

<b>English 102: Composition and Rhetoric</b>	
Section 68 Fall 2012, CRN 82457	
Tuesday, Thursday 2:30-3:45, Armstrong 119	
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Office Location: Colson 308	Office Hours: Tuesday and Thursday 11:30-12:50 or by appointment
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**Overview.**

Effective writing is essential to any field of study. Each of you already possesses the skills to write effectively – every one of you has already completed English 101 (or the equivalent). English 102 will advance these skills. In this class, you will complete 20-plus pages of polished writing. We will immerse ourselves in argumentative writing and thinking. You will practice generating ideas, clearly and confidently stating your opinions, developing and organizing cohesive essays, acknowledging and understanding your writing audience, and continuing to develop your writing style.

**Course Goals/Outcomes.**

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas
- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

**Texts and Materials.** Please purchase the following two required texts:

- *Joining Academic Conversations*, 6<sup>th</sup> Ed. Detroit: Hayden-McNeil, 2013. ISBN13: 978-0-7380-5269-4
- Lundsford, Andrea A. *Easy Writer*, 4<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2010. ISBN: 0-312-63821-3
- You will also need to access your MIX account and the class WVU Ecampus page regularly. In lieu of an expensive reader, I will put readings on ECampus. It is your responsibility to either print out the readings or have a digital copy for class discussion. Please check MIX before every class period.
- Please plan on printing out copies of your paper throughout the semester.

**English 102's Portfolio Approach.**

Writing is an ongoing process. In order for you to grow as a writer, you need to be able to take risks. The portfolio allows you to do this. Throughout the semester, you will be turning in drafts (Final for Nows) for each of your paper. You will receive detailed feedback and be expected to revise. At midterm and at the end of the semester you will turn in a portfolio with all of your formal papers and a sampling of additional work. Please keep all work for this class for your portfolio. Only graded assignments will be accepted in your portfolio.

## **Course Requirements:**

This is a college level class. Students' work is expected to reflect this. As a college student, you are expected to show understanding of syntax, grammar, structure, and critical thinking as an effective communicator. I will follow the descriptors provided in *JAC* on pages xvi-xvii. The following criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of *JAC*.

### **Formal Writing (70%):**

By the end of the semester, everyone will have over twenty pages of polished, formal writing. Please note that all formal writing should be in MLA format (double-spaced, Times New Roman, 12 point font, one-inch margins, name and page number on each page). These are the formal papers assigned for this class. Please note: if a student fails to adhere to the paper's criteria (i.e. lack of MLA formatting, citations, length, etc), his or her final grade on that paper will be dropped a half a letter for each criteria missed.

- Advertisement analysis (4+ pages) (25%) DUE 9-11: Write an essay in which you examine the rhetoric and effectiveness of an advertisement. Pay particular attention to how audience is invoked. Goals: a clear, well-established thesis statement and demonstration of understanding of rhetorical analysis, particularly audience.
- Argument analysis (4-5+ pages) (25%) DUE 10-4: a CURRENT editorial or speech. Identify the major parts of the argument--claim, support, warrant. Evaluate the success of the argument. Pay particular attention to how the author relates to the audience. Goals: a clear, well-established thesis statement, understanding of rhetorical appeals, and analysis of the construction and effectiveness of an argument.
- Research proposal (2+ pages) (12.5%) DUE 10-18. Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. You must have at least 2 credible sources with a works cited page. The proposal helps you to articulate the direction of and purpose for your research. This assignment is not available for revision.
- Annotated bibliography (6+ pages) (12.5%) DUE 11-1. 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. You will need at least ten sources (6 scholarly, 1 video, and at least 1 text). You will also write a preface with a working thesis. This assignment is not available for revision.
- Argumentative essay (6+ pages) (25%) DUE 11-15. 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. Goals: well-established thesis statement, coordination and appropriate use of sources, and an effective argument.

### **Informal Writing (20%):**

Your informal writing grade is comprised of homework assignments. For each unit, you will typically have one homework assignment that addresses your formal paper. The majority of your homework assignments will be responses to the readings.

Breakdown of Readings and Reading Responses by Unit:

Advertisement Analysis: Readings #1, 2, 3. Respond to **2** readings (one of which should be discussion questions — with answers).

Editorial Analysis: Readings #4, 5, 6. Respond to **2** readings (one of which should be discussion questions — with answers).

Proposal, Annotated Bibliography, Researched Argument: Readings #7, 8, 9, 10. Respond to **2** readings; lead discussion for **1** reading.

The written responses should be at least two pages long, double-spaced, Times New Roman, 12 point font (MLA format). For the Advertisement Analysis and Editorial Analysis units, you must have at least one response in the form of discussion questions with answers. Other written

responses can be in any of the following formats: traditional analysis (thesis statement, unified paragraphs), creative writing (poem, short story, personal narrative response), visual (comic, poster), power point, discussion questions with answers, or something that you run by me. Regardless of what you choose, you need to demonstrate a clear understanding of the text assigned with in-depth analysis. Reading responses are due in class on the day we discuss the readings.

During the second half of the semester, students will be expected to lead class discussion in groups for one of the readings (you cannot have a reading response for the reading in which you lead discussion).

Students will also be expected to present one “found” argument” (to be assigned later in the semester). In addition, you will also have one grammar presentation. There also may be quizzes on the readings and smaller homework assignments.

### **Participation (10%):**

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 others.

#### A note on grading:

Because this is a portfolio class, students will receive feedback, not grades, on their “Final For Nows.” This is because every student is expected to revise. The content of the feedback should make it clear where the paper stands (if it is passing or not). If a student wants to discuss grades, he or she can always stop by during office hours. Please note that all grades are non-negotiable.

### **Policies:**

#### Absences/Tardiness:

Because this is a workshop-based class, regular attendance is expected and required. Absences and tardies can lower your grade, including down to an “F.” Two absences are allowed. If you miss more than two class periods, **for whatever reason**, you can expect your grade to be lowered up to one letter for each subsequent absence. This means that on your third absence, your grade will begin to be affected. By your fifth absence, you will fail. If you anticipate missing more than two classes this semester, please consider taking this class another semester. Please speak to me in person or by email if you anticipate missing a class (if you are sick or have a personal emergency, please email me before class). Please refer to page xii in *JAC* for the absence policy. Please note that an absence is not an excuse for turning in work late. It is your responsibility to turn in your work regardless if you are absent.

Showing up to class late disrupts the class and wastes class minutes. Excessive tardies will affect your participation grade. If your tardies add up to one class period, you will acquire an absence.

#### Participation/Cell Phone Policy:

Please show up to class prepared. If you are distracted, not paying attention and/or disruptive, I reserve the right to ask you to leave, resulting in an absence for the day. Please refer to page xiii to xiv in *JAC*.

Cell phones are to be off and put away. Excessive cell phone use can result in a lowered participation grade and up to an absence.

### Late Work:

Late work is unacceptable. Technological failures are not an excuse (a failed printer, an email attachment that did not attach). It is your responsibility to ensure that all work is turned in on time. Any late short writes will not be counted. Any late "Finals for Now" will not be read until your portfolio. If you do not turn in a "Final for Now" two days after the due date, it cannot be counted in your portfolio. Please speak to me in person at least one week in advance if you foresee a problem with the due date. Please know that extensions are only given in extraordinary circumstances. Remember, absence is not an excuse; it is your responsibility to get your work to me on the day it is due. Please refer to JAC page xiii.

### Conferences:

Conferences are a great opportunity for me to meet with you and discuss your work. This is valuable time to improve your writing, and I am looking forward to meeting with everyone multiple times during the semester. On conference days, we will not have class; thus, missing a conference, will be counted the same as missing a class (an absence).

### Office Hours:

My office hours are Tuesday and Thursday from 11:30-12:50 in Colson 308. If you cannot make any of these times, please see me in person or email me, and we can schedule a meeting. Please stop by if you have any questions or concerns (these hours are there for you).

You can email me as well with any questions or concerns and expect a response within 24 hours Monday through Friday. If you are emailing me an assignment, please make sure that you state the assignment in the subject heading and copy the assignment into the body of the email (as well as including it as an attachment). For all emails, please have a subject heading and make sure that you sign your email.

### Peer Review:

We will be having multiple peer review days in class. Peer reviews allow you to get valuable feedback on your drafts. Coming to class unprepared on peer review days (or not actively participating in peer review), will result in either losing participation credit for the day or up to an absence.

### Academic Integrity/Plagiarism:

Everything that you turn in is expected to be your original work and properly cited. When in doubt, cite! WVU takes plagiarism very seriously. Any form of plagiarism (even unconscious plagiarism) will result in the very least in an "F" on the assignment. Plagiarism can result in an "unforgivable F" in the class with additional disciplinary actions. Please refer to JAC pages xiii on plagiarism.

### Social Justice Discourse Policy:

In order to create an environment where different perspectives can be heard, our classroom needs to be an environment that does not tolerate any form of discrimination. For more information on West Virginia University's social justice policy, please see JAC page xiii.

Accommodations:

If you anticipate needing any accommodations this semester, please see me as soon as possible. At WVU, we encourage everyone to participate and will make sure that any special accommodations required are met. Please know that special disability services are offered at the university. Please see *JAC* page xiii for more information. West Virginia University Office of Disability Services, Location: G-30 Mountainlair, Phone: 304-294-6700, Email: access2@mail.wvu.edu

Writing Center:

The Writing Center is a valuable (and free!) tool to help shape your writing in any stage of the process. Writing Center tutors are available to help in any course (not just English 101). I strongly encourage each of you to take advantage of this service. The Writing Center is located in G02 Colson Hall. Their hours are M-Th 10-5 and Friday 10-3. Call for Evansdale and evening hours.

Phone: 304-293-5788. [http://english.wvu.edu/centers\\_and\\_projects/wcenter/writing\\_center\\_home](http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home)

**Schedule of Work**

\*\*Subject to change according to progress.

Please bring your *Joining Academic Conversations (JAC)* and *Easy Writer (EW)* to all class periods.

8-21 <u>Assign Advertisement Analysis</u> <b>HW:</b> Reading #1 on ECampus	<b>8-23</b> <b>In Class</b> Discuss Reading #1 <b>HW:</b> Annotated Advertisement Due at Conference Reading #2 on ECampus
<b>8-28</b> <b>Meet in Downtown Library Room 104</b> (bring laptop if you have one. Check one out if you don't). <b>In Class</b> Discuss Reading #2 <b>HW:</b> Annotated Advertisement	<b>8-30</b> <b>No Class Due to Conferences</b> <b>DUE:</b> Annotated Advertisement <b>HW:</b> Reading #3 on ECampus
<b>9-4</b> <b>In Class</b> Discuss Reading # 3 <b>HW:</b> Post Draft of Advertisement Analysis on Discussion Board for Peer Review	<b>9-6</b> <b>Meet in Downtown Library Room 104</b> (bring laptop if you have one. Check one out if you don't). Peer Review <b>HW:</b> Respond to peer review by 8 pm tonight.
<b>9-11</b> <b>DUE: Advertisement Analysis</b> <u>Assign Editorial Analysis</u> <b>HW:</b> Reading #4 on ECampus	<b>9-13</b> <b>In Class</b> Discuss Reading #4 <b>HW:</b> Reading #5 on ECampus
<b>9-18</b> <b>In Class</b> Discuss Reading #5 <b>HW:</b> Bring editorial	<b>9-20</b> <b>In Class</b> Analyze Editorial Assignment <b>HW:</b> Annotated Editorial due at conference

<p><b>9-25</b>  <b>NO CLASS DUE TO CONFERENCES</b> (Annotated Editorial due at conference)  <b>HW:</b> Reading #6</p>	<p><b>9-27</b>  <b>In Class</b> Reading #6  <u>Assign Midterm Portfolio &amp; Midterm Memo (due with portfolio 10-4)</u>  <b>HW:</b> Post draft of editorial analysis on discussion board for peer review</p>
<p><b>10-2</b>  <b>Meet in Downtown Library Room 104</b> (bring laptop if you have one. Check one out if you don't).  <u>Assign Proposal, Found Argument, and Discussion Leader</u>  <b>In Class</b> Peer Review  <b>HW:</b> Respond to Peer Review by 8 pm tonight.</p>	<p><b>10-4</b>  <b>Meet in Downtown Library Room 136</b>  <b>DUE: Midterm Portfolio with Editorial Analysis and Midterm Memo</b>  <b>HW:</b> Reading #7 on ECampus  Have clear idea about what you want to write about</p>
<p><b>10-9</b>  <b>In Class</b> Reading #7  <b>HW:</b> Bring 2 copies of proposal for peer review</p>	<p><b>10-11</b>  <b>In Class</b> Proposal Peer Review  <b>HW:</b> Reading #8</p>
<p><b>10-16</b>  <b>In Class</b> Reading #8  <u>Assign Annotated Bibliography</u>  <b>DUE: Proposal</b>  <b>HW:</b> Research</p>	<p><b>10-18</b>  <b>Class Meets in Eliza's on 4<sup>th</sup> floor of Downtown Library</b>  <b>HW:</b> Research. Bring at least 1 annotation and rough draft of intro to conference.</p>
<p><b>10-23</b>  <b>No Class Due to Conferences</b> (Bring at least 1 annotation and rough draft of introduction)  <b>HW:</b> Bring 2 copies of Annotated Bibliography draft for Peer Review (need to have at least 5 annotations and introduction)</p>	<p><b>10-25</b>  <b>In Class</b> Peer Review (need to have at least 5 annotations and introduction)  <u>Assign Researched Argument</u>  <b>HW:</b> Research</p>
<p><b>10-30</b>   <b>HW:</b> Reading #9 on ECampus</p>	<p><b>11-1</b>  <b>In Class</b> Reading #9  <b>DUE: Annotated Bibliography</b>  <u>Assign Rough Draft due at Conference</u>  <b>HW:</b> Write</p>
<p><b>11-6</b>  <b>No Class Due to Election Day</b>   <b>HW:</b> Reading #10 (for class 11-13)</p>	<p><b>11-8</b>  <b>No Class Due to Conferences</b> (Rough Draft Due)  <b>HW:</b> Peer Review. Post draft on ECampus for Peer Review no later than Midnight Friday. Respond no later than midnight Sunday.</p>
<p><b>11-13</b>  <b>In Class</b> Reading #10  <b>HW:</b> Bring <i>Easy Writer</i></p>	<p><b>11-15</b>  <u>Assign Final Portfolio and SW Final Memo (Due 12-6)</u>  <b>Due:</b> Researched Argument</p>
<p><b>11-27</b>  <b>HW:</b> Bring 2 copies of 1 paper for peer review</p>	<p><b>11-29</b>  <b>No Class Due to Conferences</b></p>
<p><b>12-4</b>  <b>In Class</b> Peer Review Potluck</p>	<p><b>12-6</b>  <b>Final Portfolio Due</b></p>

Final Portfolios will be returned during Final Exam Week, TBA.