

ENGLISH 102: COMPOSITION AND RHETORIC, SPRING 2014

Instructor: Dr. Nevena Stojanovic

E-mail: nstojano@mix.wvu.edu (the best way to contact me)

Office: 327 Colson Hall

Office Hours: M 10:30-12:15 and 3:30-4:00, W 10:30-12:15, and by appt.

Office Phone: (304) 293-2047

Section: 10 (MWF 9:30-10:20, ARM-D 117)

Required Texts

Muller, Gilbert H. and Harvey S. Weiner. *The Short Prose Reader*. 13th ed. New York: McGraw Hill, 2013.
English 102 Faculty, eds. *Joining Academic Conversations: English 102*. 6th ed. Plymouth: Hayden McNeil Publishing, 2013.

Lunsford, Andrea A. *The Easy Writer*. 4th. Ed. Boston and New York: Bedford/ St. Martin's, 2010.

***Please bring your textbooks to all class sessions.**

Course Overview

Effective writing skills are important in every field of study. Since you have already passed English 101, you should have experience in generating ideas, expressing your opinions clearly, writing coherent papers, considering your audience, and controlling your writing style. English 102 builds on these writing skills and expands them by emphasizing *research and argument* and paying even greater attention to *revision and organization strategies*. This class will approach writing as a way to 1) explore, understand, and evaluate ideas, 2) analyze and resolve problems, and 3) argue effectively and persuasively in a variety of contexts.

Course Goals/ Outcomes

All of the assignments and activities that you complete in English 102 will help you master five important course goals: 1) understand writing as a process, 2) argue effectively and persuasively in a variety of contexts, 3) explore and evaluate ideas, 4) integrate research effectively, and 5) learn genre conventions, editing rules, and source documentation. Please see *Joining Academic Conversations* (x-xii) for more information on course goals.

These five major goals will produce important outcomes that are measurable and applicable to the work you will be asked to complete for other courses, too. By the end of English 102, you should have learned how to: 1) find and assess information, 2) think critically, 3) choose and distinguish between reliable and unreliable sources, 4) organize and develop an argument, 5) persuade people in different circumstances by being aware of rhetorical contexts, 6) revise, edit, and proofread your own and others' work, 7) work collaboratively, 8) use technology for research and text production, 9) feel comfortable with standardized written English and know how to use it in writing, and 10) understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Standard of Work

This is a college level course, and you are expected to have mastered proper usage of grammar, punctuation, and vocabulary. *The Easy Writer* can be a helpful guidebook for brushing on these skills, but if you need more help with improving them, you are welcome to schedule an appointment with the Writing Center by calling (304) 293-5788. The Center is located in G02 Colson Hall. The Center's web address is http://english.wvu.edu/centers_and_projects/wcenter. Tutors in the Center can even help you with the development of ideas and structure of your essays.

Course Policies and Procedures

Please read the preface to *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs (xii-xiv). Please note that the inside front cover of this textbook also provides you with a quick reference to some of the resources you may rely upon during the course.

Attendance

English 102 is a workshop course, and it encourages collaborative learning through small and large groups, formal and informal writing activities, peer review workshops, and conferences. Since the course depends on your active participation in every class, regular and punctual attendance is critical to your success in English 102. Late assignments are unacceptable. Each student is allowed up to three absences without a drop in the final grade. **A fourth absence will compromise your final grade as much as one full letter grade. Each additional absence will lower your final grade by an additional letter grade. Six or more absences will automatically result in a failing grade.** Please note that you are responsible for catching up with work if you fail to attend class. If you do need to miss a class, you should notify me immediately via e-mail, and you must arrange the completion of your missed work in a timely fashion. I will provide you with detailed instructions regarding how you can make up the missed work. Tardiness is not desirable in an academic community. Please come to each and every class on time. If you are late three times during the semester, I will count it as one absence. A missed conference counts as one absence.

Special Needs

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please make appropriate arrangements with the Office of Accessibility Services. Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Road (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>. I will be happy to work with you and the Accessibility Services staff to help you succeed in this class.

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 (E. Moore Hall, Phone: (304) 293-5611). They 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.

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, see <http://well.wvu.edu/ccpps>.

Cheating and plagiarism are punishable. The following definitions of the terms are from the WVU Undergraduate Catalog. Cheating involves doing academic work for another student or providing one's own work for another student to copy and submit as his/her own. Plagiarism involves turning in the material that has been knowingly obtained or copied in whole or in part, from the works of others . . . , including (but not limited to) another individual's academic composition. Academic dishonesty involves representing as your own work any part of work done by another, 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 material, interfering with another's work. Cheating and plagiarism are serious offences. You are expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31, which is online at: <http://studentlife.wvu.edu/studentconductcode.html>. Clear cases will result in an F for the course and appropriate academic discipline. 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 to me.

Social Justice Policy

I share WVU's commitment to social justice and will do my best to create a learning environment based on non-discrimination, mutual respect, and open communication. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin, and I will use all my pedagogical knowledge to stimulate a pleasant working atmosphere for everyone. If you have any suggestions on how to further such a positive and productive atmosphere in our class, please feel free to talk to me.

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.

Communication

After the class time we will communicate via e-mail. Please feel free to send an e-mail to me if you have a question about an assignment, a missed class, class policies, or if you want to make an appointment with me. I will respond within 24 hours M-F. Please check your mix accounts before 7 pm on Tuesdays and Thursdays in case I send you an important e-mail about the next day's class.

English 102 Portfolio Approach

The portfolio emphasizes the ongoing process of writing and revision. To keep track of this process and of your progress over the course of the semester, you will collect all of your written work to create two writing portfolios—one submitted at the midterm and the other submitted at the end of the semester. For both portfolios, you will be asked to write a reflective memo about your work as a writer, reader, and thinker in this class.

English 102 Assignment Overview

You will receive detailed assignment sheets for the 20+ pages of revised and polished writing that you will complete in English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

Mid-term portfolio (for evaluation and revision)

- 1) Reflective Writing (1-2 pages):** This course will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your midterm reflection assignment will ask you to compose a 1-2 page memo about your work so far in the class.
- 2) Essay 1: Advertisement Analysis (4+ pages):** Write an essay in which you examine the rhetoric and effectiveness of two or three current print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.). Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis.
- 3) Essay 2: Editorial Analysis (5+ pages):** Select a current editorial or an in-depth news column on a controversial issue that interests you. Identify the major parts of the argument—claim, support, and warrant—as they have been defined in the pages that discuss Toulmin's model of argumentation.
- 4) Graded Short Informal Writing (about 4 pages):** See the description below. **These assignments are not available for revision.**

Final Portfolio (70% of the final grade)

- 1) Reflective Writing:** Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your writing and to provide context for the evaluation of your portfolio. In other words, the reflective introduction is the argument for what you have learned and achieved as a writer and reader in this class, while the portfolio is the evidence of that argument.
- 2) Essay 1: Advertisement Analysis—revised**

3) Essay 2: Editorial Analysis—revised

4) Research Proposal: Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you articulate the direction of and purpose for your research.

This assignment is not available for revision.

5) Annotated Bibliography: This assignment is an important step in creating your final paper, the culmination of work in this class. 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. **This assignment is not available for revision.**

6) Essay 3: Argument Essay (6-8 pages): This is the culmination of the 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. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience.

7) Graded Short Informal Assignments (total: 8 pages): See below for details. **These assignments are not available for revision.**

Informal Writing (20% of the final grade)

Informal writing will include reading responses, short writes, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. Most of these informal writing assignments will be based on the texts from *The Short Prose Reader* and activities from *Joining Academic Conversations*. You will receive midterm and final informal writing grades.

Participation (10% of the final grade)

Participation is assessed based on your attendance, investment in class activities and discussions, as well as your ability to respect and work well with others. You will receive midterm and final participation grades. You are welcome to talk to me if you have any concerns or questions about your participation in this class.

Grade Descriptors for English 102

I will follow the descriptors provided in *Joining Academic Conversations* on pages xvi-xvii. These criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for this class. Please note the course rubric on the inside back cover of *Joining Academic Conversations*. This rubric recognizes the course goals and degrees of mastery that I will use in evaluating your final portfolio.

Final Grade Distribution

| | |
|-------------------|-----|
| Final Portfolio: | 70% |
| Informal Writing: | 20% |
| Participation: | 10% |

SCHEDULE OF WORK
(subject to revision based on progress)

WEEK 1**W, January 8**

Class agenda: Introduction to English 102 + Discuss the syllabus

Homework: Buy books and read “What Is Writing?” and “I Think, Therefore IM” in *The Short Prose Reader* (pages 1-19)

F, January 10

Class agenda: Discuss the reading. Do some of the exercises on pages 19-21 in *The Short Prose Reader*.

Homework: Read John Grisham’s “Boxers, Briefs, and Books” in *SPR* (pages 22-25).

WEEK 2M, January 13

Class agenda: Discuss the reading. Do some of the exercises on pages 25-28 in *SPR*. **Introduce Essay 1: Advertisement Analysis.**

Homework: Start looking for advertisements for essay 1. Bring the chosen ads to the class on Wednesday.

***January 14: Last Day to Register and Add Classes**

W, January 15

Class agenda: Discuss pages 39-43 in *Joining Academic Conversations*. Discuss the chosen ads.

Homework: Write a rough draft of Essay 1 for the conference.

F, January 17

Class agenda: **Class cancelled for conferences.** Meet me in Eliza's, on the 4th floor of the Downtown Campus Library.

Homework: Revise the rough draft and bring it to the class on Wednesday.

WEEK 3M, January 20: Martin Luther King's Birthday: No ClassesW, January 22

Class Agenda: In-class peer review of Essay 1

Homework: Finish revisions to your Essay 1.

F, January 24

Class Agenda: **Essay 1 (Ad Analysis) Final-for-Now Due Today.** Reflect on writing the ad analysis in class. Introduce the Toulmin Model of Argument (*JAC* 44-46). Practice the Toulmin model in class.

Homework: **Informal Writing 1:** Choose a text from *SPR* and analyze it applying the Toulmin model of argument (1 single-spaced page).

WEEK 4M, January 27

Class agenda: **Introduce Essay 2: Editorial Analysis.** Discuss logical fallacies (*JAC* 49-52).

Homework: Start looking for editorials for Essay 2. Read "What Is Reading?" and "Prison Studies" in *SPR* (pages 53-65 and 72-75).

W, January 29

Class agenda: Do a few exercises on logical fallacies. Do a few exercises on pages 75-80 in *SPR*.

Homework: Choose an editorial, print it out, bring it to class on Friday, and complete the pre-drafting checklist.

F, January 31

Class agenda: Discuss the editorials. Discuss Essay 2. Discuss page 13 in *JAC*. Choose conference times.

Homework: Write a rough draft of Essay 2.

WEEK 5M, February 3

Class agenda: **Class cancelled for conferences.** Meet me in Eliza's, on the 4th floor of the Downtown Campus Library.

Homework: Revise your draft following my suggestions.

W, February 5

Class agenda: In-class peer review of Essay 2

Homework: Read "Turning the Page" in *SPR* (pages 92-95).

F, February 7

Class agenda: **Introduce Midterm Memo and Portfolio.** Discuss Essay 2.

Homework: Finish your draft of Essay 2.

WEEK 6M, February 10

Class agenda: **Essay 2 (Editorial Analysis) Final-for-Now Due Today.** Reflect on writing Essay 2 in class. Discuss the midterm memo, portfolio, and assessment of work.

Homework: Start working on your midterm memo and portfolio.

W, February 12

Class agenda: Introduce the MLA documentation of sources (pages 206-253 in *The Easy Writer*). Discuss pages 120-127 in *JAC*.

Homework: Review the introduced and discussed material.

F, February 14

Class agenda: Talk about the process analysis. Read “Thumbs on the Wheel” in *SPR* (pages 181-186) and discuss the text.

Homework: **Informal Writing 2:** Write a short response (1 single-spaced page) to the prewriting prompt on page 187 in *SPR*.

WEEK 7M, February 17

Class agenda: Discuss pages 61-65 and 66-74 in *JAC*.

Homework: Work on your midterm portfolio.

W, February 19

Class agenda: Look at the photographs in the 7th chapter in *SPR* and think about the questions under each photograph (description and narration, process, illustration, comparison and contrast, cause and effect, classification, definition, and argument).

Homework: Work on your midterm portfolio.

F, February 21

Class agenda: Continue the discussion of the 7th chapter in *SPR*.

Homework: Work on your midterm portfolio.

WEEK 8M, February 24

Class agenda: Midterm portfolio workshop. Bring your portfolio to class.

Homework: Polish your midterm portfolio.

W, February 26

Class agenda: **Introduce Essay 3: Argumentative Essay. Introduce the Research Proposal. Introduce the Annotated Bibliography.**

Homework: Finish your midterm portfolio.

F, February 28

Class agenda: **Midterm Portfolios Due.** Discuss the Final Essay. **Midterm.**

Homework: RELAX!

WEEK 9M, March 3: Discuss pages 3, 9, 10, and 12 in *JAC*.

Homework: Start thinking about an issue that you would like to explore in your Essay 3.

W, March 5

Class agenda: Discuss the topics.

Homework: Write a Research Proposal.

F, March 7

Class agenda: **Research Proposal Due.** Discuss the Annotated Bibliography. Discuss page 81 in *JAC*.

Homework: Start looking for credible sources.

WEEK 10: SPRING BREAK: NO CLASSES

WEEK 11M, March 17

Class agenda: Discuss Academic Honesty and Integrity. Discuss the incorporation of sources in your essay. Discuss pages 131-135 in *JAC*.

Homework: Do more research on the chosen topic. **Informal Writing 3:** Propose a list of preliminary sources (4-5 credible sources) by providing an MLA citation and a brief description and evaluation of each source (1 single-spaced page).

W, March 19

Class agenda: Do the activity on pages 136-138 in *JAC*.

Homework: Work on your annotated bibliography.

F, March 21: *Last Day to Drop a Class

Class agenda: Do the activities on pages 140-145 in *JAC*.

Homework: Finish your annotated bibliography.

WEEK 12M, March 24

Class agenda: **Annotated Bibliography Due.** Discuss the Argumentative Essay.

Homework: Start working on your draft.

W, March 26

Class agenda: Discuss your working theses and structures of your essays.

Homework: Work on your draft. **Informal Writing 4:** Creative piece: choose a topic and write about it (1 single-spaced page).

F, March 28

Class agenda: Discuss the final portfolio guidelines and page 19 in *JAC*. Address questions and concerns pertinent to the draft of your Argument Essay.

Homework: Work on your draft.

WEEK 13M, March 31

Class Agenda: Talk about argumentation and persuasion. Read “Facebook’s Gone Rogue” in class and do some of the exercises after the text (pages 421-429 in *SPR*).

W, April 2

Class agenda: Workshop the draft of your Argumentative Essay. Choose conference times.

Homework: Get ready for the conference.

F, April 4

Class agenda: **Class cancelled for conferences.** Meet in Eliza’s, on the 4th floor of the Downtown Campus Library.

Homework: Polish your Argument Essay.

WEEK 14M, April 7

Class agenda: **Essay 3 (Argumentative Essay) Due.** Discuss the final portfolio. Discuss the reflection letter.

Homework: Start final revisions. Revise Essay 1 for Wednesday.

W, April 9

Class agenda: Workshop the revision of Essay 1.

Homework: Revise Essay 2 for the workshop on Friday.

F, April 11

Class agenda: Workshop the revision of Essay 2.

Homework: Revise Essay 3.

WEEK 15M, April 14

Class agenda: Workshop the revision of Essay 3.

Homework: Revise your papers for the final portfolio. Write the final reflection.

W, April 16

Class agenda: Workshop the reflection letter. Present revised argumentative essays to the class.

Homework: Work on your portfolio.

F, April 18Class agenda: **Good Friday: No Classes****WEEK 16**M, April 21

Class agenda: Present revised argumentative essays to the class.

Homework: Work on your portfolio.

W, April 23

Class agenda: Present revised argumentative essays to the class.

Homework: Work on your portfolio.

April 24: Last Day to Withdraw from the University*F, April 25: FINAL PORTFOLIOS DUE IN MY OFFICE, 327 COLSON HALL, DURING THE REGULAR CLASS TIME****N.B. MANDATORY: FINAL PORTFOLIOS PICK-UP in my office, 327 Colson Hall, during the final exam slot**