

English 102: Composition and Rhetoric II, Section S32 CRN (13678)
Spring Semester 2014 — Monday/Wednesday/Friday 1:30PM-2:20PM
Brooks Hall: Room 302

Instructor: Dominique A. Bruno

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Phone: (304)-293-3107 (messages only)

Office: Colson G07

Office Hours: Monday, Wednesday, Friday
12:30PM-1:20PM (and by appointment)

REQUIRED TEXTS AND MATERIALS:

English 102 Faculty. *Joining Academic Conversations (JAC)*. 6th ed. Plymouth, MI: Hayden-McNeil, 2012. Print.

Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

1 package of 3x5 inch notecards

1 spiral-bound notebook (You can use a laptop if you prefer.)

INTRODUCTION:

English 102 is designed to build on the writing abilities you learned in English 101 by emphasizing research and argument and giving greater attention to revision and organization strategies to meet the specific needs of an audience and purpose. You will learn about the research process, argumentation, and critical inquiry. As you polish your abilities to develop academic arguments, you will also become more articulate about your own knowledge of writing—which will help you build connections across areas of knowledge so that you can extend your ideas beyond the University.

To aid this extension of knowledge, this section of English 102 will have two unique features. First, the course will incorporate the theme of “social justice” throughout the semester. Through writing activities, reading assignments, and community engagement we will examine this theme and how it applies to everyday life. In the beginning, we will focus on defining social justice and understanding different philosophies associated with the term. Next, we will examine several social issues and connect them to our definitions and philosophies about social justice. Third, we will research social justice issues as a means of broadening our understanding our world and our places in it.

The second unique feature of this course is that it has received a special “S” designation from West Virginia University’s Center for Service and Learning. This means that this course includes a community-service component. This semester, we will be working with a local non-profit organization in order to augment our discussions and ideas with experiential knowledge.

COURSE GOALS

Our class has five major goals. Each student can expect to

- Develop a personal learning process for effective writing
- Argue effectively in a variety of contexts
- Explore and evaluate ideas
- Integrate research effectively
- Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations

POLICIES AND PROCEDURES:

Attendance

You must attend class. I know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed three absences (one week of class), including Days of Special Concern listed on the WVU academic calendar. Each absence after the initial two will compromise your grade as much as one full letter. Students who miss 6 classes (three weeks of class) will fail the course with a "D".

If you will miss class because of a Day of Special Concern, academic field trip, or military service, please notify me within the first two weeks of the course. Exceptions to the attendance policy are at my discretion and will not normally be allowed except under extreme circumstances. For more information on the attendance policy, please see page xii in *Joining Academic Conversations*.

Service

Completing the service requirement for the course will be crucial to your success. Your service will provide you with the experiences needed to complete many of the writing activities successfully. Furthermore, it will serve as a form of primary research into the issues we are discussing. To complete your service requirement, you must attend a training workshop during the first several weeks of the course and then complete a total of approximately 10 service hours over the course of the semester. Your service must be completed by April 18, 2014 in order to guarantee that it counts toward your final course grade.

Lateness

You must be on time for class. Being on time for class will be a factor in your participation grade for the course (see page xvi in *Joining Academic Conversations*). I know that personal situations or unexpected events (like a PRT outage) can result in you being late for class. Therefore, I will excuse two late arrivals (of over 10 minutes) during the semester. Any late arrivals beyond that will reduce your overall participation grade for the course. If you are late more than six times, I will record the pattern of lateness as an absence (see page xii in *JAC*).

Preparedness

You must be prepared for class. This means that you must complete reading and writing assignments on time. It also means that you must bring your textbooks and other materials to class each day. We will often use these books for in-class activities. Any online reading assignments should be printed for class or accessible on a mobile computer. Being unprepared for class can reduce your overall participation grade.

Attending Conferences

We will meet for conferences regularly during the semester. These may be small-group or individual meetings where we discuss your current projects. Missing conferences can reduce your overall participation grade. I usually count each conference as a class-period. Bear that in mind when calculating how many classes you can miss without lowering your overall class grade.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

Computers and Cell Phones

You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away.

All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency please quietly excuse yourself from the room.

Students with Disabilities

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through the office of Accessibility Services at 1085 Van Voorhis Road Suite 250 | P. O. Box 6423. The office phone number is 304-293-6700, and their email is access2@mail.wvu.edu. The office website is <http://accessibilityservices.wvu.edu/>.

Writing Center

The WVU Writing Center 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 Writing Center refer to page xix in *Joining Academic Conversations*.

University Counseling Services

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their hours, services, and location visit its website (<http://well.wvu.edu/ccpps>).

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 or missed class periods via email--you must come to office hours for that.

RESPONSE AND EVALUATION:

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 (based on major assignments and reflective writing) = 70%

- Editorial Analysis (900-1,200 words)
- Profile (900-1,200 words)
- Research Proposal (600-800 words)
- Annotated Bibliography (900-1,200 words)
- Report (2,400-2,700 words)

Service-Based Short Writing Assignments = 20%

These short writing exercises will include some reading responses, notes, analyses, and reflections related to your service work. The writing is typically no longer than two pages in length.

Participation = 10%

Participation includes your engagement inside and outside the classroom including contributions to discussions and preparedness as well as completing your service hours at the APBP. Participation also includes completing homework on time and peer response.

See pages xvi through xvii in *Joining Academic Conversations* for information about grading criteria. We will also review this information in class. I know that this format is different from many of your other courses, but your grade should not be a mystery. If you have any questions regarding your standing or progress in the course, please let me know and we can set up an appointment at any time.

SOCIAL JUSTICE:

West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

SCHEDULE OF WORK:

This schedule of work is subject to minor changes according to class progress.

January		
Week 1 – Jan. 6 (NO CLASS) WHAT IS SOCIAL JUSTICE? Course Introduction Social Justice	8 <i>(Late Registration Fee in Effect after Today)</i> Writing an Analysis; Rhetoric <u>Readings:</u> JAC pp. ix-xx; 39-42	10 <u>Readings:</u> WVU’s social justice website (socialjustice.wvu.edu) including the home page, about us page, and the strategic plan <u>Due:</u> Writing Exercise #1 (in-class)
Week 2 – Jan. 13 Service at WVU (Alexis McMillen) Prison as Productive Editorials	15 MLA Citations Responding to the Writing of Others <u>Readings:</u> Room for Debate Editorials (Online)	17 <i>(Last Day to register and add new courses is Today)</i> <u>Due:</u> Writing Exercise #2 (drafting)
Week 3 – Jan. 20 MLK DAY: NO CLASS	22 Conducting Interviews Troubleshooting the EA Revising, Editing and Proofreading <u>Readings:</u> Carroll	24 <u>Due:</u> Peer Response #1; FFN of Editorial Analysis
Week 4-Jan. 27 Prisoner Reentry Writing a Profile SOCIAL JUSTICE ISSUES	29 Writing Collaboratively Invention Logos <u>Readings:</u> Katel, “Prisoner Reentry”	31 <u>Due:</u> Writing Exercise #3

January		
February		
Week 5-Feb. 3 Small-Group Conferences	5 Race Arrangement in Writing <u>Readings:</u> Greenblatt, "Race in America"	7 <u>Due:</u> Writing Exercise #4
Week 6-Feb. 10 Gender Pay Gap	12 Troubleshooting the Profile Revising, Editing and Proofreading <u>Readings:</u> Billitteri, "Gender Pay Gap"	14 <u>Due:</u> Peer Response #2; Writing Exercise #5 FFN of Profile
Week 7-Feb. 17 Mid-Term Portfolios Reflection	19 Assessing Sources <u>Readings:</u> Giles	21 (Today is the mid-semester point) <u>Due:</u> Mid-Semester Portfolio
Week 8-Feb. 24 Developing a Research Question	26 Conducting Research Writing a Proposal <u>Readings:</u> Driscoll	28 <u>Due:</u> Writing Exercise #6; Research Proposal
March		
Week 9-Mar. 3 Ethos	5 Writing an Annotated Bibliography Plagiarism <u>Readings:</u> Glazer	7 (Today is the last day to drop) <u>Due:</u> Writing Exercise #7
Week 10-Mar. 10 SPRING BREAK: CLASS RECESS	12 SPRING BREAK: CLASS RECESS	14 SPRING BREAK: CLASS RECESS
Week 11-Mar. 17 Small-Group Conferences	19 Integrating Sources Conciseness <u>Readings:</u> Stedman	21 <u>Due:</u> Annotated Bibliography
Week 12-Mar. 24 Writing a Research Report	26 Critical Thinking Pathos <u>Readings:</u> Dasbender	28 <u>Due:</u> Writing Exercise #8
March/April		
Week 13-Mar. 31 Small-Group Conferences	Apr. 2 Designing Documents Sentence Structure <u>Readings:</u> <i>Easy Writer</i> , Chapter 6	4 <u>Due:</u> Work on your Research Report

January		
Week 14-Apr. 7 Writing in the Disciplines	9 Style Work Choice <u>Readings:</u> <i>Easy Writer</i> , Chapter 5	11 <u>Due:</u> FFN of Research Report
Week 15-Apr. 14 My Best Work	16 Portfolios Self-Assessment	18 <i>(This is the last week to complete your service hours for the APBP –also today is the last day to formally withdraw from the University)</i> <u>Readings:</u> <i>Easy Writer</i> , Chapters 29 and 30
Week 16-Apr. 21 Reflection	23 Revision, Editing, and Proofreading <u>Readings:</u> <i>Easy Writer</i> , Chapter 1	25 <u>Due:</u> Final Portfolio

Final Portfolios will be returned during the final exam period on Monday, May 5th between 8AM-11AM. You can pick up your portfolios in my office: Colson G07.

BIBLIOGRAPHY:

Billitteri, Thomas J. "Gender Pay Gap." *CQ Researcher* 14 Mar. 2008: 241-64. Web. 7 Jan. 2013.

Carroll, Laura Bolin. "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis." *Writing Spaces* 1 (2010): 45-58 Web. 7 Jan. 2013.

Dasbender, Gitanjali. "Critical Thinking in College Writing: From the Personal to the Academic." *Writing Spaces* 2 (2011): 37-51 Web. 7 Jan. 2012.

Driscoll, Dana Lynn. "Introduction to Primary Research: Observations, Surveys, and Interviews." *Writing Spaces* 2 (2011): 153-174 Web. 5 Apr. 2012.

Giles, Sandra. "Reflective Writing and the Revision Process: What Were You Thinking?" *Writing Spaces* 1 (2010): 191-204 Web. 7 Jan. 2013.

Glazer, Sarah. "Plagiarism and Cheating." *CQ Researcher* 4 Jan. 2013: 1-28. Web. 7 Jan. 2013.

Greenblatt, Alan. "Race in America." *CQ Researcher* 11 July 2003: 593-624. Web. 12 Oct. 2012.

Katel, Peter. "Prisoner Reentry." *CQ Researcher* 4 Dec. 2009: 1005-28. Web. 12 Oct. 2012.

Masci, David. "Student Activism." *CQ Researcher* 28 Aug. 1998: 745-60. Web. 5 Jan. 2012.

Stedman, Kyle D. "Annoying Ways People Use Sources." *Writing Spaces* 2 (2011): 242-256 Web. 7 Jan. 2013.

STUDENT AGREEMENT:

I HAVE READ THE ASSIGNED SYLLABUS, AND I FULLY UNDERSTAND THE COURSE POLICIES, INCLUDING (BUT NOT LIMITED TO) ATTENDANCE, PARTICIPATION, SERVICE LEARNING, AND SOCIAL JUSTICE.

NAME: _____
DATE: _____
EMAIL: _____