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English102 - 015 MWF 10:30 – 11:20 Armstrong 121
English 102- 068 MWF 11:30 -12:20 Armstrong 119
Office Hours: MWF 12:30 – 1:20 and by appt.

English 102: Composition and Rhetoric

Introduction: Like English 101, this class can help you build a foundation for success both as a student during your time at WVU and as a thoughtful and engaged citizen throughout the rest of your life. English 102 should help you develop your ability to write researched, persuasive texts, and to use reading and writing as tools for understanding complex arguments. English 102 is not a class with a specific content to be learned or the specialized kinds of writing that you will encounter in your major. Instead, you will learn a process for using writing and research to think about complex problems. This course will ask you to think about writing as a skill that you can develop through practice, rather than a natural talent or a set of rules. As such, you will need to approach your work in this class like a form of training: you will have to set goals, practice regularly, and chart your progress. We will do much of this work in class, so it is imperative that you come prepared every day and ready to practice! For a full explanation of the goals of English 102, please see pages x-xii in *Joining Academic Conversations*.

Service as Learning: This course will be different from most other English 102 sections in that our in-class exploration will be matched with a community service component that we will all participate in throughout the semester. Each of us will be required to participate in visits to either the Osher Lifelong Learning Institute (OLLI) or The Mountaineer Boys and Girls Club, **culminating in a minimum of 5 total hours of service**. We will use these visits and the interactions with people at each location to relate to assigned readings, in-class discussions, and all writing assignments. The experiences provided by our service will help us to engage different communities of people within the Morgantown area and allow us to consider how cultural values are shaped across generations. You have an opportunity to make a lasting, positive impact on this community and its residents. This focus will form the basis of the majority of major writing assignments in this class—and will culminate in a special final project you create with the people you meet through your service. If you choose to not participate in the service project, it will be nearly impossible for you to receive a passing grade as it is the foundation of all aspects of the course. In other words, be prepared and excited for the commitment that is expected of you by this unique learning opportunity!

Texts and Materials:

- Levine, Arthur & Diane Dean. *Generation on a Tightrope: A Portrait of Today's College Student*. 3rd ed. San Francisco: Jossey-Bass, 2012.
- Lunsford, Andrea. *Easy Writer*. 4th ed. Boston: Bedford/St. Martin's, 2010.
- English 102 Faculty. *Joining Academic Conversations*. 6th ed. Plymouth, MI: Hayden-McNeil Publishing, 2013.
- A two-pocket folder
- A small USB jump drive for use in computer labs
- Regular access to ecampus, mix, and WVU libraries databases

Policies and Procedures: Please see *Joining Academic Conversations* for departmental policies and procedures for English 102.

Social Justice and Classroom Environment: WVU is committed to social justice. I agree with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication and mutual respect. If we all respect one another and appreciate our differences, then there are no right or wrong answers and we all learn more—that is the kind of class I want to be a part of. Don't be afraid to take a chance and ask "dumb" questions—I do all the time, as you will see. We will all listen and participate together; I view individual participation as

inseparable from the overall class community—if one person goes unnoticed, all suffer. Sometimes the dialogue we will engage in about various subjects may be intense (at least, I hope it will be!), and this is the place to discuss differing opinions with a view toward intellectual growth. So enter the class every day without judgment, be open minded, listen, and learn. However, should you feel uncomfortable in the classroom as a result of my actions, or those of a classmate, let me know as soon as possible! Disrespectful behavior during class constitutes grounds for dismissal for that day--any dismissal from class shall be considered an absence. On a related note, texting in class is disrespectful to me and to your fellow classmates. If you disrupt class through frequent cell phone calls or texting, I will ask you to leave and you will receive an absence for that day. All in all, if you show up every day open-minded and willing to think in new and challenging directions, you *will* succeed.

Modifications for Disabilities: We all learn differently, and I will do my best to engage all learning styles. If you have some particular modification that you require to get the most out of this class, please let me know right away at the start of the semester. Also, please contact the **WVU Office of Disability Services** for any questions or requests at:

G-30 Mountainlair

Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Attendance: This course involves you directly in writing, reading, researching, and responding. It is a class that encourages collaborative learning through small and large groups, formal and informal writing activities, and peer response and conference activities. Because the course depends on your active preparation for every class and your active involvement during every class meeting, regular and on time attendance and active participation are critical to your success in this class.

On a MWF schedule, each student is allowed up to three absences. The fourth absence from a M-W-F class will compromise your grade as much as one full letter. Each subsequent absence will result in the further loss of up to one letter grade. **Thus, students who miss 6 or more MWF classes will fail the course.**

All absences (excused or unexcused) will count toward the total number, and this policy obtains from the moment you are registered in the course. You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency.

Responsibilities When Absent for Illness, Injury, or Personal Emergency. If you have a contagious illness (such as the flu), severe injury, or a critical personal problem, you must, of course, take care of yourself. You do, however, have an obligation to notify your instructor immediately (within 24 hours) and you must arrange to complete any missed work in a timely fashion. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and so on.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Responsibilities When Absent for University Activities or Religious Observance. In the case of university activities and religious observance, you must notify the instructor, in writing and *two weeks prior* to the date missed. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track. This make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and so on.

If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Avoiding Extended Absences. Students anticipating an extended absence of more than three consecutive class meetings or a total of five or more total absences, should take the course in another semester. Multiple absences necessarily limit your academic success in this class. 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. As Woody Allen says, "Eighty percent of success is showing up." While I love this quote, I don't think it's exactly true for college; if you come to class, conferences, and office hours, you won't just succeed—you will thrive. Try it.

Office Hours: My office hours are **MWF 12:30 – 1:20 appointment**. Office hours provide us with an opportunity to talk one on one, and you may drop in during these times to talk about any questions or comments you have about your progress in the course. As we all have busy lives, it's always a good idea to email me when you plan to visit ahead of time to make sure we're on the same page. I'd be happy to answer questions you have via email as well, and you can expect that I will respond to you within 24 hours Monday through Friday.

Standard of Work: This is a college level course, and you are expected to be comfortable with the mechanics of writing. The *EasyWriter* offers guidelines and activities to help you with these mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process. Graduate students use the center for help with their dissertations. My students who have used it rave about it. And the best part is that it's free!

WVU Writing Center: Is there for you!

G02 Colson Hall

Call 304-293-5788 to schedule an appointment or stop by to see if a tutor is available.

Web address: http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Grading Breakdown:

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|---|-----|
| Final Portfolio | 70% |
| Informal writing (Short Writes, Reflective Journal) | 20% |
| Participation | 10% |

Response and Evaluation: You will not receive grades on the Major Writing Assignments during the semester; the good thing is you have the opportunity to revise your work as many times as you want for the Final Portfolio, and I will always give you comments on your revisions as quickly as I can. You will also have Short Writes and Reading Responses that are designed to help you build upon the concepts and topics you are working on for the major writing assignments. Most assignments will be submitted online, *except the Final Portfolio*, which you will submit as a folder with all of your Major Writing Assignments printed out. I suggest you get familiar quickly with MIX, eCampus, and the WVU Libraries databases; how well you know how to use these resources will be crucial to your success in this class. If you are having issues with any of these sites, make an appointment to visit me during office hours early in the semester—I can help you!

Major Writing Assignments: There will be four of these throughout the semester with three submitted on eCampus. All of the readings, class activities, and Short Writes are designed to help prepare you for these larger papers. In other words, these major papers and your revisions of them

account for all but 10% of your Final Portfolio grade. One major writing assignment entails an explanation of your service project and the service project itself. There will be a separate set of handouts for the service project as we grow closer to discussing it.

Short Writes: Depending on the prompt I give you, Short Writes can be anything from handwritten pages completed during class or typed at home and submitted on eCampus, anything from personal and reflective to collaborative and experimental. I will give you the prompt in class, and they are meant to help you engage the topics of the Major Writing Assignment you are working on at the time. Short Writes are marked on a scale of 1-4, with 1 being the highest. You will have **EIGHT** of these throughout the semester.

Reflective Journal: For each of your service visits, you will write **SIX** 2-3 page double-spaced informal reflection on your experience. These journal entries will be submitted on eCampus; they will not be published to the class, so you are encouraged to discuss your feelings and reactions to your service, while also relating it to the goals.

Participation: 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 and work well with others. You will receive an "In-progress" midterm grade and commentary, which will describe your work. You are welcome to talk to me if you have questions about your progress in the class. Success in this class depends on meeting all the requirements, the quality of your written work, your willingness to try new perspectives, to revise and rethink, to take risks, and your commitment to working hard for 16 weeks.

Late Work: Assignments are due when they're due. Late work delays the class schedule and isn't fair to those who finished on time. If you have a genuine problem, talk to me *before* the deadline, and we might be able to work something out. Late work can and usually does affect your final grade.

Plagiarism: Plagiarism will result in immediate failure for the course. Check the Academic Integrity/Dishonesty section of the WVU Undergraduate Catalog for the complete discussion on plagiarism. We will discuss plagiarism in class and how to avoid it.

Schedule of Work

- Subject to change as needed

| January/February | | |
|--|--|---|
| Monday | Wednesday | Friday |
| <p>14</p> <p>Class Activities: Introductions, Syllabus & Class Procedures ----- HW: Read Syllabus and intro to JAC (handout) Come up with a question about the class</p> | <p>16</p> <p>Class Activities: Course Redux; Intro to Rhetoric Due Today in class: Question about course ----- HW: begin reading book</p> | <p>18 <i>Last Day to Register</i></p> <p>Discussion Day Assign: Rhetorical Argument (RA) Assign SW 1 Research and EA topics ----- HW: SW 1</p> |
| <p>21 <i>MLK Day, No Class!</i></p> | <p>23</p> <p>Claims, Reasons and Warrants, oh my! Due in Class: SW 1 Assign: Reading 1 on eCampus, SW 2 ----- HW: Reading 1 HW: SW 2</p> | <p>25</p> <p>Logical fallacies ----- HW: Reading 1 on eCampus HW: SW 2 HW: find and bring in an example of a logical fallacy</p> |
| <p>28</p> <p>Class Activities: Discuss: Reading 1; logical fallacies; Covering citation methods Due Today: SW 2 <i>Sign up for conferences</i> ----- HW: bring draft of RA to conference</p> | <p>30</p> <p>CONFERENCES -----</p> | <p>1</p> <p>CONFERENCES Assign: SW3 Due Today on eCampus: REFLECTIVE JOURNAL 1 ----- HW: Write! HW: Read <i>Book Preface and Introduction</i></p> |
| <p>4 RA Peer Review Workshop ----- HW: Tuesday, 2/5: RA "final for now" draft due by 11:59 PM on eCampus! ----- HW: Work on EA</p> | <p>6</p> <p>Class Activities: Discuss Book Intro and Preface Due in class: SW3 ----- HW: Read Book Chapter 1 & 2</p> | <p>8</p> <p>Library Day!! We're meeting in the lower level of the library! Sign up for conferencing Assign: SW4 Assign: Academic Book Review (ABR) ----- HW: SW4</p> |
| <p>11</p> <p>CONFERENCES Due in Conference: Draft of SW4 ----- HW: Read Book Ch. 1 & 2</p> | <p>13</p> <p>CONFERENCES Due in Conference: Draft of SW4 ----- HW: Read Book Ch. 1 & 2</p> | <p>15</p> <p>Discussion of Gen Me Ch. 1 & 2 Formula for the ABR Due Today on eCampus: REFLECTIVE JOURNAL 2 ----- HW: Read Book Ch. 3</p> |

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| <p>18 Class Activities: Discussion of Chapters 3 Due in class: SW4 ----- HW: Read <i>Gen Me</i> Ch. 4</p> | <p>20 Class Activities: Discussion from <i>Gen Me</i> CH. 4 ----- HW: Read <i>Gen Me</i> Chap 5 & 6</p> | <p>22 Class Activities: Discuss <i>Gen Me</i> Chaps 5 & 6 ----- HW: FINISH reading <i>Gen Me</i> CH. 7 & 8!</p> |
| <p>25 Class Activities: Discussion from <i>Gen Me</i> Ch. 7 & 8 ----- HW: Bring draft of ABR for class tomorrow</p> | <p>27 Class Activities: ABR Peer Review Workshop! Editing and Revision ----- DUE Thursday, 2/28: ABR final-for-now due by 11:59 PM on eCampus!</p> | <p>1 <i>Mid-Semester</i> Class Activities: Assign: Reading 2 on eCampus Due Today in class: Midterm Memo ----- HW: Reading 2 on eCampus</p> |
| <p>4 Class Activities: Assign: Special Service Project (SSP) ----- HW: Reading 2</p> | <p>6 Class Activities: Discuss Reading 2 ----- HW:</p> | <p>8 Sign up for Conferences Due Today on eCampus: REFLECTIVE JOURNAL 3 ----- HW: Read and write!</p> |
| <p>11 Class Activities: Discussing Oral History, brainstorming special projects ----- HW: Special Service Project Pitch</p> | <p>13 Class Activities: CONFERENCES ----- HW: Special Service Project Pitch</p> | <p>15 Service Project Pitch Workshop! Assign: Reading 3 on eCampus ----- HW: Reading 3 on eCampus</p> |
| <p>18 Class Activities: Editing and Revising Assign: Generational Argument (GA) Assign: SW 5</p> | <p>20 Debate Day!!</p> | <p>22 <i>Last Day to Drop</i> Due Today on eCampus: REFLECTIVE JOURNAL 4 ----- HW: relax, revise, and write!</p> |
| <p>25 SPRING BREAK!</p> | <p>27 SPRING BREAK!</p> | <p>29 SPRING BREAK!</p> |

| | April | |
|--|---|--|
| Monday | Wednesday | Friday |
| <p>1 Discussing Final Projects Claims, reasons and warrants with popular topics</p> <p>HW: Reading 3 on e-campus</p> | <p>3 Class Activities: Discussion from Reading 3 Due: SW 5 Assign SW 6 Generating research topics</p> <p>-----</p> <p>HW: SW6</p> | <p>5 Formulas for the GA; discussion of GA topics</p> |
| <p>8 Academic paragraph worksheet Due: SW 6</p> | <p>10 Class Activities: Logical fallacies in popular topics</p> <p>Assign: Reading 4 on eCampus Assign: SW 7</p> <p>-----</p> <p>HW: Reading 4 on eCampus, SW 7</p> | <p>12 Class Activities: Discussion of Reading 4 Due in class: SW 7</p> <p>Due Today on eCampus: REFLECTIVE JOURNAL 5</p> <p>-----</p> <p>HW: work on GA</p> |
| <p>15 Class Activities: Editing and revising Assign: Generational Conference</p> <p>-----</p> <p>HW: Bring a copy of your Generational argument to class for workshop!</p> | <p>17 Class Activities: GA Peer Review Workshop!</p> <p>-----</p> <p>HW: Bring the paper you need MOST to revise to the workshop next class</p> | <p>19 Last minute GA revision</p> <p>-----</p> <p>DUE Friday, 4/19: GA final-for-now draft due by 11:59 PM on eCampus!</p> |
| <p>22 Class Activities: Assign: Portfolio Preface Memo Assign: SW 8</p> <p>-----</p> <p>HW: Portfolio Preface Memo</p> | <p>24 Class Activities: Presentation workshop!</p> <p>-----</p> <p>Come to the Gen Conference ready to share your special project and your argument!</p> | <p>26 Revision planning for portfolio Due Today on eCampus: REFLECTIVE JOURNAL 6</p> <p>-----</p> <p>HW: Write and Revise</p> |
| <p>29 Class Activities: End of semester conferencing</p> <p>Due Today: SW8</p> <p>-----</p> <p>HW: Write, Revise, SW6</p> | <p>1 Class Activities: Generational Conference!</p> <p>-----</p> <p>HW: Write, Revise, SW8</p> | <p>3 Class Activities: Evaluations Due Today in class: Final Portfolios! Due Today: SW8</p> <p>-----</p> <p>HW: See me during Final Exam week for Portfolio pick-up!</p> |