jessica Queener

Day/Time: TR 2:30-3:45

Location: Armstrong 121

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Office Hours: TR 1:00-2:00 or by appointment

Section: 43

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Course Description: The most basic purpose of this course is to help you develop your writing skills at the collegiate level and to further develop your ability to write for academic audiences. There is a technical side to this that involves things like organization, writing mechanics, documentation and how to conduct academic research. It is very likely you already have some familiarity, or even mastery of those tasks. While these are all important skills to possess, the other basic purpose of the course is the one that is not so easily taught--in fact, it relies more on how much you invest in the course on your own. The second basic purpose of the course is to foster your ability to think critically: the ability not just to gather information and retain it, but to be able to evaluate, reflect on, and weigh in on the massive amount of ideas that are out there for anyone to process. In order to help you accomplish those two basic purposes, English 102 sets up five goals for you to fulfill: Understand Writing as a Process; Argue Effectively and Persuasively in a Variety of Contexts; Explore and Evaluate Ideas; Know the Rules. (Please see your *JAC* for further information on these goals.) All of the course assignments and activities are geared toward accomplishing these goals, and, as an added bonus, toward helping you teach yourself to become a better student.

Our course will have a particular theme running through it as you learn how to create thoughtful, and well-expressed arguments. We will be examining contemporary issues surrounding various communities and subcultures--communities here on campus and elsewhere in the world. We will explore the following and more:

- What are some of the ways to define community? That communities or subcultures define themselves?
- How does rhetoric function in writing about communities? Within communities?
- How does text/rhetoric/language shape identity within groups of people?
- How do stereotypes make arguments about different communities? How does this influence our perception?
- What can examining communities/subcultures teach us about our culture?

Course Materials:

Textbooks: These should be brought to every class

- Lunsford, Andrea A. *Easy Writer* 4th edition. Bedford/St. Martin's, 2010.
- English 102 Faculty, WVU. *Joining Academic Conversations* 6th edition. Hayden/McNeil, 2013.
- Readings provided via ecampus (your responsibility to print so please plan your budget accordingly)

Handouts: Instead of assigning you a collection of essays I have decided to make various essays available to you. These will either be provided in the form of a handout given in class or in a file provided on the course ecampus site (files will be up for a limited time, so be sure to save copies immediately). You are responsible for bringing a printed copy of the assigned handouts to class. Even though it costs money to print, remember that you could print out over 100 pages and it would still be at least \$15 cheaper than the most inexpensive textbook. **You should always have all the essays we've gone over with you for class.** (A small folder is suggested for this purpose.)

Additional Materials: A binder, to hand in your portfolio at midterm and at the end of the course; a folder (not the same as what you store course materials in), to hand in your other writing assignments; writing utensils; paper for notes and in-class writing assignments; a stapler; a place to store handouts, essays, notes, in-class work etc. Have money on your card for printing in the library, or extra ink cartridges and paper at home.

Course Policies and Procedures:

Coming to Class Prepared/Participation: includes but is not limited to bringing textbooks, paper, writing utensils, and assignments to class; having copies made for workshops; having done and thought about the reading; being prepared to participate; turning all assignments in according to specifications. This course relies heavily on discussion-based activities. Your ability to contribute positively to discussions, whether in a class or small group setting, will be factored into your final grade. Taking an active role in class is something that helps you, the student, really understand and retain what you are meant to be learning. Daily participation is expected of everyone.

Attendance:

Class Time and Lateness: Our class begins promptly at 2:30pm. This is when I take attendance and when we begin working for the day. To be counted on time you must be present by 2:30, so plan on showing up a few minutes early. If you are more than 20 minutes late I will count you absent. Excessive lateness will result in a reduction of your grade.

Absences: JAC states that you will be allowed two absences for a T-Th class; more will have an effect on your grade. **If you exceed 5 absences you will fail the course.** Because you have two free passes no absences will be excused. Save your tdays for emergencies only, so that you won't compromise your grade if a legitimate reason to miss comes up. Read over the information in the JAC and any additional attendance handouts you will be provided. Please keep in mind that the attendance policy is dictated by the English department for all composition courses. If you miss a day of class, it is your responsibility to find out what materials and information you missed. Contact a classmate and ask politely if they will help you with notes and fill you in on any other pertinent details. Remember, a classmate does you a courtesy by helping you.

Late Work: Late work will not be accepted. However, should you have a problem with a particular deadline, speak with me in advance (24 hours prior at the latest) and we'll work something out. Work is considered late when it is not prepared at the moment of collection, completed during class time, **or submitted to me via email without my prior consent.** If you skip class on the day of a deadline you must turn in the assignment prior to the class meeting time or it will be considered late and will not be accepted.

Saving Work: Computer disasters are not acceptable excuses when there are multiple *free* services and otherwise available to back up your assignments. I suggest a service like dropbox, your email or a combination of methods to save your work. Take the time to back your work up even if you don't anticipate problems.

Cheating and Plagiarism: Academic dishonesty, of any type, will not be tolerated. Forms of plagiarism include misrepresenting another's work as your own, whether in part or in whole; 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; submitting work substantially similar to another student's. Cases of cheating and plagiarism will result in a failing grade for the course and appropriate academic discipline. Proper documentation rules will be available to preclude unintentional plagiarism, however, should you have any questions regarding these rules or this issue, please speak with me.

A lot of the time plagiarism occurs because the student is unsure of how to complete an assignment, ran out of time, or feels panicked about his/her coursework. If this ends up being the case, do yourself a favor and talk to me about it instead of turning in something that isn't 100% your original work. Before you make a choice that will have dire consequences, see me. It's better to admit you need help than to do something that will wind up on your permanent record. It's better to turn in nothing rather than plagiarize.

Accommodation: If you are a student that needs an accommodation for a learning disability please notify the proper authorities. They will present you with instructions for your teachers. If you fail to notify me before the semester gets underway I may be unable to make arrangements for you. Office of Disability Services: (304)293-6700 voice/TDD (304)293-7740. Office: G30 in the Mountainlair. *****This course supports WVU's Social Justice Policy*****

Electronics: **I should not see or hear your cell phone.** If your cell phone disrupts class it can affect your grade. Laptops, ipads, or other electronics are not permitted unless you have the required documentation that they are a necessity or you make arrangements with me during week 1. If you need to leave your phone on due to an emergency, please speak to me before class.

Professionalism and Community: Entering college is embarking on a career. Secondary education--or high school--is compulsory; collegiate education is elective. Much like any other career, you come to university to advance yourself; in order to do so successfully you must maintain a high level of professionalism in your courses just as you would at a job. Whether it is a matter of being on time, the manner in which you address your peers or your instructor (written or verbally), acting with accountability, or your level of preparedness, you are responsible for creating a positive classroom

environment. I will do my utmost to create a classroom that promotes respect and community, but it is also largely in your hands. Present yourself as a professional, interested student, and treat all those around you with respect.

Office Hours: The best way to get your questions, comments, and concerns addressed, office hours provide us with the opportunity to talk one on one. I encourage you to see me with any course related issues (questions! problems! interesting tidbits!) you have. You may drop in during my set office hours or you may make an appointment with me. I will meet with students as often as my schedule allows, and will go out of my way to help you.

If I write on one of your assignments that you should come and see me in my office hours, please do so. It is usually the case that we can accomplish more in the way of improving your writing with a discussion and some examples than what would happen if you continued to struggle on by yourself. If you are struggling, take advantage of the writing center in Colson Hall and the Downtown Campus's Term Paper Clinic.

Helpful Resources: Writing Center: The focus of this course is to improve your writing skills, and you will be provided with resources like your textbooks, peer and instructor comments on work, handouts, and office hours. If you find yourself struggling or simply want additional suggestions for feedback take advantage of our wonderful writing center, a free service. (G02 Colson Hall; call (304) 293-5788 to schedule appointment or stop in to see if a tutor is available).

Student Advocacy: Regrettably, emergencies do sometimes occur. Should this happen, my advice is to get in touch with the Student Advocacy Center. They will help you negotiate university policies and how to contact your professors. They run a Student HelpLine during regular business hours at (304) 293-5555 (leave a message after hours and they will return your call).

Printing: In addition to printing course readings, you may need to bring print copies of your work to class. Peer workshops will be done in the computer lab (instructions will follow in class) but we may still do some traditional workshop. In addition, you must have print copies of your work for conferences with me. Plan your photocopying or printing budget accordingly. Not having copies of your work when necessary will be counted against your participation. Broken printers and lack of ink are no excuse for not having drafts prepared. Helpful tips to save ink: 1. Print multiple drafts in the library 2. Set your printer to produce "fast draft" quality printings.

JAC and EW Readings: JAC/EW readings (see schedule) are often assigned not just for specific use in class activities, but to give you multiple ways to think about your writing. Even if we do not explicitly go over some of these readings, they provide crucial guidance for your writing and class performance. Also, remember that the JAC and EW are reference tools and you should look to them for help with specific aspects of your writing.

Communication: Office hours are best, but I am happy to answer questions via email. Email is also a key component of how I will communicate with you in this class.

- **Required: keep your MIX accounts active and check email regularly.** If I want to prepare you for something for class I will send an email no later than 6:30 pm the day before.
- I will generally respond within 24 hours. You should not expect a response between 6:30 pm and 9:00 am. Plan your work schedule accordingly so that you do not end up with a question the night before a deadline.
- Grades will not be discussed via email
- Practice good writing and good etiquette in your emails to all your instructors. Begin with a salutation (Hello, Dear, etc.); use complete sentences; don't indent, but do add a space between paragraphs; proofread your response; End with a sign-off (Sincerely, Regards, etc.).

Occasionally a situation arises that calls for me to forward or show a student email on to my supervisors. Please remember that you should not email me anything you wouldn't want someone else to see or that would reflect poorly or unfairly on you.

Saving Materials: This is a writing course taught on the portfolio system, which means that you will be asked to show how your work has progressed across multiple drafts. Save **everything** from the course whether you think

you'll need it or not. When you write your papers save multiple versions of the draft. When you revise, copy the whole paper into a new document and save it as the next version of the draft. For example, for your first major essay you will need to have your workshop/conference draft, a draft with my comments on it, a midterm draft, and a final draft in your portfolio. If these are all saved as separate files you will have all the versions necessary for the portfolio. Always, always, always save the copy of the draft I hand back to you with my comments and/or a completed rubric attached. **You absolutely must have the commented on draft of all your papers in the final portfolio.**

Grading: Your grade will be based on the following distribution

15% Participation: Participation includes but is not limited to: reading discussions, group work, workshops, in-class writing opportunities, small assignments, reading quizzes, attendance, and professionalism. Demonstrating that you are actively engaged in the class and in working with your peers, that you are trying to do your best, and that you are a prepared and responsible participant can have a positive impact on your participation grade.

5% Research Assignment: An assignment provided in the second group of assignments. This assignment is graded, meaning that you complete it and receive a non-revisable grade for it.

5% Short Writes: You will be assigned 5 short assignments (you will earn 0-1 points each) that will assist you in the completion of larger assignments. These will be assigned in class, typically as homework for the following period.

5% Presentation: You will give a presentation on your final research project for a letter grade (non-revisable, obviously). A more detailed assignment sheet will follow.

70% Portfolio: While you will be given more specific guidelines at midterm and again toward the end of the course (as noted on the schedule), in general your portfolio will include the first drafts, commented on, and revised versions of your papers. Your papers will include but will most likely not be limited to a memo, final reflection, three short analysis essays, an essay, a proposal, an annotated bibliography and outline, and a longer research paper. You may also be asked to revise in-class writing or to create unique reflections for the final portfolio.

Midterm Portfolio: At midterm you will be asked to hand in a portfolio with the drafts, commented on, and further revised versions of your work in the course thus far (more specific guidelines forthcoming).

Amount of Work: The assignments you are expected to complete for this course will result in at least 20 pages of revised, polished prose (in accordance with department policy). Informal writing will be accomplished in class as time and necessity warrant. All informal writing should be saved, as you may be required to submit both rough drafts and revisions in your portfolios.

The Portfolio system is meant to underscore that writing is a process rather than an activity to be completed in one sitting. All the same, the more you accomplish in the early stages of writing, the easier your revisions will be. Papers are completed easily when you work on them in small steps. Plan your schedules accordingly.

Grades will be assigned by the letter in accordance with the rubrics established in your copy of *Joining Academic Conversations* (xvi-xvii). Here is a simplified version:

- **D and F** work means that the assignment was not completed according to **all** instructions. The work did not fulfill the minimum requirements.
- **C** level work is awarded only when assignments are completed to **all** specifications.
- **B** level work is awarded when assignments are completed well, **all** specifications are complete.
- **A** level work is awarded to students who go above and beyond the requirements, work is original and sophisticated.

Caveat Emptor: This syllabus is a long document with lots of strict warnings and prohibitions. While I am absolutely serious about the guidelines put forth, they aren't meant to scare you or make it so I can penalize you at every turn. I have no personal interest in punishing students; I am interested in the concepts we will examine and discover in the class. I do, however, realize that I cannot expect you to know how to comport yourselves instinctively. Know what you're signing on for. Consider this a teaching document, one that makes plain what you can expect and what I expect of you so that we can move on and have a great experience together in this course.

Syllabus Contract

{to view at any time see the course ecampus page}

*Signing the syllabus contract indicates that you have read and understood the policies of this course **and those of West Virginia University, those in *Joining Academic Conversations*, and those otherwise provided by your instructor, and that you agree to be governed by them.***

I understand that Ms. Queener's expectations are:

- That I work to my fullest ability
- I will comport myself professionally
- That I deliberately find ways to interest and invest myself in the class and content
- That I will let myself be nerdy in class with only my classmates and teacher to see
- That I will look at course assignments/work not just as arbitrary work to be completed but tasks meant to teach me skills (both tangible and intangible) for my academic and professional betterment

I understand that upholding this contract entitles me to the following:

- All of Ms. Queener's help and if her help stinks the best help she can help me get
- A teacher who cares deeply about my performance in her course and wants me to succeed
- All of Ms. Queener's support within the parameters of department and course policies
- A healthy, functioning brain

Furthermore, I certify that

I _____ on the date _____
[print] [sign]

Have **read and fully understood** the policies and guidelines put forth in Ms. Queener's English 102 syllabus **AND** all of the policies and procedures in *Joining Academic Conversations* **AND** that I will continue to stay up-to-date with instructions and policies given to me in class or via email. I agree to adhere to these policies and to be governed by them.

Course Schedule

****Schedule subject to change at instructor's discretion; it is your responsibility to stay abreast of any changes announced**** JAC= Joining Academic Conversations EW=Easy Writer All other readings available on ecampus

Week	Date	In Class	Homework
1	T 1/15	Course introduction; review syllabus.	Re-read syllabus, JAC ix-xix then sign syllabus contract. JAC 13-14, 17-19. Read essay on ecampus (readings>1/17>link to essay)
	Th 1/17	<i>*1/18 Last Day to Drop*</i> Turn in syllabus contract. Thesis statements and essay structure. Reading discussion. Assign Short Write #1 (SW #1).	SW #1. JAC 39-43. See writing handouts provided on ecampus and familiarize yourself with OWL Purdue (Writing Resources folder)
2	T 1/22	SW #1 Due. What is rhetoric? The Rhetorical Proofs. Assign Rhetorical Analysis.	Rhetorical Analysis. Read essays on ecampus (readings>1/24>links)
	Th 1/24	Reading discussion. Assign Short Write #2.	Rhetorical Analysis. JAC 44-45
3	T 1/29	Rhetorical Analysis Due. The Toulmin Model. Assign Toulmin Analysis.	SW #2. Toulmin Analysis. JAC 49-50; 148-149
	Th 1/31	Short Write #2 Due. Assign Short Write #3. Quoting/paraphrasing/summarizing. Paragraph structure!	Toulmin Analysis. Read essays on
4	T 2/5	Toulmin Analysis Due. Reading discussion. Assign Campus Editorial.	Campus Editorial.
	Th 2/7	Short Write #3 Due. Workshop: workshop Campus Editorial in class (bring copies of your draft!).	Campus Editorial
5	T 2/12	No Class: meet for conferences at assigned times. Bring Draft of Campus Editorial.	Campus Editorial
	Th 2/14	Campus Editorial Due. Assign midterm portfolio. Generate ideas for reflection. Assign Short Write #4.	JAC 11, 15-16, 27-28, 34, 151, 156-157. Says/Does handout (distributed in class)
6	T 2/19	Short Write #4 Due. Conclusions, writing habits, and revision and reflection.	Memo; revise for midterm portfolio.
	Th 2/21	Computer Lab Day. Meeting place TBA. Be prepared to work on midterm portfolio materials.	Memo; revise for midterm portfolio.
7	T 2/26	Workshop Day: Workshop midterm portfolio materials (bring 1 copy of everything you wish to workshop).	Memo; revise for midterm portfolio.
	Th 2/28	Midterm Portfolios Due. Assign final research project assignments. <i>*3/1 Mid-Semester*</i>	Work on Research Assignment (RA)
8	T 3/5	Library Day: meet in Downtown Campus Library for Research Instruction.	Work on RA
	Th 3/7	Computer Lab Day. Meeting place TBA. Further info on finding good sources. Portfolios Handed Back in Class.	Work on RA/Annotated Bib and Outline
9	T 3/12	Research Assignment (RA) Due. Getting from an interesting topic to a thesis.	Work on Annotated Bib and Outline
	Th 3/14	MLA Day! All things citation and avoiding plagiarism.	Work on Annotated Bib and Outline
10	T 3/19	Annotated Bib and Outline Due. Incorporating sources effectively.	Work on Annotated Bib and Outline

	Th 3/21	No Class: meet for conferences at assigned times. Bib and outline handed back in conferences. <i>*3/22 Last Day to Drop Classes*</i>	Have a wonderful, safe spring break and come back ready to rocket our way to the end!
11	3/22-- 3/31	SPRING BREAK	For 4/2 Read essays on ecampus (readings>4/2>links to essays)
12	T 4/2	Reading Discussion. Assign Short Write #5.	SW #5. Work on Argumentative Researched Essay (ARE)
	Th 4/4	SW #5 Due. TBA: we will assess at this point of the class what skills or new things you need to work on.	ARE
13	T 4/9	Workshop Day: workshop drafts of ARE in class.	ARE
	Th 4/11	No Class: meet for conferences at assigned times with ARE draft.	ARE
14	T 4/16	ARE DUE. Effective oral presentations.	Presentation. Revise for final portfolio.
	Th 4/18	TBA: we will assess at this point of the class what skills or new things you need to work on.	Presentation. Revise for final portfolio.
15	T 4/23	Presentations	Presentation. Revise for final portfolio.
	Th 4/25	Presentations	Revise for final portfolio.
16	T 4/30	Course wrap up discussion and evaluations	Revise for final portfolio.
	Th 5/2	Final Portfolio is Due. See assignment sheet for further instructions.	<i>If you wish to turn portfolio in earlier see instructor to make other arrangements</i>
	T 5/7	Pick up Final Portfolio: pick up is mandatory. Pick up in 345 Colson Hall between 10:00 am and 1:00 pm.	<i>If you cannot make the designated pick up time see your instructor to make other arrangements</i>